

NEW JERSEY DEPARTMENT OF EDUCATION
Office of Career and Technical Education

Carl D. Perkins Career and Technical Education
Improvement Act of 2006

SECONDARY AND STATE AGENCY
FIVE-YEAR PLAN

July 1, 2008 – June 30, 2013

TITLE PAGE

1. Name of Eligible Recipient:	
2. Name of Chief School Administrator or Agency Head:	2a. Telephone #:
	2b. FAX #:
	2c. E-mail Address:
3. Name of Perkins Project Director or Contact Person:	3a. Telephone #:
	3b. FAX #:
	3c. E-mail Address:
4. Address:	4a. County Name:
	4b. County Code:
5. Name of Person Responsible for Data Collection:	5a. Telephone #:
	5b. FAX #:
	5c. E-mail Address:
6. Type of Institution: Comprehensive Secondary District _____ County Vocational School _____ State Agency _____	
7. Consortium member: _____ yes _____ no If yes, list the other members of the consortium	
Assurance: By signing this document, I assure that the school district/state agency will provide programs that are of such size, scope and quality to bring about improvement in the quality of career and technical education.	
8. Signature of Chief School Administrator or Agency Head: _____	9. Date: _____

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P.L. 109-270, SECTIONS. 122, 134, 135 LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

- (a) **LOCAL PLAN REQUIRED-** Any eligible recipient requesting financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational entities as the eligible agency determines to be appropriate), submit a local plan. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under Section 122 of the Carl D. Perkins Career and Technical Education Act of 2006.

FIVE-YEAR PLANNING DOCUMENT INSTRUCTIONS

The Five-Year Planning Document covers July 1, 2008 through June 30, 2013.

INSTRUCTIONS:

SECTION I

Section I is to be used to describe the “big picture” of career and technical education for the district or college. In this section, indicate the larger overarching priorities of the district or college that will be used to guide the direction of the career and technical education programs. Provide information on career clusters, industry growth areas, and other local needs or goals. The rest of the five-year plan will reflect these larger goals and begin to describe how these goals will be addressed.

SECTION II

Section II is to be used to add more information to each of the listed goals (1 - 12) by providing one or more objectives related to that goal. The objectives under each goal are separated into three segments: the objective statement, anticipated outcomes and the projected timeline. It is not necessary to list activities (such as “Purchase supplies for the graphic arts program”) or strategies on the five-year plan. The objectives will be enacted each year using the strategies and activities that will be listed in the annual Perkins funding application.

When complete, the Five-Year Plan should be mailed to:

Marie Barry, Director
Office of Career and Technical Education
New Jersey Department of Education
P.O. Box 500
100 Riverview Executive Plaza
Rt. 29 North
Trenton, NJ 08625

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SECTION I

Describe how CTE programs will be carried out.

Vision and Priorities

Describe the overarching vision for the next five years.

(Use the response to the following three topic areas to address this. **Maximum three pages**)

- **Describe how the district/agency plans to address, over the five years of the plan, through refinement, development and implementation of current or future programs, one or more of the ten career clusters related to the industry growth areas (in parentheses below) identified as high priority in the State Five-Year Plan.**

1. Agriculture, Food, & Natural Resources (agribusiness);
2. Arts, A/V Technology & Communications (communications);
3. Business, Management & Administration (entrepreneurship);
4. Finance (financial services);
5. Health Science (life sciences);
6. Hospitality & Tourism (gaming and tourism);
7. Information Technology (information technology);
8. Manufacturing (advanced manufacturing);
9. Science, Technology, Engineering & Mathematics (life sciences; renewable energy); and
10. Transportation, Distribution & Logistics (logistics, ports, transportation).

- **Provide a description of the plans and strategies you will use to address one or more of the eight State CTE Priorities identified in the State Five-year Plan:**

Priority #1: Science, Technology, Engineering and Mathematics (STEM) Education

Priority #2: Education Reform

Priority #3: Nontraditional Careers

Priority #4: Developmental Career Counseling

Priority #5: Collaboration and Partnership Development

Priority #6: Professional Development and Technical Assistance

Priority #7: Student Leadership Development

Priority #8: Teacher Preparation and Recruitment

- **Describe additional priorities or specific goals, not included above, for the agency or school, based on local initiatives or needs.**

**See the complete description in the Five-Year Career and Technical Education State Plan, adopted March, 2008*

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Approved Programs

- 1. List the name and the CIP Code of each of the approved career and technical education programs.**
- 2. For each approved career and technical education program:**
 - a. Provide the description and purpose of the program;
 - b. List the sequence of courses that constitute the program and,
 - c. If any course is less than a semester in length indicate the course and the length in weeks.
- 3. Identify at least one program of study that the district or agency intends to provide and indicate how it meets the following criteria:**
 - a. incorporates secondary education and postsecondary education elements;*
 - b. includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;*
 - c. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and*
 - d. leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*
- 4. Describe the system for delivering the CTE instructional programs. As appropriate, include information on curriculum development, career academies, structured learning experiences, tech prep programs, credit for dual or concurrent enrollments, and any other information related to the methods by which students receive instruction. (Maximum one page)**

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SAMPLE STRATEGY AND OUTCOME EXAMPLES FOR THE FIVE-YEAR PLANNING DOCUMENT		
<p>Goal #3: To increase technical skill attainment of students participating in career and technical education programs by providing students with:</p> <ul style="list-style-type: none"> a) a program that consists of a coherent sequence of three or more career and technical education courses aligned with national industry standards, when available [N.J.A.C. 6A:19-3.1]; b) activities (e.g., structured learning experiences and technical skills competitions, etc.) that will provide students with an understanding of all aspects of a business and industry to promote student commitment to the learning process, and increase student achievement rates. [P.L. 109-270, Section 135 (b)(C) NJ CTE Priority (2)(5)]; c) opportunities to assume leadership roles by participating in career and technical student organizations [NJ CTE Priority (7)]; and d) end-of-program technical skills assessments, and attainment of industry-recognized certificates or credentials [Section 113, (b)(2)(A)(ii), [N.J.A.C. 6A:19-3.1]. <p>Grantees must develop strategies supporting goal attainment for each element listed above (Elements 3a -3d).</p>		
Objectives	Anticipated Outcomes	Timelines
<p>3.1: Career and technical education students will participate in programs that provide them with rigorous academic content.</p>	<p>3.1a: At least 25 percent of students participating in career and technical education programs demonstrated academic proficiency by meeting State standards on the High School Proficiency Assessment (HSPA).</p>	2009-2013
	<p>3.1b: Teachers will align all academic courses with the New Jersey Core Curriculum Content Standards to ensure student success on the HSPA</p>	2010, 2012
<p>3.2: The district will increase the number of career and technical education students enrolling in AP courses.</p>	<p>3.2a: The percentage of career and technical education students who successfully completed at least one AP course increased three percent each year over the five-year plan.</p>	2009-2013
<p>3.3: The district will develop an engineering program of study that includes strong academic and career and technical education courses.</p>	<p>3.3a: Academic and career and technical education teachers developed curricula for the new engineering program of study and obtained board approval and NJDOE career and technical education program approval.</p>	2010
	<p>3.3b: At least one articulation agreement was developed with a postsecondary partner for the new engineering program of study.</p>	2010

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Goal #1: To promote career and technical education programs and programs of study (Refer to Goal 2) by:

- a) increasing student participation and retention in high quality career and technical education programs and programs of study [NJ CTE Priority (2)];
- b) providing career guidance and academic counseling to students, including linkages to future education and training opportunities [P.L. 109-270, Section 134(b)(11) NJ CTE Priority(4)]; and,
- c) developing strong partnerships (e.g., advisory board, working committees) with postsecondary educators and with business, industry, organized labor, and community representatives [NJ CTE Priority (2)].

Grantees must develop strategies supporting goal attainment for each element listed above (Elements 1a – 1c).

Objectives:	Anticipated Outcomes	Projected timeline
1.1		

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Goal #2: To increase academic attainment of students participating in career and technical education programs by providing students with:

- a) a coherent and rigorous academic content that aligns with the New Jersey Core Curriculum Standards [P.L. 109-270, Section 122 (c)(1)(A)(ii); Section 134 (B), Section 135(b)(1) NJ CTE Priority (2)];
- b) opportunities to enroll in advanced placement (AP) /dual enrollment courses [NJ CTE Priority (2)(4)].

Grantees must develop strategies supporting goal attainment for each element listed above (Elements 2a – 2b).

Objectives:	Anticipated Outcomes	Projected timeline
2.1		

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Goal #3: To increase technical skill attainment of students participating in career and technical education programs by providing students with:

- a) a program that consists of a coherent sequence of three or more career and technical education courses aligned with national industry standards, when available [N.J.A.C. 6A:19-3.1];
- b) activities (e.g., structured learning experiences and technical skills competitions, etc.) that will provide students with an understanding of all aspects of a business and industry to promote student commitment to the learning process, and increase student achievement rates. [P.L. 109-270, Section 135 (b)(C) NJ CTE Priority (2)(5)];
- c) opportunities to assume leadership roles by participating in career and technical student organizations [NJ CTE Priority (7)]; and,
- d) end-of-program technical skills assessments, and attainment of industry-recognized certificates or credentials [Section 113, (b)(2)(A)(ii), [N.J.A.C. 6A:19-3.1].

Grantees must develop strategies supporting goal attainment for each element listed above (Elements 3a - 3d).

Objectives:	Anticipated Outcomes	Projected timeline
3.1		

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Goal #4: To increase the participation of special populations in career and technical education programs by:

- a) overcoming barriers that result in lower rates of access of special populations to career and technical education programs, [or lowering success in the programs] [P.L. 109-270, Section 134 (b)(8)(A)];
- b) increasing academic and career and technical support for special populations to help them meet required performance levels, and prepare them for high skill, high wage, or high demand occupations that will lead to self sufficiency [P.L. 109-270, Section 134 (b)(8)(B-C)];
- c) ensuring that individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations [P.L. 109-270, Section 134 (b)(9)];
- d) including career and technical education teachers in the individualized education plan (IEP) process [N.J.A.C. 6A:14-3.7 & 4.3]; and,
- e) increasing the participation and support of students, parents, teachers, guidance staff, business, organized labor, and the community to increase the number of positive postsecondary placements of special populations [NJ CTE Priorities (4)(5)].

Grantees must develop strategies supporting goal attainment for each element listed above (Elements 4a – 4e).

Objectives:	Anticipated Outcomes	Projected timeline
4.1		

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Goal #5: To promote student preparation for non-traditional occupations or fields of work.[P.L. 109-270, Sec. 134(b)(10).		
Objectives:	Anticipated Outcomes	Projected timeline
5.1		

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Goal #6: To include parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, members of Tech Prep consortia, business and industry, labor organizations, members of special populations, and other interested individuals in:

- a) program development;
- b) program implementation; and,
- c) evaluation of career and technical education programs [P.L. 109-270, Section 134(b)(5); NJ CTE Priority (5)].

Grantees must develop strategies supporting goal attainment for each element listed above (Elements 6a – 6c).

Objectives:	Anticipated Outcomes	Projected timeline
6.1		

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Goal #7: To provide comprehensive professional development to teachers, faculty, administrators, career guidance and academic counselors (i.e., major stakeholders) that will: [NJ CTE Priorities (5)(6)]

- a) promote the integration of coherent and rigorous content aligned with state standards and career and technical standards, when available [Section 134, (b)(4), Section 122, (c)(2)(A)];
- b) provide opportunities for secondary and postsecondary academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies [Section 122, (c)(2)(A), NJ CTE Priority (6)];
- c) improve teachers' technical skills content in the use of tools and equipment and/or technology [NJ CTE Priority (5)];
- d) provide major stakeholders with knowledge of current business practices, and all aspects of an industry; industry standards; industry credentials; and industry-recognized end-of-program assessments, as appropriate [P.L. 109-270, Section 122 (c)(2)(C)], NJ CTE Priority (5)];
- e) improve career and technical education instruction by:
 - i) strengthening the academic and technical components of a program through the use of differentiated, applied, contextual, and integrated instruction [P.L. 109-270, Section 122 (c)(2)(D)];
 - ii) providing the knowledge and skills necessary to improve instruction for special populations, including the use of assistive technology and other classroom supports [P.L. 109-270, Section 122 (c)(2)(E)]; and,
 - iii) increasing the percentage of teachers that meet teacher certification or licensing requirements [P.L. 109-270, Section 122 (c)(2)(B)].
- f) assist major stakeholders in accessing and utilizing data in order to improve classroom instruction and student performance [P.L. 109-270, Section 122 (c)(2)(F) NJ CTE (2)(6)].

Note: Grantees must develop strategies supporting goal attainment for each element listed above (Elements 7a – 7f).

Objectives:	Anticipated Outcomes	Projected timeline
7.1		

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Goal #8: To continuously improve student and program performance [P.L. 109-270, Section 134 (b)(7) NJ CTE Priority (2)].		
Objectives:	Anticipated Outcomes	Projected timeline
8.1		
Goal #9: To recruit and retain career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and to facilitate a smooth transition for representatives from business and industry transitioning into career and technical education as teachers [P.L. 109-270, Section 134 (b)(12)(A)(B); NJ CTE Priority (8)].		
Objectives:	Anticipated Outcomes	Projected timeline
9.1		