

## PERKINS IV POSTSECONDARY ACCOUNTABILITY SYSTEM

The Perkins Postsecondary Accountability System in Arkansas was established pursuant to section 113 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) in order to “...*establish a state performance accountability system to assess the effectiveness of the state in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.*”

All less-than-baccalaureate, public postsecondary occupational training programs are subject to this accountability system. Data for calculating performance results will be obtained from files submitted into the AHESIS system. Because of this, there will no longer be a Perkins Phase One and Perkins Phase Two data submission.

**Q: Who should be counted as CTE students?**

**A:** All students who have declared a major in an CTE degree, certificate, or diploma program that has been approved by either the Arkansas Higher Education Coordinating Board or by the State Board of Workforce Education and Career Opportunities should be considered CTE students, and their performance will be measured in the Perkins Accountability System.

**Q: What programs are considered occupational in nature?**

**A:** All programs that prepare students for the work force should be considered occupational in nature. This includes certificate of proficiency programs, technical certificate programs, and associate of applied science degree programs. It also includes associate of science degree or diploma programs that prepare students for the world of work. For the purposes of Perkins, occupational programs are those that prepare students for further education or for employment in careers that do not require a baccalaureate or above degree [Section 3(29)(A)]. For example, teaching is an occupation that requires a baccalaureate degree so therefore does not qualify as an occupational program in the context of Perkins.

**Q: What constitutes completed coursework?**

**A:** All courses for which a student received an official grade (A, B, C, D, F, etc.) should be considered completed coursework. Courses from which a student officially withdrew, was dropped, received an incomplete grade, or for some reason did not complete during the reporting period, will not be counted.

**Q: When should a course be reported for which a student was given an incomplete grade, but which was eventually completed?**

**A:** When a course for which the student was given an incomplete grade is completed, the grade for that course will be calculated in the student's GPA for the reporting period in which the course was completed.

**Q: How should courses that can be considered either CTE or general education be treated?**

**A:** If under any circumstance a course can be considered CTE in nature, it should be counted as a CTE course, (e.g., if a course could be considered either academic or CTE in nature, for the Perkins submission, the course will be counted as an CTE course).

**Q: What constitutes the Perkins reporting period?**

**A:** The reporting period begins with the start of the second summer term of one year, and concludes with the end of the first summer term of the following year (e.g., S2—F—S—S1). Only activity which occurred during the reporting period will be reported. These dates correlate roughly with the Perkins fiscal year (July 1 - June 30).

**Q: When will grades earned by students in courses that begin late in one reporting period but don't end until early in the next reporting period be reported?**

**A:** All grades will be calculated into the student's GPA for the reporting period in which the course(s) for which those grades were assigned were completed.

**Q: How will student performance at another institution be reported?**

**A:** Only activity that occurred at the institution submitting the report will be calculated.

**Q: How is technical skill attainment measured?**

**A:** The grade point average earned by the student in all general education and technical coursework completed during the reporting period will be used to measure technical skill attainment.

**Q: Are grades earned in developmental coursework included in the academic GPA?**

**A:** Student performance in developmental coursework will not to be considered.

**Q: What is meant by *placement*?**

**A:** Completers of an occupational degree, certificate, or diploma program who pursued advanced training or who entered the workforce (regardless of the field of employment), within 6 months following the end of the reporting period in which they completed should be counted as placed. Placement in military or apprenticeship programs will also be counted

**Q: What is meant by *retention*?**

**A:** In Perkins III, retention referred to retention in employment. In Perkins IV, a new core indicator for Student Retention or Transfer was added. Retention now refers to students who continue to be enrolled in postsecondary education.

**Q: How is placement in employment determined?**

**A:** Arkansas Department of Workforce Services administrative records will be used to report placement and retention. A system for supplemental information will also be provided.

**Q: What is meant by *special populations* and how is that reported to ADHE?**

**A:** The Perkins Act defines special populations as individuals who are members of any of the following groups. Information may be gathered from formal records such as financial aid, through self-identification by the student during the registration process, or any other means possible by the institution.

**Special population designations will require a manual report as that information is not collected in the AHESIS system.**

- Individuals with **disabilities** are defined as students who meet any of these criteria:
  - a) Have a physical or mental impairment that substantially limits one or more of the major life activities of that individual.
  - b) Have a record of an impairment described above.
  - c) Is regarded as having an impairment described above.

- Individuals who are **economically disadvantaged** are defined as students who meet any of these criteria:
  - a) Receipt of Pell Grant or BIA assistance or a comparable program of need-based financial aid assistance.
  - b) Participation in a Workforce Investment Act (WIA) program or service that requires participants to meet the Federal income eligibility guidelines of WIA.
  - c) Benefits under the Food Stamp Act of 1977.
  
- Individuals preparing for employment in a **non-traditional occupation** include:
  - a) Students enrolled in an occupational training program considered by Federal guidelines as serving an under-represented occupation.
  
- **Single parents** (including single pregnant women) are defined as students meeting any of these criteria:
  - a) Are unmarried or legally separated from a spouse and has a minor child or children for which the student has either custody or joint custody.
  - b) Are/were pregnant at any time during the reporting period.
  
- **Displaced homemakers** are defined as students who meet any of these criteria:
  - a) Have worked primarily without remuneration to care for a home and family and for that reason have diminished marketable skills.
  - b) Have been dependent on the income of another family member but are no longer supported by that income.
  - c) Are unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
  
- **Limited English proficiency** is defined as students who meets criterion a and at least one of criteria b or c:
  - a) Have limited ability in speaking, reading, writing, or understanding the English language.
  - b) Native language is a language other than English.
  - c) Who lives in a family or community environment in which English is not the predominant language.