# North Carolina Community College System - Perkins V Glossary

# A

**Academic Integration** *(Section 135(b)(4))*:  
The deliberate combination of academic content with career and technical education (CTE) to enrich student learning, improve achievement outcomes, and prepare students comprehensively for postsecondary education and employment.  
[**Perkins V, Section 135(b)(4)**](https://cte.ed.gov/legislation/perkins-v)

**Administration** *(2 CFR §200.413)*:  
Non-instructional activities necessary for effectively managing and supervising Perkins-funded projects, including grant oversight, financial management, and administrative coordination. These tasks exclude direct instructional activities, curriculum development, or professional development.

**Allocable Costs** *(2 CFR §200.405)*:  
Expenses directly assignable to a specific Perkins-funded project or activity based on the relative benefit received. Allocable costs must be directly related, proportional, and clearly documented to demonstrate their necessity and benefit to the funded activity.

**Allotment Acceptance** *(Section 113(a)-(b))*:  
The official process by which a state or eligible local recipient formally accepts its allocated Perkins V federal funds. Acceptance includes commitments to adhere strictly to federal requirements, including reporting obligations, accountability standards, and equitable program access.  
[**Perkins V, Section 113**](https://cte.ed.gov/legislation/perkins-v)

**Apprenticeship** *(29 U.S.C. §50)*:  
A structured work-based training model combining paid on-the-job learning supervised by skilled mentors with related classroom instruction. Apprenticeships lead directly to mastery of occupational skills, recognized industry credentials, and long-term employment opportunities.  
[**U.S. Department of Labor Apprenticeship**](https://www.apprenticeship.gov)

**Approved Pathway** *(Section 3(8))*:  
A coordinated, state-approved sequence of rigorous academic and career-focused courses designed to guide students clearly and intentionally toward specific educational credentials or targeted career goals. Pathways must align with regional workforce demands and provide opportunities for credential attainment.  
[**Perkins V, Section 3(8)**](https://cte.ed.gov/legislation/perkins-v)

**Articulation Agreements (High School to College)** *(Section 3(4))*:  
Formal agreements between high schools and postsecondary institutions specifying credit transferability and alignment of courses. These agreements allow high school students to earn dual credit or advanced standing in college-level CTE courses, streamlining their transition to postsecondary education.  
[**Perkins V, Section 3(4)**](https://cte.ed.gov/legislation/perkins-v)

**Assurances** *(Section 122(c))*:  
Legally binding commitments from states and local recipients affirming compliance with Perkins V requirements. These assurances guarantee proper program implementation, non-discrimination, equitable student access, stakeholder engagement, data accuracy, accountability, and responsible fund use.  
[**Perkins V, Section 122(c)**](https://cte.ed.gov/legislation/perkins-v)

**Assistive Technology Device** *(20 U.S.C. Chapter 33, Section 1401(1))*:  
Any item, equipment, or product system (commercially available, modified, or customized) that enhances or maintains the functional capabilities of individuals with disabilities, supporting equitable access and participation in educational settings and CTE programs.

**Associate in Arts (AA)** *(NCCCS Academic Programs)*:  
A postsecondary degree typically requiring 60-61 semester hours of general education and college-transfer courses designed to prepare students for transfer to four-year institutions. The AA degree emphasizes broad academic foundations and transferable credit.

**Associate in Applied Science (AAS)** *(NCCCS Technical Programs)*:  
A career-focused degree typically requiring 64-76 semester hours of coursework, blending technical skills, specialized occupational knowledge, and general education. The AAS degree prepares students directly for entry-level employment in specific technical fields.

**At-Risk** *(Perkins V Special Populations, Section 3(48))*:  
Refers to students who demonstrate characteristics that statistically correlate with lower academic achievement, graduation rates, or workforce readiness. This includes students from economically disadvantaged backgrounds, students with disabilities, first-generation college students, English learners, foster care youth, and others identified within Perkins V's defined special populations.  
[**Perkins V, Section 3(48) Special Populations**](https://cte.ed.gov/legislation/perkins-v)

# B

**Basic Grant** *(Perkins Local Basic Grant, Section 131 and 132)*:  
Federal formula-based funding provided under Perkins V to eligible local educational agencies, institutions, or consortia. These funds support improvement, innovation, and expansion of high-quality career and technical education (CTE) programs that align with regional workforce needs, local economic priorities, and student career aspirations.  
[**Perkins V, Sections 131-132**](https://cte.ed.gov/legislation/perkins-v) **| NC Perkins Local Basic Grant Information**

**BILT Model (Business and Industry Leadership Team)** *(Perkins V, Section 134(d)(5))*:  
A collaborative engagement model where industry representatives regularly provide direct input into the development and ongoing revision of educational programs. The BILT model ensures curricula, training, and credentials stay closely aligned with current and future industry needs, enhancing student employability and workforce relevance.  
[**Perkins V, Section 134(d)(5)**](https://cte.ed.gov/legislation/perkins-v) **| BILT Model Overview (National Convergence Technology Center**)

**Bureau of Indian Affairs (BIA)** *(25 CFR Part 32; Perkins V, Section 116(g))*:  
A federal agency within the U.S. Department of the Interior responsible for overseeing and supporting education programs, including CTE, for Native American tribes and tribal organizations. The BIA collaborates with eligible entities under Perkins V to improve the availability, quality, and effectiveness of career and technical education opportunities for Native American students.  
**Bureau of Indian Affairs Education Programs |** [**Perkins V Tribal Provisions (Section 116(g))**](https://cte.ed.gov/legislation/perkins-v)

**Business/CTE Program Advisory Council** *(Perkins V, Section 134(d)(5))*:  
A representative group of industry professionals, local business leaders, educators, students, and other key stakeholders who regularly convene to provide strategic guidance, feedback, and recommendations for local CTE programs. Advisory councils ensure that programs meet industry standards, anticipate labor market demands, and effectively prepare students for employment or continued education in high-skill, high-demand sectors.  
[**Perkins V, Section 134(d)(5)**](https://cte.ed.gov/legislation/perkins-v) **| NC Perkins Program Advisory Committee Guidelines**

# C

**Career and College Promise (CCP)** *(NC G.S. 115D-20(4))*:A North Carolina state program enabling eligible high school students to earn tuition-free college credits toward certifications, diplomas, or degrees. CCP facilitates seamless transitions to postsecondary education and employment through structured dual-enrollment pathways.  
[**NC Career and College Promise**](https://www.nccommunitycolleges.edu/ccp)

**Career and Technical Education (CTE)** *(Perkins V, Section 3(5))*:  
Organized educational activities providing rigorous academic and technical training, preparing students for high-skill, high-wage, and high-demand careers or advanced educational opportunities.  
[**Perkins V, Section 3(5)**](https://cte.ed.gov/legislation/perkins-v)

**Career Clusters** *(Perkins V, Section 3(7))*:  
Nationally recognized groupings of occupations and industries organized around common skill sets and knowledge, designed to help students explore career options and identify the educational pathways necessary for their chosen career fields.  
**NC Career Clusters |** [**Perkins V, Section 3(8)**](https://cte.ed.gov/legislation/perkins-v)

**Career Exploration and Career Development** *(Perkins V, Section 135(b)(1))*:  
Programs and activities intended to build student awareness of career options and develop decision-making skills, facilitating informed career planning and preparation for further education and employment.[**Perkins V, Section 135(b)(1)**](https://cte.ed.gov/legislation/perkins-v)

**Career Guidance and Counseling *(Perkins V, Section 135(b)(1))*:**Services and programs designed to assist individuals in making informed decisions about career pathways, including academic advising, individualized planning, career assessments, and support transitioning into postsecondary education or employment.[**Perkins V, Section 135(b)(1)**](https://cte.ed.gov/legislation/perkins-v)

**Career Pathways *(Perkins V, Section 3(8))*:**Structured, non-duplicative sequences of educational coursework and training opportunities that clearly connect education and workforce experiences, enabling individuals to attain credentials, secure employment, and advance within career fields**.**[**Perkins V, Section 3(8)**](https://cte.ed.gov/legislation/perkins-v)

**Career Pathway Bridge** *(Workforce Innovation and Opportunity Act - WIOA)*:  
An educational “on-ramp” combining basic skills instruction (such as literacy and numeracy) with occupational training, enabling students to advance into higher-level CTE programs, attain credentials, and enter career pathways aligned with labor market demand.

**Career Prep** *(NC Perkins Guidance)*:  
Programs and activities specifically designed to support CTE students transitioning successfully from high school into postsecondary education, employment, or apprenticeships, including career readiness training, certifications, and work-based learning opportunities.

**Career Specialty** *(NC Perkins Guidance)*:Focused instructional pathways designed around industry standards, providing specialized training to prepare students for specific credentials, certifications, or occupations that meet identified industry and labor market requirements.

**Case Management *(NC Perkins Guidance)*:**A structured approach involving coordinated support and oversight of student activities, interventions, and outcomes. Effective case management ensures Perkins-funded programs meet accountability standards, performance measures, and student success goals.

**Carryover Funds** *(2 CFR §200.403 & 200.308)*:  
Perkins V funds remaining unexpended at the end of a fiscal year that, with appropriate approval, may be reallocated and spent in the subsequent fiscal year to support ongoing or expanded grant objectives.

**Certificate** *(NC Community Colleges System Curriculum Standards)*:  
A short-term educational credential program typically consisting of 12–18 semester credit hours, providing focused skill development aimed at immediate employment opportunities or advancement within a career field.

**Chief Academic Officer** (CAO) *(NCCCS Policy)*:  
The senior administrator responsible for curriculum and academic affairs within North Carolina community colleges, overseeing program quality, accreditation compliance, faculty qualifications, and instructional standards.  
[**NCCCS Governance and Leadership**](https://www.nccommunitycolleges.edu/state-board-community-colleges)

**Classification of Instructional Programs (CIP) Codes** *(NC Perkins, IPEDS)*:  
A standardized, nationally recognized coding system used to categorize and report instructional programs for purposes such as program tracking, data analysis, funding allocation, and accountability reporting under Perkins V.

**Clinical Practice** *(NC Perkins, Health Science Guidelines)*:  
Structured, supervised practical experiences within healthcare settings, providing health science students hands-on learning aligned with industry standards, enhancing professional competence, and preparing them for healthcare careers.

**Colleague** *(NC Community Colleges System Office)*:  
An enterprise software solution used by the North Carolina Community College System, integrating administrative functions such as student records, finance, human resources, and grant management, including Perkins V funding activities.

**College Information System (CIS**) *(NCCCS Data Systems)*:  
Integrated data systems, including Colleague and the NCCCS Data Warehouse, that support college operations, data reporting, student information management, and analysis critical for Perkins V compliance and accountability.

**College Transfer Pathway (CTP)** *(NC G.S. 115D-20(4))*:  
Curriculum pathways composed of transferable academic courses allowing high school students to simultaneously earn credits toward a high school diploma and college degree, facilitating smooth transfer to four-year institutions.[**NC College Transfer Pathways**](https://www.nccommunitycolleges.edu/ccp)

**Combined Course Library (CCL)** *(NC Community Colleges System Office)*:  
A standardized, statewide database detailing course descriptions, competencies, and credits for curriculum courses approved for use by North Carolina community colleges, promoting consistency and facilitating transferability.

**Comprehensive Articulation Agreement (CAA)** *(NC G.S. 116-11)*:  
A statewide agreement ensuring the seamless transfer of credits earned at North Carolina community colleges to institutions within the University of North Carolina System, streamlining degree completion.  
[**NCCCS Comprehensive Articulation Agreement**](https://www.nccommunitycolleges.edu/academic-programs/comprehensive-articulation-agreement-caa)

**Comprehensive Local Needs Assessment (CLNA)** *(Perkins V, Section 134(c))*:  
A mandatory, data-driven evaluation process required by Perkins V, conducted by local recipients to identify programmatic strengths, gaps, workforce alignment, equity issues, and strategic priorities in local CTE offerings.  
[**Perkins V, Section 134(c)**](https://cte.ed.gov/accountability/comprehensive-local-needs-assessment) **|** [**NC Perkins CLNA Resources**](https://www.ncperkins.org/clna)

**Concentrator** *(Section 3(12))*:  
A student who has completed substantial coursework within a specific CTE program, defined federally as having earned at least 12 postsecondary credits or completion of a shorter program, positioning the student for credential attainment and employment.  
[**Perkins V, Section 3(12)**](https://cte.ed.gov/legislation/perkins-v)

**Core Indicators of Performance** *(Section 113(b))*:  
Federally required metrics used to evaluate CTE program effectiveness and student outcomes, including graduation rates, academic achievement, credential attainment, employment placement, and participation of special populations.  
[**Perkins V, Section 113**](https://cte.ed.gov/legislation/perkins-v)

**Credential Attainment Rate** *(Section 113(b)(2)(A))*:  
The percentage of CTE concentrators who successfully earn recognized postsecondary credentials (e.g., certificates, licenses, degrees) within a defined timeframe, serving as a key Perkins accountability measure.  
[**Perkins V, Section 113(b)(2)(A)**](https://cte.ed.gov/legislation/perkins-v)

# D

**Data Warehouse** *(NC Perkins Data Management)*:  
A centralized database system that securely stores a rolling five-year period of raw educational and performance data. This repository facilitates comprehensive reporting, data analysis, and informed decision-making to ensure compliance with Perkins V accountability measures and continuous program improvement.

**Debarred and Suspended Parties** *(2 CFR Part 180; 2 CFR Part 200.214)*:  
Entities or individuals prohibited from receiving federal Perkins V grant funds due to violations, including fraud, unethical practices, non-compliance with federal regulations, or misuse of federal funding. The exclusion helps maintain program integrity, transparency, and accountability in grant administration.

**Diploma** *(NCCCS Curriculum Standards)*:  
A structured educational program requiring 36-48 semester hours that combines focused technical training with foundational general education coursework. Diploma programs prepare students directly for entry-level employment or serve as a stepping-stone toward further educational attainment in specialized fields.

**Direct Costs** *(2 CFR §200.413)*:  
Costs that can be explicitly identified with a specific Perkins V-funded activity, program, or project, such as salaries of instructional personnel, equipment, materials, or supplies used solely for the funded program. Direct costs must be necessary, reasonable, allocable, and clearly documented.

**Disability Services** *(Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act)*:  
Supportive services, accommodations, and adaptive technologies provided to students with disabilities to ensure equal access, participation, and opportunities for academic and technical success in educational programs under federal civil rights protections.  
[**ADA National Network**](https://adata.org/) **| Section 504 Information**

**Distance Learning (DL)** *(Section 135(b)(5)(K))*:  
Educational courses or programs delivered through remote, technology-based instruction methods rather than traditional face-to-face classroom interactions. Distance learning may utilize online platforms, video conferencing, or interactive simulations to expand access, equity, and flexibility for diverse student populations.  
[**Perkins V, Section 135(b)(5)(K)**](https://cte.ed.gov/legislation/perkins-v) **| NCCCS Distance Learning**

**Diversity** *(NC Perkins Special Populations Framework; Section 3(48))*:  
The variety of characteristics and experiences that shape individual and group identities, including race, ethnicity, gender, sexual orientation, socioeconomic status, age, disability, veteran status, linguistic background, and cultural perspectives. Perkins V emphasizes supporting diversity to promote equitable access and inclusion within CTE programs.  
[**Perkins V, Special Populations (Section 3(48))**](https://cte.ed.gov/legislation/perkins-v)

**Dual Enrollment** *(Section 3(15); NC Career & College Promise)*:  
Programs allowing eligible high school students to enroll simultaneously in college-level courses and receive dual credit (high school and college). Dual enrollment programs support accelerated learning, reduce college costs, and create seamless transitions to postsecondary education.  
[**Perkins V, Section 3(15)**](https://cte.ed.gov/legislation/perkins-v) **|** [**NC Career and College Promise**](https://www.nccommunitycolleges.edu/ccp)

# E

**Eligible Recipient** *(Perkins V, Section 3(21))*:  
Entities authorized to receive Perkins V funding, including local educational agencies (LEAs), public or nonprofit private postsecondary institutions, technical education centers, area CTE schools, educational service agencies, tribal organizations, or consortia meeting specific federal eligibility criteria and demonstrating capacity to deliver compliant, high-quality CTE programs.  
[**Perkins V, Section 3(21)**](https://cte.ed.gov/legislation/perkins-v)

**Employer Engagement** *(Perkins V, Section 134(d)(5))*:  
The deliberate involvement of business and industry partners in guiding and supporting career and technical education programs. Engagement includes serving on advisory councils, providing internship and apprenticeship placements, aligning curriculum with workforce needs, and validating industry-recognized credentials to enhance student readiness for employment.  
[**Perkins V, Section 134(d)(5)**](https://cte.ed.gov/legislation/perkins-v) **| NC Employer Engagement Resources**

**English Language Learning (ELL)** *(Section 3(22), Perkins V; ESSA, Section 8101(20))*:  
Educational programs and services designed to develop proficiency in the English language for non-native speakers, enabling successful participation in career and technical education programs, advancement into postsecondary education, and employment readiness. Perkins V specifically highlights support for ELL students within special populations.  
[**Perkins V, Section 3(22)**](https://cte.ed.gov/legislation/perkins-v) **| ESSA Definition of ELL (Section 8101)**

**Equipment** *(2 CFR §200.313)*:  
Tangible, non-expendable property essential for implementing Perkins V-funded programs, characterized by a useful lifespan exceeding one year and typically a cost exceeding a defined capitalization threshold (commonly $5,000 per unit). Equipment purchases must align with approved grant activities, directly supporting instructional delivery and student skill development.

**Equity Gap Analysis** *(Perkins V, Section 134(c)(2)(E))*:  
A systematic examination conducted as part of the Comprehensive Local Needs Assessment (CLNA) to identify disparities in access, participation, and outcomes in CTE programs among special populations and historically underserved student groups. The analysis guides targeted interventions and resource allocation to reduce equity gaps.  
[**Perkins V, Section 134(c)(2)(E)**](https://cte.ed.gov/legislation/perkins-v) **|** [**CLNA Resources (NC Perkins)**](https://www.ncperkins.org/clna)

**ESSA Act (Every Student Succeeds Act)** *(Public Law 114-95)*:  
A federal education law that governs K-12 public education policy, focusing on accountability, equity, and support for historically underserved students. ESSA intersects with Perkins V through provisions ensuring coordinated efforts to support college and career readiness, particularly through aligned accountability systems and equitable resource allocation.  
**Every Student Succeeds Act (ESSA) |** [**ESSA-Perkins V Crosswalk**](https://cte.ed.gov/legislation/perkins-v)

**Equity (Educational Equity)** *(Section 3(48); NC Perkins Equity Framework)*:  
The principle of providing equitable access, resources, and opportunities in CTE programs, intentionally designed to address barriers faced by special populations, including those from economically disadvantaged backgrounds, students with disabilities, English learners, and other groups historically underserved in education and workforce training.  
[**Perkins V, Section 3(48)**](https://cte.ed.gov/legislation/perkins-v)

**ESSA and Perkins V Alignment** *(Sections 1111 and 122)*:  
Strategic coordination required under federal law between ESSA and Perkins V programs to ensure coherent educational accountability measures, effective transition support, and consistent alignment between academic standards and technical skill development.

**Every Student Succeeds Act (ESSA)** *(Public Law 114-95)*:  
Federal legislation designed to enhance educational equity, accountability, and quality in elementary and secondary education. ESSA encourages alignment with career and technical education under Perkins V, especially in accountability measures, career readiness, and support for diverse student populations.

**Extra-Duty Contracts/Pay**: Compensation for additional work beyond regular duties, often related to grant-funded activities.

# F

**Faculty Credentials *(SACSCOC Guidelines; NCCCS Policies)*:**Minimum qualifications, including degrees, certifications, licensure, and relevant professional experience, required by accrediting bodies and state regulatory agencies for faculty members teaching specific academic or career and technical education (CTE) courses. These credentials ensure quality instruction and compliance with accreditation standards.

**Family Educational Rights and Privacy Act (FERPA) *(20 U.S.C. §1232g; 34 CFR Part 99)*:**A federal law protecting the privacy and confidentiality of student education records. FERPA governs access, disclosure, and the safeguarding of student information, requiring informed consent from students (or parents, if minors) for data sharing, except under specifically outlined conditions. Compliance with FERPA is mandatory for recipients of federal education funds, including Perkins V grant recipients.  
**FERPA Regulations |** [**FERPA Summary for Postsecondary Institutions**](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

**Formula Grants** *(Perkins V, Sections 112-113)*:Federal grants allocated to eligible states, local educational agencies (LEAs), and institutions based on predetermined statutory formulas using factors such as population demographics, economic indicators, and educational need. Perkins V funds are primarily distributed as formula grants, ensuring proportional, equitable allocation across recipients.  
[**Perkins V Formula Grants, Sections 131-132**](https://cte.ed.gov/legislation/perkins-v)

**Formula Allocation** *(Section 131 & 132)*:The method used to distribute Perkins V funds to states and eligible recipients based on established criteria, such as census data, enrollment statistics, and economic need, ensuring fair and transparent funding distribution aligned with local conditions and priorities.[**Perkins V Allocation Formulas**](https://cte.ed.gov/legislation/perkins-v)

**Full-Time Equivalent (FTE)** *(NCCCS Reporting Standards)*:A standardized unit for measuring student enrollment, faculty workload, or staff employment. FTE calculations convert part-time student or employee involvement into equivalent full-time units, facilitating consistent state and federal reporting, budgeting, and funding allocation.

# G

**Gap Analysis** *(Perkins V, Section 134(c)(2))*:  
A structured, evidence-based process within the Comprehensive Local Needs Assessment (CLNA), designed to systematically identify disparities between existing career and technical education (CTE) programs and regional labor market demands, student performance outcomes, and equitable access for special populations. The results guide strategic decisions, prioritization, and resource allocation for program improvement.  
[**Perkins V, Section 134(c)**](https://cte.ed.gov/accountability/comprehensive-local-needs-assessment) **|** [**NC CLNA Resources**](https://www.ncperkins.org/clna)

# H

**High Demand Occupations** *(Perkins V, Section 134(c)(2)(B))*:  
Occupations identified through labor market data as currently or forecasted to experience worker shortages. Perkins-funded CTE programs prioritize these fields to align educational outcomes with regional economic and workforce needs.  
[**Perkins V, Section 134(c)(2)(B)**](https://cte.ed.gov/legislation/perkins-v) **|** [**NC Labor Market Information**](https://nccareers.org)

**High Skill Program** *(Perkins V, Section 3(26))*:  
Programs designed to prepare students through advanced postsecondary training and education, often requiring specialized technical instruction beyond high school, culminating in industry-recognized credentials, associate degrees, or advanced certifications necessary for employment in technical or skilled occupations.  
[**Perkins V, Section 3(26)**](https://cte.ed.gov/legislation/perkins-v)

**High Wage Program** *(Section 3(27))*:  
CTE programs targeting occupations paying wages at or above the median income for the relevant region or state. These programs align with Perkins V objectives to support students in securing stable, economically sustainable careers.  
[**Perkins V, Section 3(27)**](https://cte.ed.gov/legislation/perkins-v)

**Homeless Individuals** *(Perkins V, Section 3(48)(G); McKinney-Vento Act)*:  
Individuals who lack a fixed, regular, and adequate nighttime residence. Perkins V requires targeted support for homeless students to ensure equitable access and successful participation in CTE programs.  
**McKinney-Vento Homeless Assistance Act |** [**Perkins V, Special Populations Section 3(48)(G)**](https://cte.ed.gov/legislation/perkins-v)

# I

**Individuals Out of the Workforce** *(Section 3(48)(E))*:  
Individuals who have been unemployed or underemployed, including displaced homemakers who have previously managed households without compensation and who now face the need for employment skills and training. Perkins V prioritizes supportive programming to help these individuals return to or advance within the workforce.  
[**Perkins V, Section 3(48)(E)**](https://cte.ed.gov/legislation/perkins-v)

**Individuals with Disabilities** *(Section 3(48)(A); Americans with Disabilities Act; Section 504 Rehabilitation Act)*:  
Persons having physical or mental impairments that substantially limit one or more major life activities, requiring educational programs to provide appropriate accommodations, accessibility, and support services in compliance with ADA and Section 504 to ensure equal access to CTE programs.  
[**ADA Information**](https://adata.org/) **| Section 504 of Rehabilitation Act**

**Individuals Out of the Workforce** *(Section 3(48)(E))*:  
Persons who have previously managed a home or family without pay (displaced homemakers) or individuals who are unemployed or underemployed and seeking skills to gain entry or advancement in the labor market. Perkins V specifically highlights targeted support for these populations.  
[**Perkins V, Section 3(48)(E)**](https://cte.ed.gov/legislation/perkins-v)

**Innovative Strategies Grant** *(Section 114(e)(1))*:  
Perkins V funds distributed at the state level specifically earmarked to support innovative, experimental, or evidence-based approaches in career and technical education. These grants facilitate research-driven or pilot programs addressing emerging workforce needs, testing new methodologies, and fostering improvements in student outcomes.  
[**Perkins V, Section 114(e)(1)**](https://cte.ed.gov/legislation/perkins-v)

# L

**Labor Market Information (LMI)** *(Perkins V, Section 134(c)(2)(B))*:  
Data and analyses from federal, state, and local sources, including employment trends, workforce demand forecasts, wage information, and industry growth projections. LMI guides strategic planning and ensures that career and technical education (CTE) programs align effectively with regional labor market needs.  
[**U.S. Bureau of Labor Statistics LMI**](https://www.bls.gov/lmi/) **| NC Labor Market Information**

**Local Applicant** *(Section 134(a))*:  
An entity, such as a local education agency (LEA), postsecondary institution, or consortium, that submits an application within its defined geographic area to receive Perkins V funds. Applicants must demonstrate the capacity to implement compliant, responsive, and data-driven CTE programs.  
[**Perkins V, Sections 131-132**](https://cte.ed.gov/legislation/perkins-v)

**Local Plan** *(Section 134(b))*:  
A detailed strategic plan developed by eligible local recipients, outlining objectives, activities, budget allocations, and performance accountability measures. Local plans align Perkins V funding to identified workforce demands, student performance goals, and equitable support for special populations, as informed by the Comprehensive Local Needs Assessment (CLNA).  
[**Perkins V, Section 134(b)**](https://cte.ed.gov/legislation/perkins-v) **| NC Perkins Local Planning Resources**

**Local Use of Funds** *(Section 135)*:  
Permissible expenditures of Perkins V funding by eligible local recipients, including equipment acquisition, professional development, program improvement initiatives, work-based learning, curriculum alignment, and activities that promote equity, innovation, and responsiveness to workforce needs.  
[**Perkins V, Section 135**](https://cte.ed.gov/legislation/perkins-v)

# M

**Maintenance of Effort (MOE)** *(Perkins V, Section 211(b); 34 CFR § 76.560–76.564)*:  
A federal requirement that state and local recipients maintain consistent financial support for career and technical education (CTE) programs from one fiscal year to the next. This ensures Perkins funds supplement, rather than replace, existing investments in CTE.  
[**Perkins V State Plan Guidance**](https://cte.ed.gov/legislation/perkins-v) **| Uniform Guidance MOE Regulations**

**Military Service Member** *(Perkins V, Section 3(48)(I))*:  
An individual who is currently serving or has previously served on active duty in the U.S. Armed Forces, including members of the National Guard or Reserves. Perkins V includes children of military service members within special populations, emphasizing tailored support and equitable access to CTE opportunities.  
[**Perkins V, Section 3(48)(I)**](https://cte.ed.gov/legislation/perkins-v) **| NC Veterans and Military Resources**

**Mini-Grants** *(NC Perkins Guidelines)*:  
Smaller, targeted allocations of Perkins V funding provided to support innovative, specialized, or exploratory CTE projects. These grants encourage experimentation, allow rapid responses to emerging workforce needs, and promote localized solutions within broader CTE initiatives.

**Modification** *(2 CFR §200.308)*:  
An official amendment or reallocation of approved grant budgets or activities involving significant changes in spending categories. Modifications require approval to ensure that adjustments align with Perkins V goals, federal regulations, and approved local plans.

**Modification Request** *(NC Perkins Grant Procedures)*:  
A formal procedure through which local recipients request approval to alter their approved Perkins V budgets or program activities. Requests must demonstrate compliance with federal and state guidelines and justify shifts in funding between allowable categories.

# N

**Nontraditional Fields** *(Perkins V, Section 3(33))*:  
Occupations or career paths in which individuals from one gender comprise less than 25% of the total workforce. Perkins V supports targeted strategies to encourage participation in nontraditional fields, promoting gender diversity, equity, and access to high-wage, high-demand careers.  
[**Perkins V, Section 3(33)**](https://cte.ed.gov/legislation/perkins-v) **|** [**DOL Nontraditional Occupations**](https://www.dol.gov/agencies/wb/data/occupations-nontraditional-for-women)

**Nontraditional Program** *(Perkins V, Section 3(33))*:  
Career and technical education programs specifically designed or enhanced to increase participation, retention, and success of individuals entering occupations where their gender represents less than 25% of the workforce, with particular emphasis on reducing barriers and addressing stereotypes and biases.  
[**Perkins V, Section 3(33)**](https://cte.ed.gov/legislation/perkins-v)

**Nontraditional Student** *(NC Perkins Special Populations Framework)*:  
Individuals who pursue career and technical education pathways atypical for their gender, often requiring specialized support, resources, and targeted interventions to ensure equitable access, retention, and successful program completion.

**Nontraditional Student** *(NCCCS Guidelines)*:  
Students who differ from the traditional postsecondary student profile, often older, employed full-time, financially independent, or balancing education with family and work responsibilities. Perkins V addresses their unique needs through flexible program structures, targeted services, and innovative support strategies.

# O

**Occupational Codes (SOC Codes)** *(Standard Occupational Classification)*:  
Standardized codes established by the U.S. Department of Labor to classify occupations based on job duties, skills, education, and training requirements. These codes enable consistent tracking, reporting, and analysis of employment data to align Career and Technical Education (CTE) programs effectively with workforce needs.

# P

**Pass-through Entity** *(2 CFR §200.1)*:A non-federal entity (such as a state agency or community college system office) that receives federal funds and provides subawards to subrecipients (local institutions or agencies) to implement parts of federal programs. Pass-through entities oversee subrecipient compliance, programmatic implementation, and financial accountability.

**Pell Grant** *(Higher Education Act, Title IV)*:Federal financial aid provided to eligible undergraduate students demonstrating financial need. Pell Grants support student access to postsecondary education, including tuition and related expenses in accredited programs.

**Perkins Accountability System** *(Section 113)*:The data collection and reporting framework used by the North Carolina Community College System to measure and report performance of Perkins-funded programs. This system tracks core indicators including credential attainment, student placement, retention, and equitable participation, ensuring continuous program improvement and federal compliance.  
[**NC Perkins Data and Accountability Resources**](https://www.ncperkins.org/data-reports)

**Postsecondary Credential** *(Perkins V, Section 3(43))*:Credentials earned after completing a postsecondary educational program, including industry-recognized certificates, licenses, associate degrees, and other qualifications valued by employers. Credential attainment is a critical Perkins performance indicator reflecting student readiness for employment and advanced career pathways.  
[**Perkins V, Section 3(43)**](https://cte.ed.gov/legislation/perkins-v)

**Postsecondary Federal Indicators** *(Section 113(b)(2))*:Federally established performance metrics used to evaluate the success of postsecondary CTE programs under Perkins V. These include retention and placement rates, credential completion rates, employment outcomes, and equitable access for special populations.[**Perkins V, Section 113(b)(2)**](https://cte.ed.gov/legislation/perkins-v)

**Postsecondary Levels of Performance** *(Section 113(b)(3))*:Annual performance targets established for postsecondary institutions receiving Perkins V funds. Institutions are accountable for meeting these targets, such as rates of credential attainment, student retention, employment placement, and success among special populations, driving continuous improvement and accountability.  
[**Perkins V, Section 113(b)(3)**](https://cte.ed.gov/legislation/perkins-v)

**Postsecondary Size, Scope, and Quality** *(Section 134(c)(2)(B))*:Criteria required by Perkins V ensuring that postsecondary CTE programs provide comprehensive educational opportunities, sufficient resources, adequate instructional capacity, and high-quality outcomes aligned with industry and workforce demands. These criteria must be addressed explicitly within the Comprehensive Local Needs Assessment (CLNA).[**Perkins V, Section 134(c)(2)(B)**](https://cte.ed.gov/legislation/perkins-v)

**Professional Development** *(Section 3(40))*:Ongoing educational and training activities designed to enhance the skills, knowledge, and effectiveness of educators, administrators, and staff involved in delivering CTE programs. Professional development aligns instructional practices with current industry standards, improves educational outcomes, and ensures compliance with Perkins V requirements.[**Perkins V, Section 3(40)**](https://cte.ed.gov/legislation/perkins-v)

**Program Alignment** *(Section 134(b)(2)(B))*:The intentional process of aligning curriculum, instructional strategies, credentials, and outcomes of CTE programs with current and projected regional labor market needs, industry standards, and employer requirements, informed by continuous labor market analysis and employer engagement.  
[**Perkins V, Section 134(b)(2)(B)**](https://cte.ed.gov/legislation/perkins-v)

**Program Income** *(2 CFR §200.307)*:Income generated directly by activities funded under a Perkins V grant, such as registration fees, service charges, or sales revenue. Program income must be reinvested into the program, following specific federal guidelines to enhance or expand grant-funded activities.

**Programs of Study (POS)** *(Perkins V, Section 3(41))*:  
Coordinated, non-duplicative educational pathways combining academic instruction, career-specific training, work-based learning, and co-curricular activities designed to prepare students comprehensively for postsecondary success and employment in high-demand, high-skill, high-wage careers.  
[**Perkins V, Section 3(41)**](https://cte.ed.gov/legislation/perkins-v)

# Q

**Quality Enhancement Plan (QEP)** *(SACSCOC Accreditation Standard 7.2)*:  
A carefully designed, institution-wide plan developed by colleges to enhance student learning and institutional effectiveness. As part of accreditation requirements, the QEP involves measurable outcomes, broad-based institutional participation, and ongoing evaluation to ensure meaningful improvements in educational quality and student success.

# R

**Reasonable Costs** *(2 CFR §200.404)*:  
Expenditures that are prudent, necessary, appropriate, and consistent with federal regulations for successfully implementing Perkins V grant-funded programs. Such costs must withstand public scrutiny and align with the project's goals and objectives, adhering to principles of economy, efficiency, and effectiveness.

**Reserve Fund** *(Perkins V, Section 112(c))*:  
A portion of state-level Perkins V funding set aside to support targeted statewide activities, address emerging workforce needs, and fund innovative or high-priority projects. Reserve funds enable flexibility in responding to local workforce conditions, addressing equity gaps, and fostering strategic improvements in CTE programs.  
[**Perkins V, Section 112(c)**](https://cte.ed.gov/legislation/perkins-v)

**Reasonable and Necessary** *(Uniform Guidance, 2 CFR §200.403-404)*:  
Criteria used to assess allowable expenses under Perkins V grants, ensuring funds are spent appropriately, prudently, and efficiently, directly supporting approved grant activities and program goals.

# S

**Sequential (Sequential) Course of Study** *(Section 3(41))*:A structured sequence of related courses and instructional activities designed to progressively prepare students for specific careers or advanced educational opportunities. Perkins V requires such sequences to be coherent, rigorous, and aligned with workforce needs and industry standards.  
[**Perkins V, Section 3(41)**](https://cte.ed.gov/legislation/perkins-v)

**Service Area Assignments** *(NCCCS Policy)*:Geographically defined areas assigned to specific community colleges or educational institutions responsible for providing equitable access to CTE programs. This ensures comprehensive statewide availability and effective delivery of CTE educational opportunities across all regions of North Carolina.

**Single Parent** *(Perkins V Special Populations, Section 3(48)(D))*:An individual who is unmarried or legally separated and either pregnant or has primary custodial responsibility for dependent children. Perkins V emphasizes targeted support and equitable access to CTE for single parents.  
[**Perkins V, Section 3(48)(D)**](https://cte.ed.gov/legislation/perkins-v)

**Special Populations** *(Section 3(48))*:Specific groups identified by Perkins V as requiring targeted support, including individuals with disabilities, economically disadvantaged individuals, English learners, homeless individuals, youth in foster care, single parents, displaced homemakers, military-affiliated youth, and individuals pursuing nontraditional **careers.**[**Perkins V, Section 3(48)**](https://cte.ed.gov/legislation/perkins-v)

**Split-Time and Effort** *(2 CFR §200.430(i))*:The accurate documentation of time and effort by employees whose responsibilities are divided among multiple federally funded projects. Proper reporting ensures compliance, accountability, and transparency in Perkins V grant management.

**Stackable Credentials** *(Perkins V, Section 3(42))*:A sequence of incremental credentials designed so students can progressively build qualifications and advance in their careers or further education. Each credential is valued individually by employers, while cumulatively they lead to higher-level certifications, degrees, or increased employability.[**Stackable Credentials Overview (National Skills Coalition)**](https://www.nationalskillscoalition.org/blog/stackable-credentials-101/) **|** [**Perkins V, Section 3(42)**](https://cte.ed.gov/legislation/perkins-v)

**State Board of Community Colleges (SBCC)** *(NC General Statutes Chapter 115D)*:The governing body responsible for policy oversight, strategic planning, and governance of the North Carolina Community College System, ensuring compliance with state laws and effective administration of CTE and other educational programs.[**NC State Board of Community Colleges**](https://www.nccommunitycolleges.edu/state-board-community-colleges)

**State Board of Community Colleges Code (SBCCC)** *(N.C. Administrative Code, Title 1G)*:Official administrative regulations governing the operations, programs, personnel, and policies of the North Carolina Community College System, ensuring consistency and compliance with state law.

**State Funds** *(NC General Statutes Chapter 115D)*:Revenue allocated by the North Carolina General Assembly to support community colleges and specific initiatives, including Career and Technical Education programs, infrastructure, faculty salaries, student services, and targeted state educational priorities.

**State Plan** *(Perkins V, Section 122)*:The comprehensive, federally mandated strategic plan developed by each state detailing the implementation, objectives, and administration of Perkins V funding. It outlines priorities, accountability measures, and commitments to addressing workforce demands, equity, and student success in CTE.  
[**NC Perkins V State Plan**](https://www.ncperkins.org/state-plan) **|** [**Perkins V, Section 122**](https://cte.ed.gov/legislation/perkins-v)

**Subgroups** *(Perkins V, Section 113(b)(3)(C))*:Distinct student groups categorized by demographics, such as race, ethnicity, gender, socioeconomic status, or special population status. Perkins V requires analysis and reporting of subgroup performance data to identify and address equity gaps in CTE programs.[**Perkins V, Section 113**](https://cte.ed.gov/legislation/perkins-v)

**Supplanting** *(2 CFR §200.403(f))*:The prohibited practice of replacing existing state or local funds with federal Perkins V funds. Perkins V explicitly requires that federal funds supplement, not replace, state or local financial commitments, ensuring enhanced resources for CTE rather than merely shifting existing expenses to federal sources.

**Sustainability (Sustainability Plan)** *(NC Perkins Guidelines)*:A strategic approach outlining how Perkins-funded programs, activities, or initiatives will be continued and financially supported beyond the initial grant period. The sustainability plan details methods for securing ongoing funding, resources, stakeholder engagement, and institutional support to maintain successful initiatives long-term.

# T

**Technical Skills** *(Perkins V, Section 3(45))*:  
Occupationally specific skills and competencies required for successful performance in a particular career, typically validated through industry-recognized credentials, certifications, or licensure. Perkins V emphasizes aligning technical skill training with industry standards and labor market demands.  
[**Perkins V, Section 3(40)**](https://cte.ed.gov/legislation/perkins-v)

**Transition Services** *(Perkins V, Section 135(b)(5)(D))*:  
Activities and coordinated support designed to facilitate students' successful transitions from secondary to postsecondary education, postsecondary education to employment, or within career pathways, including career counseling, academic advising, financial aid assistance, and personalized transition planning.  
[**Perkins V, Section 135(b)(5)(D)**](https://cte.ed.gov/legislation/perkins-v)

**Technical Assistance** *(Section 112(a)(3)(C))*:  
Support provided by state or federal entities to local recipients, including guidance, training, and resources, aimed at improving the quality, compliance, and effectiveness of Perkins-funded programs.  
[**Perkins V, Section 112(a)(3)(C)**](https://cte.ed.gov/legislation/perkins-v)

# V

**Virtual Learning (Distance Education)** *(Section 135(b)(5)(K))*:  
Educational delivery methods utilizing technology to provide instruction remotely, expanding access, flexibility, and equity for diverse student populations.  
[**Perkins V, Section 135(b)(5)(K)**](https://cte.ed.gov/legislation/perkins-v) **| NCCCS Distance Learning Resources**

**Vocational Code (Voc Code)** *(NC Perkins Accounting and Reporting)*:  
Specialized accounting codes (10–19) used within the North Carolina Community College System to classify and track expenditures and instructional programs related specifically to career and technical education, ensuring accurate reporting and compliance.  
[**NCCCS Vocational Codes**](https://www.ncperkins.org/data-reports)

**Vocational Rehabilitation (VR)** *(Rehabilitation Act of 1973, Section 103)*:  
Comprehensive support services aimed at helping individuals with disabilities prepare for, enter, or maintain gainful employment. Services include counseling, training, assistive technology, job placement, and workplace accommodations, promoting employment equity under Perkins V special population requirements.

# W

**Work-Based Learning (WBL)** *(Section 3(55))*:  
Educational experiences involving sustained interactions with industry or community professionals, conducted in real-world or simulated work environments. WBL includes apprenticeships, internships, job shadowing, clinical placements, and cooperative education, integrating classroom learning with practical skill development.  
[**Perkins V, Section 3(55)**](https://cte.ed.gov/legislation/perkins-v)

**Workforce Innovation and Opportunity Act (WIOA)** *(Public Law 113-128)*:  
Federal legislation that coordinates workforce development, education, training, and employment services. WIOA intersects with Perkins V in areas such as career pathways, workforce preparation, and alignment with labor market demands.  
[**WIOA Overview**](https://www.dol.gov/agencies/eta/wioa)

# X

**XDBR (Cross-Divisional Budget Report)** *(NCCCS Accounting Procedures)*:  
An internal reporting designation within the North Carolina Community College System's accounting software (Colleague), specifically used in Perkins grant administration for tracking and reporting budgetary activities, expenditures, and compliance documentation.

# Y

**Youth Apprenticeship Program** *(Perkins V, Section 135(b)(5)(E))*:  
Structured, paid work-based learning programs providing high school students with occupational experiences, mentoring, and formal classroom instruction aligned with specific career fields. These apprenticeships facilitate early career exposure, industry-recognized credentials, and smoother transitions from high school into the workforce or postsecondary education.  
[**Perkins V, Section 3(55)**](https://cte.ed.gov/legislation/perkins-v) **| U.S. Department of Labor Youth Apprenticeship Programs |** [**NC Youth Apprenticeships**](https://www.apprenticeshipnc.com)

**Youth with a Parent in the Military** *(Perkins V, Special Populations, Section 3(48)(I))*:  
Youth who have a parent actively serving in the U.S. Armed Forces, including the National Guard or Reserves. Perkins V requires targeted support strategies for these youth to mitigate educational disruptions and ensure equitable participation and success within CTE programs.  
[**Perkins V, Section 3(48)(I)**](https://cte.ed.gov/legislation/perkins-v) **| NC Military-Connected Students Resources**