

PERKINS DEFINITIONS

Consult Section 3 of the Perkins Act for definitions specific to Perkins V.

NUMERIC

1P1. Core indicator performance level that measures placement of students: retained in college, employment, advanced training, military, National Community Service Act programs, Pace Corp.

2P1. Core indicator performance level that measures program credential attainment: academic award, industry-based technical skill credential, apprenticeship, licensure.

3P1. Core indicator performance level that measures nontraditional participation: level of students enrolled in programs considered either male or female nontraditional.

1st Quarter Rule. The recipient may be reimbursed for no more than 25% of its total grant prior to October 1 of the program year. This limitation exists because the State only receives 25% of its annual allocation in the first quarter.

5% Rule. Limits use of Admin funds to 5% of the total grant (if indirect cost rate negotiated) or 5% of actual funds spent (without indirect cost rate negotiated).

10% Rule. Requires amendment of Annual Plan if expenditures in a single budget category exceed the amount approved by 10%. Funds in excess of the approved amount plus 10% will not be reimbursed.

A

Academic year cohort. The year in which a student becomes or remains as a Concentrator. The cohort is used to determine funding and which students will be measured on performance. This is followed by the tracking year in which, depending upon the core indicator, success “upon program completion” is determined.

ACTE. Arkansas Career and Technical Education. Membership association affiliated with national ACTE (Association of Career and Technical Education).

Activity. A specific project that is funded as part of the Annual Plan.

Administration. Activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under the Act, including supervision, but not curriculum development, personnel development, or research activities.

Advanced training. Is delivered by experts, includes hands-on application and extends beyond mastery of basic skills. Possibilities include: Apprenticeship Specialized trade schools, boot camps, internships, clinicals, work-based learning.

All aspects of an industry. Strong experience in and comprehensive understanding of the industry that the individual is preparing to enter.

Allocable expense. Considers whether an expense receives relative value and whether it can be attributed to a specific grant.

Allocation. Amount of grant actually received by a state.

Allowable expense. Considers whether an expense is consistent with federal cost principles, is relevant to the federal program, has been approved in the budget, and is needed by the program.

Amendment. Annual plan activities must be amended when the scope of the activity has changed significant or if expenses will result in a single budget category being exceeded by 10%.

Annual Plan. The recipient's plan for use of funds in a given single year. Activities in the annual Plan must be approved in the Local Application.

Appropriation. Funding approval for expenditures by Congress. Arkansas is generally appropriated around \$13M annually.

Articulation agreement. A written commitment to a program designed to provide students with a non-duplicative sequence of courses leading to degrees or certificates in a college program.

Articulation. Process for coordinating the linking to two or more educational systems to create a smooth transition from one level to another without loss of course credit.

B

Basic grant. Fund distributed to local recipients based on a formula defined in the Act.

BIA. Bureau of Indian Affairs. A federal agency charged with oversight of lands held in trust for Native Americans and providing various services including financial aid for college students.

C

CAR Consolidated Annual Report. Due by December 31, the report provides student enrollment data and core indicator performance results at the state level.

Carryover of unspent funds. Perkins does not permit carryover of funds from one program year to the next. Unspent funds are added to the following year's allocations and redistributed as part of the funding formula.

CIP Code. Classification of Instructional Program. Classification of programs by code, title, and program description.

Coherent sequence of courses. A series of courses in which vocational and academic education are integrated and which directly relate to and lead to both academic and occupational competencies.

Compliance review. The process through which state staff confirms that the recipient has used Perkins funds appropriately, that funding supports needs identified in the Comprehensive Needs Assessment, and that fiscal and accountability requirements are met. Compliance reviews are scheduled based on a risk assessment and may be conducted onsite or by webinar.

Comprehensive Needs Assessment. An analysis of student performance disaggregated by subgroups, and an assessment of the quality of CTE program delivery. Is the first step in the Perkins V process and is included in stakeholder consultation. Is the basis of the Local Application.

Concentrator. A student that has declared intent in a CTE program of study and has earned 12 credit hours or has completed a program that requires less than 12 hours.

Consortium. Group of 2 or more institutions of which individual institutions which did not meet the \$50,000 Perkins minimum funding level.

Contracted Services budget category. Expenditures for services obtained from consultants or others not employed by the college. Income is reported on a 1099-MSIC and a PAR is not required.

CTE. Career and Technical Education. Organized educational activities that offer a sequence of courses that includes both academic and technical knowledge and skills, provides technical skills or a recognized postsecondary credential. It may include prerequisite courses (other than a remedial course) and include competency-based, work-based, or other applied learning and, to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study.

D

Data Quality. Data used for Perkins accountability must be useful. Valid speaks to the accuracy of the data; does it measure what it intends to. Reliable speaks to how consistent the data is over time; is data calculated in the same way over various years. Timely speaks to the appropriate time period; is data relative to the time period being reported. Complete speaks to whether the data is sufficient; is all data submitted.

Disability, Individual with a. Having a physical or mental impairment that substantially limits one or more of the major life activities.

E

EDGAR. Education Department General Administrative Regulations. Provides rules and regulations pertaining to all federal grants, including Perkins.

Economically disadvantaged. Individuals received government assistance based on financial need. For Perkins reporting, this includes recipients of financial aid based on financial need (such as Pell) but may also include other types of assistance.

Eligible recipient. An institution of higher education providing education at the postsecondary level or a consortium of two or more eligible institutions.

End of year program report. Report of accomplishments for each activity included in the Annual Plan.

English learner. An individual who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is not English, or who lives in a family or community environment in which a language other than English is the dominant language.

Equipment budget category. Used only for items that must be tracked to prevent loss. A dollar value is not assigned; tracking is determined by the opportunity for loss. All electronics are considered equipment. When items are codes to Equipment, they are placed on the inventory log generated by the Perkins Portal and the recipient is responsible for inventory control.

F

Focus areas. Programs or services to be supported by Perkins funds which were identified in the Comprehensive Needs Assessment and then prioritized in the Local Application. Only expenses related to the approved focus areas can be approved for reimbursement.

Foster Care. Youth are generally considered to have aged out of foster care at age 18. However, they can qualify for Educational Training Voucher (ETV) up until age 26 if they aged out of foster care at 18 or older, entered into a guardianship or adoption at age 16 or older, and have not accessed ETV for more than five years and are students in good standing.

G

Gap Analysis. The process of reviewing student performance data to identify under achievement by race, gender or special population.

H

High skill. A pathway that leads to a baccalaureate degree or leads to an occupation that requires certification or licensure.

High wage. Wages which exceed 20 percent above the average wage for all Arkansas occupations. Wages are available at <http://www.discover.arkansas.gov/Industry/State-Employment-and-Wages-by-Industry>. (High wage example: Average weekly wage for all industries is \$900. A weekly wage of \$1,080 will be considered high wage.)

Homeless individual. Generally defined by type of nighttime residence: shelters/transitional housing; shared residency; unsheltered; hotels/motels/trailer parks/camping grounds or in places not ordinarily used for regular sleeping accommodations for human beings, or migratory children living in any of these conditions. Perkins references the *McKinney-Vento Homeless Assistance Act* for further definition.

I

Improvement plan. Should recipient fail to meet 90% of a negotiated core indicator target, the recipient will be required to enter into an improvement plan that addresses the deficiencies.

In-demand occupation. Developed and approved by the Arkansas Division of Workforce Services and based on the top five growth occupations within the top 25 growth industries. In-demand occupations are determined at both state and regional levels and can be found at <http://www.discover.arkansas.gov/Occupation/Projected-Employment-Opportunities-List>.

Indirect cost rate. Any cost not directly identified with a single, final cost objective and therefore not subject to treatment as a direct cost. Indirect costs do not have to be approved or documented in the same manner as direct costs. Colleges negotiate indirect cost rates with the U.S. Department of Health and Human Services. Absent that, an indirect cost rate limited to Perkins grants only, can be negotiated with ADHE.

Industry Certifications budget category. Limited to purchase of industry certifications for either student or faculty. Does not include travel or activities that promote industry certifications. Those functions should be coded to the appropriate budget category.

Integration of academic and technical education. A coherent sequence of courses from which students acquire the balance of academic and occupational skills that are required for successful job performance.

J

K

L

LMI. Labor market information. Data and information related to wages, jobs, careers, training, employment, unemployment and other data related to the labor market. Used to determine high wage and in-demand sectors and is a key element of the Perkins needs assessment.

M

Minimum allocation. Recipients must receive at least \$50,000 in order to receive funds. If the funding formula produces less, the college must join with another college, forming a consortium that receives in excess of the \$50,000 minimum allocation.

Military, parent in. Youth with a parent on active military duty. This does not include students who are in the military themselves. Parent must be on active duty, not a reservist.

N

NACTEI. National Association of Career and Technical Education Information. A national organization with an annual conference specifically on Perkins data and accountability.

Nontraditional student. Occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation nationally.

O

Obligation, date of. The date on which a recipient commits to the expenditure. Date of obligation varies by the nature of the expense which is outlined in EDGAR 76.707.

OCTAE. Office of Career, Technical and Adult Education. The division within the U. S. Department of Education with oversight of Perkins.

Other budget category. Used for expenses that do not fit any other category. Use of Other should be rare and fully explained.

Out-of-Workforce Individual. An individual who has worked primarily without remuneration to care for a home and family and who for that reason has diminished marketable skills; or, is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act no later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Previously described as Displaced Homemaker.

PAR. Personnel activity report. A record that documents the time and effort devoted to a single cost objective. In general, if an individual receives a portion of salary funded by Perkins, the employee must document the time devoted to Perkins as well as to non-Perkins activities. There are multiple nuances to requirements and these are detailed in EDGAR 200.430 and in U.S. Department of Education guidance dated September 7, 2012.

Participant. A student that has declared intent in a CTE program of study and has earned 3 credit hours.

PCRN. Perkins Collaborative Resource Network. A website provided by OCTAE with a wide variety of Perkins related information and resources.

Perkins I File. Report of students who are members of special populations. College collects data locally and submits into the Arkansas Higher Education Information System.

Perkins II File. Report of students who have attempted an industry-based assessment or completion of apprenticeship. College collects data received from certification providers. State level data can also be collected by ADHE Perkins staff and uploaded into this report for disaggregation at the college level.

Perkins V. Common name of the *Strengthening Career and Technical Education for the 21st Century*. This is the fifth reauthorization of the original authorization in 1984

Perkins loan. Low interest loan for graduate and undergraduate students with financial needs; not related to Perkins funds but named for Senator Carl D. Perkins.

Professional Development. Use of Perkins V funds for professional development has new conditions. For a full definition, see Section 3 and Section 135 of the Perkins V Act.

Professional Development budget category. Includes travel, conferences and training whether offered on campus or offsite. See Section 3 and Section 135 of the Act to determine what qualifies as professional development.

Program of Study. A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- incorporates challenging State academic standards,
- addresses both academic and technical knowledge and skills, including employability skills
- is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area
- progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- has multiple entry and exit points that incorporate credentialing; and
- culminates in the attainment of a recognized postsecondary credential

Q

Quality. A measurement of the quality of CTE programs. Only programs of sufficient quality may be funded by Perkins.

- Minimum resources for programs of study are established at the time the program is defined in AHECB Policy 5.11. These include classroom instruction, laboratory and work-based instruction, library and equipment needs.
- Programs of study are externally reviewed every 7-10 years based upon a review schedule negotiated between the intuition and ADHE as defined in AHECB Policy 5.12. The process begins with a comprehensive self-study which includes program need/demand, curriculum, faculty, resources, course delivery methods, student outcomes and program improvement activities.
- Accredited/licensed/state certified programs follow the usual review practices and schedule of the accrediting/approval body.
- Faculty meet the minimum credential requirements as defined in AHECB Policy 5.11. A minimum of one full-time faculty member with appropriate credentials is required for each degree program. Faculty teaching general education courses are expected to hold at least a master's degree with eighteen graduate hours in the teaching field. Faculty members teaching in occupational skill areas must hold at least an associate degree or appropriate industry-related licensure/certification.
- Students are provided the opportunity for early college credit (articulation/dual/concurrent) for both academic and technical courses.

R

Reasonable and necessary expense. Considers whether an expense necessary for the performance of the grant, follows sound business practices, and whether a prudent person would consider the expense an appropriate use of funds.

Recognized Postsecondary Credential. Perkins V adopts the definition included in WIOA which includes: a college award (CP, TC, AAS), industry-recognized certification, apprenticeship certification, or state/federal recognized license.

Reserve fund. Local recipients received no less than 85% of the State allocation. Of that 85%, the State may withhold up to 15% of the 85% and distribute to eligible recipients on a competitive basis. The law defines parameters for use of the funds and the State may further prescribe use of funds.

S

Salaries and benefits budget category. Includes salaries and benefits for college employees that receive a W-2 for those earnings. A PAR is required. See also Contracted Services budget category.

Scope. A measurement of the quality of CTE programs. Only programs of sufficient scope may be funded by Perkins.

- Curriculum shows a progression of instruction to occupation specificity. Where possible, students may progress from a Certificate of Proficiency to a Technical Certificate to an Associate Degree which provides multiple entry and exit points.
- Curriculum offers academic, technical and employability skills, either through individual courses or embedded in courses.
- Curriculum is aligned with the needs of industry and is informed by labor market information.
- Curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees.

Size. A measurement of the quality of CTE programs. Only programs of sufficient size may be funded by Perkins.

- The receiving institution or consortium offers a minimum of five CTE programs of study.
- Programs of study require the following number of undergraduate semester credit hours as defined in AHECB Policy 5.11. Program hours may vary based upon program accreditation requirements.
 - Certificate of Proficiency 6-21
 - Technical Certificate 21-45
 - Associate of Applied Science 60-72
- Programs must meet viability standards as defined in AHECB Policy 5.12. In general, an average of four graduates per year for technical certificates (TC) and technical associate degree programs (AAS).

Single parent. An individual student who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody; or is pregnant.

Special populations. Students who are categorized as among the following are counted as special populations: a) Individual with disabilities; 2) Economically disadvantaged; 3) Nontraditional students; 4) Single parent; 5) out-of-workforce individuals; 6) English learners; 7) Homeless individuals; 8) Youth who are in or aged out of foster care; 9) youth with a parent on active military duty. See individual entries for each.

Stakeholder Consultation. The process of seeking input from a wide variety of groups with a vested interest in the quality of CTE offerings and how well those offerings respond to the unique needs of the stakeholder groups.

State determined level of performance. Negotiable levels of performance between the State and local recipients. Recipient must accept state determined targets or negotiate something different based on justified circumstances.

State leadership funds. The State is authorized to set aside up to 10% of the State allocation for activities that improve CTE, including nontraditional preparation, special populations, individuals in State institutions, recruitment and preparation of CTE educations, and technical assistance for eligible recipients.

Supplanting. The use of Federal funds to pay for services which are legally required or were provided by non-federal funds in the previous program year. Perkins is a supplement-not-supplant grant which prohibits supplanting.

Supplemental monitoring. Is provided when the recipient is deemed to be a high risk based on a point system. Risk factors include coordinator tenure, size of the grant, history of findings, unused funds, excessive amendments. Supplemental monitoring is always onsite.

Supplies budget category. All tangible items not coded to Equipment are considered supplies and do not have to be tracked. Supplies should not be purchased for individual students and all software is considered supplies.

T

U

Use of funds. The Perkins Act defines the appropriate use of Perkins funds and categorizes those uses by required and permissive. The required uses must be addressed by the recipient before using funds in other ways.

V

W

WIB. Workforce Investment Board. Regional entities created to implement the Workforce Innovation and Opportunity Act. Its main role is to direct federal, state and local funding to workforce development programs and to oversee the One-Stop Centers.

WIOA. Workforce Innovation Opportunity Act. Federal legislation that authorizes a demand driven and aligned workforce development system designed to provide employment and training services that are responsive to the demands of local and regional area employers.

Work-based learning. Work-based learning is defined as sustained interactions with industry or community professionals in real workplace settings or simulated environments that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction. The learning may be experienced at actual work locations, in a traditional school setting, use of comprehensive simulated work environments, robotics, virtual reality, or gaming. If simulations are used to replace in-business experiences, the simulation must teach occupational skills and replicate job-like conditions.

Youth. A *youth* is generally defined as an individual who is between the ages of 16 and 24. An *out of school youth* is defined within WIOA as being in this age range but with one or more of the following additional qualifications for Perkins postsecondary purposes.

- Is not attending school
- Has a secondary school diploma or equivalent who is low income and is basic skills deficient or an English language learner.
- Is subject to the juvenile or adult justice system.
- Homeless as defined by McKinney-Vento.
- Is in or has aged out of foster care.
- Is pregnant or parenting
- Has a disability.
- Is low income and requires additional assistance to enter or complete an educational program or to secure or hold employment.