

Section 6: Program Guidance

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Advertising/Recruitment Activities

Advertising campaigns will not be approved except in the following circumstances.

- **Only when the institution has met all of its student achievement indicators**
 - Activities that support academic and occupational attainment and completion must be the central focus of Perkins activities. When these are met, the institution has the option to allocate funds to advertising or other permissive uses of funds.
- **Advertising-based activities must be accompanied by supporting activities.**
 - Approved campaigns must be comprehensive and include activities beyond billboards and brochures. Supporting activities include statistical results, recruitment at secondary level, interaction with secondary counselors, and other activities such as career fairs.
- **Student recruitment advertising is limited to nontraditional students only.**
 - Campaigns must include specific text references to non-traditional program. For example, pictures of women in welding gear will not meet the test for eligibility. Supporting text must clearly explain the non-traditional nature of the campaign.

Federal guidelines place specific restrictions on using grant funds for “costs of advertising and public relations designed solely to promote the governmental unit.” To be approved under the above listed circumstances, a proposed activity document how recruiting additional students will improve target indicators. Issues regarding supplanting will need to be reviewed and documented before approval is given.

Equipment

Purpose of Equipment

Equipment purchases are an integral part of a comprehensive Perkins Local Plan but with the understanding that instruction drives learning; equipment only enhances learning. How equipment will be integrated into instructional methods associated with the equipment must be evident and outcomes that measure student achievement in core indicator areas must be identified.

Materials and equipment purchases are limited to the following functions.

- For hands-on use by student in the classroom
- To supplement instruction
- To deliver instruction
- For equipment deemed necessary by local industry
- To accommodate frequent changes or upgrades in technology
- Equipment with a supplemental use other than instruction will not be funded

Requests for equipment should be considered in view of the institution's overall technology plan for systematic replacement and upgrading of all instructional equipment. Perkins funding should support the plan but not be the primary source of funding.

Purchase and Installation

Equipment must be ordered so that it can be installed for use by students no later than November 15. Equipment placed in service after that time cannot be paid for with Perkins funds even though the activity was approved. If instructor training is required, that too must be completed by the same date. It is imperative that equipment be available for student use as early as possible in the academic year so that students receive maximum benefit of the Perkins investment and that expenditures have an impact on the current program year's performance results.

Because federal guidelines limit the state to receiving no more than 25% of the total allocation during the first-quarter of the program year, local institutions cannot be reimbursed at a higher level than that.¹ Guidance from the Arkansas Department of Workforce Education (the Arkansas fiscal agent for Perkins funds) states that any level of funds can be obligated during the first quarter but that reimbursement of funds will not be in excess of the 25%.² In essence, funds exceeding 25% can be obligated by release of a purchase order during the first quarter but no more than 25% of the total award will be disbursed to the institution until the fourth month of the program year.

¹ OVAE Guidance, September 30, 2002

² Email from ADWE to ADHE, dated April 24, 2006.

The following two options should be considered when ordering equipment for installation before November 15.

1. The purchase order can be released with a timeframe that will have payment due no earlier than October when Federal funds will be received.
2. The purchase order can be released without regard for when Federal funds will be received and request reimbursement no earlier than October 1.

It should be noted that there are no limitations on funding after the first quarter. The remaining 75% of funds may be used entirely in month four. The key requirement is that funds be received in the month when they will be required to meet obligations.

Inventory

Federal and State Procurement standards are to be followed in purchasing equipment. All equipment purchased with Perkins funds must be inventoried and visibly tagged before being placed into service. Property records must include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property and any ultimate disposition data including the date of disposal and sale price of the property.³

A supply or equipment item must be inventoried if it meets the following criteria:

- Any item that is not consumable
- It retains its original shape, appearance, and/or character with use
- It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance
- It is non-expendable; that is, if damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit
- Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for 5-7 years

All items must remain on inventory as long as they are in use and the institution must maintain a record of disposition of all equipment/supplies.

If the post-secondary institution no longer needs or intends to use the equipment for the original purpose prior to the end of the life cycle, the institution must use the equipment to support other Perkins eligible programs or other federally funded programs. If there are no Perkins eligible or other federally funded programs in need of the equipment and the fair market value is \$5,000 or greater, the institution will be required to contact the US Department of Education for disposition of the equipment.

Consortia

All guidelines and deadlines related to equipment apply to consortia as well as individually funded institutions.

³ EDGAR, Part 80.32 for equipment regulations

Career Clusters and Career Pathways

Career clusters are groupings of occupations used as an organizing tool for curriculum design. The first component of a cluster is the foundation knowledge and skills that are critical to occupations in the cluster (academic foundations/communications/problem solving and critical thinking/information technology applications/systems/safety, health and environment/leadership and teamwork/ethics and legal responsibility/career development/technical skills).

The second component is the grouping of professions into career pathways that require similar talents, knowledge and skills.

The third component is the listing of the individual occupations/specialties that make up the pathways. Career clusters serve as a tool for connecting academic, technical and employability skills in conjunction with learners' career planning, and help them transition from one educational level to the next and ultimately into productive employment. The Career Clusters concept begins at the secondary level but there are benefits for implementation at the postsecondary level.⁴

⁴ For additional information, State Staff has resource materials or you can visit www.careerclusters.org.

Funding of New Programs

Because Perkins monies for postsecondary are limited, Arkansas has chosen to place certain restrictions on the use of Perkins funds for initiating new degree programs or new emphasis areas of existing programs. However, if the new program meets all of the following criteria, funding approval based on the merit of the program will be considered. Except in the cases below, the institution should have the capacity to support new programs during the first year of offering without relying on Perkins funding. These programs could then be considered for Perkins funding in subsequent years. These requirements are derived from emphases of the Perkins law, and State and ADHE priorities.

- High skill, high wage occupations
- Automotive industry
- Entrepreneurship
- Emerging industries
- Targeted industry occupations as determined by ADED for each region of the State
- State identified needs in critical shortage areas
- Employer requested credentials or other industry certification

Perkins may be used to develop curriculum for a new CTE program or expand an existing one, to convert a traditionally delivered CTE course to online delivery. However, this does not imply any commitment for future funding. Future funding will be determined on a yearly basis and as part of the overall Perkins application and approval process.

Professional Development

Perkins IV Professional Development Requirements

Local institutions are to provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--

- in-service and preservice training on--
 - effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - effective teaching skills based on research that includes promising practices;
 - effective practices to improve parental and community involvement; and
 - effective use of scientifically based research and data to improve instruction;
- support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- internship programs that provide relevant business experience; and
- programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

Local Requirements

Local coordinator should include the intent for the professional development when funding is requested during the Annual Plan process and should maintain a roster of people who have had professional development funded by Perkins (during the life of PIV).

Professional development is necessary to the successful implementation of local activities and may either be integrated into individual activities or provided to faculty and staff campus-wide. Professional development should not be limited to faculty but should be provided to administrators and support staff relevant to their role in making local activities successful.

Professional development may be disciplined based (proficiency at a specific skill); may focus on method of instructional delivery (how to more effectively transfer skill knowledge to students); or may address the environment or conditions in which the student is learning (support services). Professional development plans should be evenly balanced to achieve the greatest long-term impact on student achievement.

The Annual Plan should contain at a minimum:

- Which faculty/staff are attending what professional development event
- The purpose (what is expected to be gained)
- Faculty commitment to provide coordinator with a written implementation plan post conference which must indicate how improved or updated skills will be transferred to the classroom and how its impact will be measured by Perkins outcomes.

Site Visit Review

The following will be reviewed during the annual compliance visit:

- Evidence of the implementation plan
- If the professional development has not yet occurred, staff will note in the site visit and request that coordinator provide a follow up report no later than 60 days after professional development was received.

Sufficient Size, Scope and Quality

Perkins legislation requires that funded activities be of sufficient size, scope and quality as to be effective. The following definitions provide guidance in determining whether a potential activity meets this criteria.

Size

- Perkins addresses size of programs through the minimum grant award amount. The receiving institution or consortium must meet the minimum threshold of \$50,000 in order to receive a grant.
- The receiving institution or consortium must offer no less than five programs of CTE study.

Scope

- Funded programs of study must correlate with the assigned CIP code descriptor.
- Programs of study should include classroom instruction, laboratory and work-based instruction as approved by the Arkansas Higher Education Coordinating Board.
- Instruction must be competency based.
- Programs of study shall require the following number of undergraduate semester credit hours:
 - Certificate of Proficiency 7-18
 - Technical Certificate 24-42
 - Associate of Applied Science 30-36
 - Associate of Applied Science in General Technology 60-64
 - Associate of Science 60-72
 - Associate of Arts in Teaching 60-64

Quality

- The curriculum for each program of study is approved by the Arkansas Higher Education Coordinating Board at the time program approval was requested. A syllabus for each course within the program of study is used by the instructor to assure that the desired quality of the program as approved is being achieved.
- Supplies and materials are sufficient to enable students to achieve the competencies specified for each program.
- Class and laboratory facilities and equipment will be fully accessible to all students.
- The selection and location of equipment will follow safety rules and regulations.
- Faculty shall meet the minimum credential requirements.

Perkins Eligible Programs of Study

Perkins legislation limits the funding of activities to those that are related to less than the baccalaureate level. The following degree plans meet this criteria.

Certificate of Proficiency

The Certificate of Proficiency will be awarded to students who have demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The award is granted for programs requiring 7-18 undergraduate semester credit hours. The program of study may be a stand-alone program or part of a technical certificate or associate degree curriculum. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements.

Technical Certificate

The Technical Certificate is a planned and coherent program of classroom and laboratory/shop work at the collegiate level that recognizes the completion of a specified level of competency in an occupational field. The program of study may be a stand-alone program or a part of an associate degree curriculum.

The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. The range of credit hours is 24-42 undergraduate semester hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

Associate of Science

The Associate of Science degree will be awarded to students who successfully complete a program of collegiate level work with an occupational objective of which the majority of occupational courses and all general education courses are transferable toward a baccalaureate degree. The degree must include the 35-hour state minimum general education core (Appendix C) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in specific areas or disciplines. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-72 semester credit hours. Exceptions to this range will be allowed when required by accrediting or approval agencies.

Associate of Applied Science

The Associate of Applied Science (A.A.S.) degree will be awarded to students who successfully complete a program of collegiate level work which is primarily designed for direct employment. The program must include a minimum of 15 semester credit hours of general education courses in English/writing, mathematics, social sciences, and computer applications/fundamentals (Appendix C). A minimum of 30-36 semester hours must be in a technical area. An additional component of the program of study should be a technical core of support courses from other related technical disciplines. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to

fulfill degree requirements. (A course in Intermediate Algebra may be used to fulfill the mathematics requirement in the A.A.S. degree.) The occupational field may be specified in the title of the degree (e.g., Associate of Applied Science in Electronics Technology). The range of hours is 60-72 semester credit hours. Selected health-related programs may exceed 72 semester hours, but should not exceed 80 semester hours unless required by accrediting or approval agencies.

Associate of Applied Science in General Technology

The Associate of Applied Science in General Technology program will be awarded to students who successfully complete an individualized program of study to fulfill a unique career goal that cannot be met through the completion of a single program offered by the institution. The program must include 15 semester credit hours of general education courses: English/writing, mathematics, computer application/fundamentals, and social sciences (Appendix C). There must be 24-30 semester hours in a major technical area, and 15-21 semester hours in a technical core of support courses from other related technical disciplines. A maximum of 30 semester hours may be awarded for experiential learning or work experience. The curriculum must require demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill degree requirements. Typically, the field of study is not specified in the degree title. The range of hours is 60-64 semester credit hours.

Associate of Arts in Teaching (AAT)

The Associate of Arts in Teaching degree will be awarded to students who successfully complete a planned program of collegiate level work that is transferable toward a baccalaureate degree in teacher education. This two-year transfer degree is designed to introduce students to the profession of teaching, to increase the number of teacher candidates, to ease transfer from two- to four-year institutions, and to maximize the credit hours taken at the two-year institution. The degree must include the state minimum general education core (35 semester credit hours) that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The Associate of Arts in Teaching is designed to align with state licensure requirements and consists of 60-72 semester credit hours. In order to receive the AAT, students must have a final grade point average of 2.65 and pass the Praxis I exam, an assessment of reading, writing, and mathematical skills.