

## **Carl D. Perkins Career and Technical Education Act of 2006**

Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of vocational and technical education for the 21st century. The central goals of this new vision are improving student achievement and preparing students for postsecondary education, further learning, and careers.

Perkins III promotes reform, innovation, and continuous improvement in vocational and technical education to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards, and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers.

**Education Reform:** Perkins III supports the alignment of vocational and technical education with state and local efforts to reform secondary schools and improve postsecondary education. The implementation of the new law promises to make vocational and technical education programs an integral part of these efforts.

**Seamless Education and Workforce Development Systems:** Together with the Workforce Investment Act of 1998, which restructures employment training, adult education, and vocational rehabilitation programs, Perkins III promotes the development of integrated, "one-stop" education and workforce development systems at the state and local levels.

**Focus on Quality:** Perkins III focuses the federal investment in vocational and technical education on high-quality programs that:

- \* integrate academic and vocational education;
- \* promote student attainment of challenging academic and vocational and technical standards;
- \* provide students with strong experience in, and understanding of all aspects of an industry;
- \* address the needs of individuals who are members of special populations;
- \* involve parents and employers;
- \* provide strong linkages between secondary and postsecondary education;
- \* develop, improve and expand the use of technology; and
- \* provide professional development for teachers, counselors, and administrators.

**Flexibility:** A number of prescriptive administrative requirements and restrictions have been eliminated to give states, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students and communities.

**Accountability:** To promote continuous program improvement, Perkins III created a state performance accountability system. The Secretary and states reach agreement on annual levels of performance for a number of "core indicators" specified in the law:

- \* student attainment of challenging state-established academic, and vocational and technical, skill proficiencies;
- \* student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;
- \* placement in, retention, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- \* student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

Incentive grants will be awarded to states that exceed agreed-upon performance levels for Perkins III, the Adult Education and Family Literacy Act, and employment training services

authorized under Title I of the Workforce Investment Act. Grants may be reduced to states that do not meet agreed-upon performance levels.

Tech-Prep: Perkins III reauthorizes Tech-Prep, an important catalyst for secondary school reform and postsecondary education improvement efforts. Perkins III promotes the use of work-based learning and new technologies in tech-prep programs and encourages partnerships with business, labor organizations, and institutions of higher education that award baccalaureate degrees.

The United States Department of Education (USDOE), Office of Vocational and Adult Education (OVAE), will give state and local recipients of funds the flexibility, guidance, and technical assistance they need to take full advantage of the new opportunities created by Perkins III. OVAE will collaborate with other offices of the USDOE, the Department of Labor, and other federal agencies to promote the development of quality education and workforce systems.

NJ Department of Education

## **PERKINS APPROVED OCCUPATIONAL PROGRAMS**

### **FUNDAMENTALS OF DRAFTING/CAD**

Students will learn the fundamentals of mechanical drawing, as it exists today in Computer Aided Drafting. The course is a hands on computer course that includes an introduction of the basic software commands and an exploration into the many careers associated with Computer Assisted Drafting. Drafting on the computer includes pictorial or isometric drawings, and three view layouts. Several multicolored plots will also be completed.

### **ADVANCED APPLICATIONS OF CAD**

#### **Prerequisite: Fundamentals of Drafting/CAD**

Students in this level of CAD will complete more demanding three view drawings, isometric or pictorial drawings, including three dimensional (3D) drawings, and extensive isometric assembly drawings. Students will also become familiar with various manufacturing techniques and the numerous roles computers play in society today.

### **ARCHITECTURAL APPLICATIONS OF CAD**

#### **Prerequisite: Advanced Applications of CAD**

This course will focus on the numerous architectural styles as they pertain to various time periods and different parts of the country. The students will design their own personal house plans. This will involve several stages of construction including: floor plans, foundation plans elevations, framing, electrical, plumbing and landscape design. Addition to the drawing and design on the computer, the students will make a scale model of what they design.

## **HORTICULTURE I**

Horticulture I is designed to place into practice the theoretical knowledge gained by the students in the agriscience courses. Students will be involved in production experiences in floriculture, nursery, and aquaculture. Floral design, plant propagation, food and ornamental fish production, greenhouse crop production, and landscape maintenance are areas stressed in this course.

## **ADVANCED HORTICULTURE**

### **Prerequisite: Horticulture I**

Advanced horticulture permits students to develop and expand the skill areas of their special interest. Qualifying seniors may also participate in the supervised Agricultural Experience (SAE) in which students report to a job site to help reinforce the skills learned in the classroom.

## **PARENTING I**

The Parenting courses involve a study of the factors related to the physical, intellectual, social and emotional growth of the child from conception to preschool age. Students will have the opportunity for hands-on experiences through the involvement with children in the preschool learning lab.

## **PARENTING II**

Parenting II involves a review of the physical, intellectual, social, and emotional development of children ages three through five years old. Additional experiences will include: health and safety in the home and school, skills for effective parenting, and careers related to working with small children in the learning lab.

## **BUSINESS TECHNOLOGY DEPARTMENT**

### **COURSE DESCRIPTIONS 2002-2003**

#### **Accounting I**

Accounting I offers all students the opportunity to acquire accounting skills used in business, industry, and government. This course will help students identify career opportunities in accounting. Students will be able to journalize and post business transactions and prepare financial statements for a sole proprietorship and a partnership.

#### **Accounting II**

**Prerequisite: Accounting I**

Accounting II offers all students the opportunity to further their skills in accounting as it relates to departmentalized business and corporations. Students will gain valuable experience for entry-level employment and develop a foundation for college level business studies.

### **Advanced Word Processing/Desktop Publishing**

#### **Prerequisite: Keyboarding/Word Processing**

Advanced Word Processing/Desktop Publishing offers all students the opportunity to extend their basic knowledge of word processing and to creatively use their computer knowledge and skills. Students will learn practical techniques for using the advanced features of word processing and desktop publishing. Emphasis is placed on applying principles of design by creating professional-looking desktop published documents such as newsletters, flyers, forms, business cards, brochures, certificates, and greeting cards.

### **Advanced Word Processing Lab**

#### **Prerequisite: Advanced Word Processing/Desktop Publishing**

Advanced Word Processing Lab offers all students the opportunity to expand their word processing and desktop publishing skills. Students will creatively use their skills by designing and producing professional-looking school projects.

### **Computer Applications**

#### **Prerequisite: Keyboarding/Word Processing**

Computer Applications offers all students the opportunity to obtain a working knowledge of computer skills critical to being successful in our technological society. Emphasis will be placed on the creation of word processing, spreadsheet and database documents and presentations. In addition, students will learn how to use the Internet as a valuable resource. This course is recommended for all students regardless of program of study.

### **Consumer Information**

Consumer Information offers all students the opportunity to develop personal living skills. The students will become familiar with effective personal money management techniques including: budgeting, savings and checking accounts, establishing credit, obtaining a car, and purchasing insurance. This course is recommended for all students regardless of program of study.

### **Cooperative Marketing Education (CME)**

Cooperative Marketing Education (CME) offers all seniors the opportunity to obtain credit by working in a part-time marketing related job while taking the required academic class. Students will be under the supervision of their cooperating teacher and the employer. Some topics which will be covered in this class are human relations skills, work safety, careers, personal budgets

and checking accounts. Speaker presentations will also be used in the areas of careers and technical schools. **Students must be employed to remain in this program.**

### **Keyboarding/Word Processing**

Keyboarding/Word Processing offers all students the opportunity to develop basic word processing skills. Emphasis will include mastering the touch system for the input of data. Students will become familiar with formatting and editing basic applications such as letters, memos, tables, and reports. **This course is recommended for all students regardless of program of study and is a prerequisite for all other computer classes offered by the department.**

### **Marketing Careers**

Marketing Careers offers all students the opportunity to obtain a basic knowledge of how to choose a career, with an emphasis on marketing. Students will develop such skills as human relations, customer service, and personal financing. The operation of the school store will be incorporated in this course.

### **Office Technology**

#### **Prerequisite: Keyboarding/Processing**

Office Technology is designed to develop experience and skill in analyzing problems and developing logical, step-by-step solutions in automated offices. Hands-on experiences will include office simulations using calculators and computer applications.

### **Opening Your Own Business**

Opening Your Own Business is designed to help students understand the process of starting a business. The following topics are covered during the course: entrepreneurship, marketing, financing, and managing the small business. Students will gain hands-on marketing experience by managing or working in the school store.

### **Retail Merchandising**

Retail Merchandising is designed to offer all students a basic knowledge of how a retail business operates. Students will manage the school store, while engaging in product planning, promotion, selling cashiering, risk management and fashion.