



Fiscal Year 2020

Illinois Postsecondary Perkins Local Application Guidelines

*Strengthening Career and Technical Education for the 21st Century Act
(Perkins V)*

APPLICATION DUE DATE: MAY 31, 2019

SUBMIT APPLICATION TO: cte@iccb.state.il.us

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INTRODUCTION

On July 31, 2018, the President signed into law the [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V). This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Perkins V is largely based on the structure and content of Perkins IV and remains the most important piece of legislation affecting career and technical education (CTE) in Illinois. The purpose of the law is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V facilitates this by placing a greater emphasis on the following areas:

- ✓ local flexibility;
- ✓ comprehensive stakeholder engagement and collaborative planning;
- ✓ innovation;
- ✓ equity and accountability; and,
- ✓ alignment with other education and workforce programs.

The new law will go into effect on July 1, 2019, and the first year of implementation will be considered a “transition year.”

In fiscal year 2015, the Perkins Guidelines were reorganized around the six Guiding Principles for the development of a Program of Study through Perkins IV. These guiding principles continue to reflect the broader goals of Perkins V and the commitment of the Illinois Community College Board (ICCB) to position Postsecondary Perkins as the leader in the implementation of programs of study and career pathway programs across the state.

These planning guidelines provide an opportunity for Illinois community colleges to address the goals of Perkins and meet the requirements for uses of funds.

APPLICATION COMPLETION PROCESS

Technical Assistance Meeting	Technical Assistance for the fiscal year 2020 Postsecondary Perkins Grant Application will be conducted on April 16, 2019, in Springfield, IL. For more information and to register, visit: https://icsps.illinoisstate.edu/2019/02/transitions-academy-spring-session/
ICQ and Programmatic Risk Assessment	The Internal Control Questionnaire (ICQ) and the Programmatic Risk Assessment will be made available in late spring. These will need to be completed by May 30, 2019 .
Application Due Date	May 31, 2019 – 5:00 p.m.
Submission Method	The Postsecondary Perkins Local Application and the Uniform Budget (complete with signature) must be submitted via email to cte@iccb.state.il.us with the subject line, “COLLEGE NAME, FY2020 Perkins Application.”
Submission Questions	Please issue all questions to either your ICCB Perkins liaison or to cte@iccb.state.il.us .
Extension Requests	Extension Requests will be considered on a case-by-case basis. To be considered for an extension, a written request should be emailed to cte@iccb.state.il.us by May 24, 2019 . Granted extensions will not exceed seven days from May 31 st (the Application due date). Applications received after the deadline, without an approved extension, will not be guaranteed approval by July 1, 2019.
Verification of Submission	A confirmation email will be sent to the Perkins contact upon receipt of the Application.
Review Process	Applications will be reviewed by a team of ICCB staff. After the review, ICCB staff will then contact the college to: <ol style="list-style-type: none"> 1. request more specific information, clarification and/or supporting data; or 2. confirm that the proposal has been approved as submitted. NOTE: Expenditures may not begin until the college receives approval of their submitted Application and shall not begin before July 1, 2019.
Approval	Upon approval, the ICCB will issue a Notice of State Award and a Grant Agreement to the college that details specific award information and includes all required assurances and certifications. This agreement must be signed by the college president or authorized signatory and returned to Patrick Walwer, patrick.c.walwer@illinois.gov , in order to activate the grant.

SECTION 1: COVER PAGE

APPLICATION COVER PAGE

The Application Cover Page will be used as the first page of the Application submission and includes the following information:

- Community college name
- Number of students served in fiscal year 2019 (see explanation below)
- Estimated fiscal year 2020 allocation (if available at the time of submission)
- Contact information, including name, title, phone and e-mail, for:
 - **Primary Perkins contact** - This person serves as the Perkins lead contact and is responsible for all communication and reporting to ICCB.
 - **Secondary Perkins contact(s)** - Any person(s) that oversee(s) or have multiple responsibilities related to the grant development and/or process.
 - **Fiscal contact**

NUMBER OF STUDENTS SERVED

Provide the total number of students served through Perkins dollars in fiscal year 2019. Estimated or duplicated counts are acceptable. The total number of students could derive from the following sources:

- Students receiving support services such as:
 - Tutoring
 - Mentoring
 - Transportation
 - Books/supplies assistance
 - Disability Services
- Students impacted by:
 - The purchase of equipment or instructional materials
 - Faculty or staff receiving professional development related to instruction
 - Contact time with supplemental instruction or aides
- Other – additional data collected to track students served through Perkins funding collected by the college.

SECTION 2: ACCOUNTABILITY

PERFORMANCE IMPROVEMENT PLAN

For fiscal year 2020, **all colleges are required to develop and submit a Performance Improvement Plan (PIP)**. Colleges should collaborate with colleagues to review their data, identify special populations (as defined by Perkins) and other student subgroups that are negatively impacting overall performance, and develop targeted activities to assist students in overcoming barriers to success. The postsecondary Performance Indicators for Perkins V are as follows:

- 1P1: Student Retention or Transfer and Placement
- 2P1: Credential, Certificate or Diploma Completion
- 3P1: Nontraditional Participation

Performance targets will not be set for the transition year; therefore, colleges will not be able to compare their local performance to the identified statewide targets. Although colleges are not required to meet performance targets for fiscal year 2020, colleges will be utilizing their local data to improve their performance in all three areas. Statewide performance targets for fiscal years 2021-2024 will be made available in late summer.

ACTION STEPS

1. Complete a PIP. The PIP should target programs, special populations, and/or other student subgroups that are negatively impacting overall performance.
 - a. Describe a minimum of one activity that will support improvement efforts for each deficient measure. Activities should be measurable, limited in number and target particular programs and special populations that are negatively affecting performance.
 - b. Provide the dollar amount of Perkins resources to be used on the activity.
 - c. Provide the estimated dollar amount, if applicable, of non-Perkins resources to be used on the activity.
 - d. Expected outcome(s) – One expected outcome is required for each deficient measure (not each activity). The outcome must be measurable and relate to one or more of the proposed activities.

SECTION 3: PROGRAM NARRATIVE

PROGRAM NARRATIVE

Postsecondary Perkins sub-recipients will utilize the Program Narrative Worksheet to describe the activities that will be undertaken to support the grant goals. The narrative matrix is designed around the required and permissible uses of funds detailed in the Perkins V legislation, as well as the [Guiding Principles](#) for the implementation and evaluation of Programs of Study.

ACTION STEPS

Each of the six Guiding Principles contains multiple elements, all of which must be addressed within the narrative.

1. Describe a minimum of one (1) activity to address each element. Additional rows may be added to the tables, if necessary.
2. Provide the dollar amount of Perkins resources to be used on the activity.
3. PIP – This column denotes which activities are detailed in the Performance Improvement Plan and should only be completed for such activities. Colleges must indicate the specific measure the activity will impact. **Do not mark with an X, a check mark, a smiley face, etc.** All activities listed within the PIP, along with their proposed Perkins expenditures, must be included within the narrative.
4. Describe the expected outcome.
 - a. One expected outcome is required for each element, not each activity.
 - b. The expected outcome must relate to at least one of the proposed activities.
 - c. The expected outcome must be measurable. For guidance on expected outcomes, see the [Expected Outcomes Sheet](#) located on the ICCB CTE website.

PROGRAM NARRATIVE TERMS

The following table provides definitions for the terms used in the Program Narrative.

TERMS	DEFINITIONS
ELEMENTS	Areas in which community colleges must dedicate funding to support activities in order to address the federally required and permissible uses of funds and elements as agreed to in the state plan.
ACTIVITY	Action that is planned and coordinated using Postsecondary Perkins or other funds to address each respective program element.
PERKINS RESOURCES	The amount of Perkins resources that will support a specific activity.
NON-PERKINS RESOURCES	The amount of non-Perkins resources that will support a specific activity.
EXPECTED OUTCOMES	Specific, long-term/short-term measurable results that address the direct and indirect effects of an element. Expected outcomes must: <ol style="list-style-type: none">1. Be directly influenced or caused to happen by the activity;2. Reflect results, not processes;3. Be written as change statements (indicating whether things will increase, decrease or stay the same);4. Describe what will be different for the students, teachers, business partners, college, school, etc.; and5. Be realistic and achievable.

SECTION 4: PROGRAMS OF STUDY

PROGRAMS OF STUDY INVENTORY

Perkins V calls for the creation of secondary to postsecondary sequences of academic and CTE coursework that help students attain a postsecondary degree or industry-recognized certificate or credential. As part of the Perkins Application, colleges must submit a Programs of Study Inventory utilizing the [Illinois Programs of Study Expectations Tool](#) to ensure programs of study meet the State's minimum expectations, as well as the Federal programs of study requirements listed on the following page.

ACTION STEPS

To complete the Programs of Study Inventory:

1. Identify which program of study the college will focus on during fiscal year 2020. It is acceptable to focus on a program of study that is already in the development stage.
 - a. Indicate whether or not the program of study meets the minimum expectations as described in the expectations tool.
 - b. Indicate whether or not the program of study meets the minimum quality standards as described in the expectations tool.
 - c. Provide an explanation for why this particular program of study was selected as the focus. Additionally, address all requirements for a Program of Study (as defined by Perkins V), identifying what currently exists and what needs to be created or implemented, and provide reasoning for any program of study that does not meet the minimum expectations and/or quality standards.
NOTE: Programs of Study in the development phase will not meet the minimum expectations or quality standards.
2. List all program of study that have been developed to date.
 - a. Indicate whether or not the program of study meet the minimum expectations as described in the expectations tool.
 - b. Indicate whether or not the program of study meet the minimum quality standards as described in the expectations tool.
 - c. Provide an update on the progress related to each program of study listed (i.e. partner engagement, dual credit opportunities, program evaluations, etc.).
 - d. For any program of study that does not meet the minimum expectations and/or quality standards, detail the specific areas that are in need of improvement.

PERKINS V FEDERAL PROGRAM OF STUDY REQUIREMENTS

The Strengthening Career and Technical Education for the 21st Century Act, Section 3 (41)(A-F), defines a program of study as a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that-

- i. incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESSA) of 1965;
- ii. addresses both academic and technical knowledge and skills, including employability skills;
- iii. is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- iv. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- v. has multiple entry and exit points that incorporate credentialing; and,
- vi. culminates in the attainment of a recognized postsecondary credential.

SECTION 5: BUDGET

UNIFORM BUDGET SPREADSHEET

Colleges must structure an adequate and effective budget for fiscal year 2020 Perkins funded activities. Perkins sub-recipients are required to complete the State of Illinois Uniform Budget Spreadsheet. The Uniform Budget Spreadsheet contains ten expenditure categories. Please see [EDGAR 2 CFR Part 200](#) or the following table for more details.

1. Personnel (200.430)
2. Fringe Benefits (200.431)
3. Travel (200.474)
4. Equipment (200.33/200.439)
5. Supplies (200.94)
6. Contractual Services (200.318)
7. Consultant/Professional Services (200.459)
8. Training and Education (200.472)
9. Other (*requires ICCB approval*)
10. Indirect Costs/General Administration (limited to 5% of the college's allocation)

ACTION STEPS

1. After completing the Program Narrative, complete the Uniform Budget. Specific directions are detailed within the first tab of the budget.
2. All expenditure category totals must equal the totals on Section A: Budget Summary.
3. For Expenditure Categories **Personnel**, **Fringe Benefits**, and **Travel**, the college must provide sufficient and detailed information as requested.
4. Since the Program Narrative requires ample detail for each element and activity for the **remaining expenditure categories**, only a brief description of each item is necessary.
5. For each expenditure category entry, cite the Principle, element, and activity that is being fulfilled and where a detailed description can be found.
6. The Uniform Budget will **not be accepted** without the signed certification which is to be completed by the President, Chief Financial Officer, or another authorized signatory.
7. **Do not PDF the completed Uniform Budget**; it must be sent in Excel format.

NOTE: For out of state travel, colleges must submit an Out of State Travel Request form unless **all** pertinent details are included within the Application. **Please see the Out of State Travel Request Form to understand what information is required.**

BUDGET TERMS AND DEFINITIONS

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) EXPENDITURE CATEGORIES	
Compensation—Personnel 2 CFR 200.430	Compensation for personnel services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
Compensation—Fringe Benefits 2 CFR 200.431	Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.
Travel Costs 2 CFR 200.474	Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.
Equipment 2 CFR 200.33	Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. <i>Please also see 2 CFR §200.439 Capital Expenditures.</i>
Supplies 2 CFR 200.94	All tangible personal property [other than those described in §200.33 Equipment]. Generally, supplies include any materials that are expendable or consumed during the course of the grant.
Contractual Services 2 CFR 200.318	All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.
Consultant/ Professional Service Costs 2 CFR 200.459	Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity.
Training and Education 2 CFR 200.472	The cost of training and education provided for employee development.

<p>Indirect Cost/ General Administration 2 CFR 200.414</p>	<p><u>Indirect costs</u>: those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Indirect costs must be classified within two broad categories: “Facilities” and “Administration.” “Facilities” is defined as depreciation on buildings, equipment and capital improvement, interest on debt associated with certain buildings, equipment and capital improvements, and operations and maintenance expenses. “Administration” is defined as general administration and general expenses such as the director's office, accounting, personnel and all other types of expenditures.</p> <p><u>General Administration (Perkins Section 136(d))</u>: organized administrative activities that provide assistance and support to CTE students, including activities specifically designed to provide administrative or managerial support for CTE programs and any special services provided for CTE students.</p>
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BUDGET MODIFICATION PROCESS

To request a budget modification, colleges must submit the following:

- ✓ Budget Modification Request Form (last tab of the Uniform Budget Spreadsheet); and,
- ✓ A revised Uniform Budget, specifically highlighting the revised areas; and,
- ✓ A signed Certification (located at the bottom of the Form)

to your ICCB Perkins liaison or cte@iccb.state.il.us. The final date to submit budget modifications during the fiscal year will be May 30, 2020.

NOTE: Please remember that modifications must be submitted and approved **prior** to any expenditure of funds. Modifications submitted after an expenditure of funds has occurred **will not be retroactively approved**.

Grantees are allowed to make modifications up to ten percent (10%) or \$1,000 (whichever is higher) of any specific line, prior to seeking approval. Modifications that are greater than ten percent (10%) or \$1,000 (whichever is higher) of any specific line OR require a major change in scope, require the submission of a budget modification request.

SECTION 6: REPORTING REQUIREMENTS

Pursuant to EDGAR guidelines, Postsecondary Perkins grant recipients are required to submit quarterly reports. The format and requirements for these reports will be released at a later date. Quarterly reports will be due 30 days after the end of each quarter and should be submitted to cte@iccb.state.il.us. Extensions for delayed report submissions must be granted prior to the reporting deadline. Extensions will be granted for no longer than ten days past the due date. If a report due date falls on a Saturday or Sunday, colleges may submit their report the following Monday.

FISCAL YEAR 2020 QUARTERLY REPORTING SCHEDULE		
REPORT	PERIOD	DUE DATE
Quarter 1	July 1 – September 30, 2019	October 30, 2019
Quarter 2	October 1 – December 31, 2019	January 30, 2020
Quarter 3	January 1– March 31, 2020	April 30, 2020
Quarter 4/Final Report	April 1 – June 30, 2020	July 30, 2020

Grantees are also required to complete a Final Expenditure Close-Out Report 60 calendar days following the end of the grant period. The report is due on or before **August 30, 2020**.

SECTION 7: MONITORING

Perkins sub-recipients are subject to *fiscal* and *programmatic* monitoring.

To meet the requirements of Uniform Guidance (2 CFR 200.331(b)), Requirements for Pass-Through Entities, the ICCB has established a risk-based system for the monitoring of grantees. Previously, monitoring of grantees was cyclical. The ICCB will utilize this risk-based assessment to determine the type of monitoring conducted during the 2019 calendar year.

The Process

Risk is assessed using a quantitative system for rating and ranking grantees and their ICCB-funded programs. The risk-based system ensures that grantees are monitored uniformly across all ICCB-funded programs, while also ensuring efficiency of time and effort on behalf of both ICCB and college staff. Grantees are assessed using factors and weights derived from multiple sources. Each grantee is allocated points based on the criteria below and is assigned a risk level of **elevated**, **moderate**, or **low** based on the total number of points allocated relative to other grantees. Criteria used in the risk assessment will be evaluated and updated annually.

- Number of material weaknesses or significant deficiencies in the grantee's most recent audit
- Number of conditions assessed in the most recent Internal Controls Questionnaire (ICQ)
- Timeliness of required submissions (performance, programmatic, financial and final reports)
- Number of findings in previous grant monitoring review
- Amount of grant funding
- Years since last monitoring visit

Monitoring activities are dependent on the grantee's risk designation and will include either an on-site review (elevated risk), a desk review (moderate risk), or fiscal and programmatic technical assistance (low risk). On-site monitoring will be conducted jointly, with ICCB fiscal and programmatic staff on-site during a defined window of time. Should you have any questions regarding the **fiscal** aspect of Perkins monitoring, please contact:

Kris Pickford
Director for Financial Compliance and
Accountability
(217) 558-4680
kris.pickford@illinois.gov

Jared Ebel
Associate Director for Financial Compliance
and Accountability
(217) 524-0504
jared.ebel@illinois.gov

For more information regarding programmatic monitoring specifics, contact your ICCB Perkins liaison or visit the [monitoring page](#) of the ICCB CTE website.

SECTION 8: WIOA REQUIREMENTS FOR PERKINS

In 2014, the Workforce Investment Act of 1998 was reauthorized as the Workforce Innovation and Opportunity Act (WIOA). This Act streamlined several programs and designed a comprehensive system that is inclusive of other major workforce and educational programs. Perkins is one of sixteen required partners. As a required partner, Postsecondary Perkins recipients are to:

- Offer various career services (i.e. academic counseling, career advising, resume writing, etc.) and other activities through the one-stop centers (American Job Centers).
 - Staff and services can be made available on-site or through “direct linkage”. Specific services for each area will be outlined in that area’s MOU.
- Participate in the Memoranda of Understanding (MOU) negotiations as well as negotiations to determine infrastructure and shared system costs.
- Provide a limited amount of resources to fund infrastructure and shared system costs of the one-stop centers. Partners are to contribute their “fair share” of the costs based on proportionate use and relative benefits received (20 CFR 678.420(b)(2)(i), 34 CFR 361.420(b)(2)(i), and 34 CFR 463.420(b)(2)(i). When using federal grant funds, Postsecondary Perkins are limited to expending general administration funding - which is capped at 5% of their total allocation (TEGL WIOA No. 17-16).

Please see the [Governor’s Guidelines](#) including supplemental guidance for more information.

For the fiscal year 2020 Perkins Application you must:

- Detail your collaboration with other partners including the regional planning and local MOU processes in **Principle 1, element g**.
- Describe how you will provide career services to one-stop center clients (if applicable). Please list these activities in **Principle 2, element f**.

If other elements apply, you may detail additional activities throughout the plan.

A. ICCB CTE STAFF CONTACT INFORMATION

The Illinois Community College Board
401 East Capitol Avenue, Springfield, IL 62701-1711
Phone: 217.785.0123; Fax: 217.785.0090

NAME	TITLE	PHONE	EMAIL
Whitney Thompson	Director for CTE	217.558.0318	whitney.thompson@illinois.gov
Natasha Allan	Associate Director for CTE Compliance	217.785.0139	natasha.allan@illinois.gov
Melissa Andrews	Associate Director for CTE	217.785.0068	melissa.andrews@illinois.gov
Nicole Joerger	Associate Director for CTE	217.524.9119	nicole.joerger3@illinois.gov
Mary Werries	Associate Director for CTE	217.558.4635	mary.werries@illinois.gov

B. USEFUL RESOURCES AND LINKS

[Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)

[Perkins Reauthorization Resources](#)

[FY2020 Guidelines and Forms](#)

[Illinois Programs of Study Expectations Tool](#)

[ICCB CTE Grant Manual](#)

[ICCB CTE Resources webpage](#)

[Education Department General Administrative Regulations \(EDGAR\)](#)

[Grant Accountability and Transparency Act \(GATA\)](#)

[Governor's Guidelines- WIOA](#)

[Illinois Center for Specialized Professional Support \(ICSPS\)](#)

[Office of Community College Research and Leadership \(OCCRL\)](#)

C. SUMMARY OF PERKINS V FEDERAL USES OF FUNDS

REQUIREMENTS FOR USES OF FUNDS

Section 135b of [Perkins V](#)

Under Perkins V there are six required uses of funds. Permissive uses of funds are no longer separated, but rather are included within each respective required use. Permissive uses are italicized below.

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include [the following]:
 - (A) *introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;*
 - (B) *readily available career and labor market information, including information on—*
 - (i) *occupational supply and demand;*
 - (ii) *educational requirements;*
 - (iii) *other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and*
 - (iv) *employment sectors;*
 - (C) *programs and activities related to the development of student graduation and career plans;*
 - (D) *career guidance and academic counselors that provide information on postsecondary education and career options;*
 - (E) *any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or*
 - (F) *providing students with strong experience in, and comprehensive understanding of, all aspects of an industry.*
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include [the following]:
 - (A) *professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;*
 - (B) *professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));*
 - (C) *providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;*

<p><i>(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;</i></p> <p><i>(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;</i></p> <p><i>(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;</i></p> <p><i>(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;</i></p> <p><i>(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or</i></p> <p><i>(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.</i></p>	<p>3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.</p>
<p>4. Support integration of academic skills into career and technical education programs and programs of study to support [the following]:</p> <p><i>(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and</i></p> <p><i>(B) CTE participants at the postsecondary level in achieving academic skills.</i></p>	<p>5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include [the following]:</p> <p><i>(A) a curriculum aligned with the requirements for a program of study;</i></p> <p><i>(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C.</i></p>

3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

<p><i>(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;</i></p> <p><i>(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;</i></p> <p><i>(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or</i></p> <p><i>(T) other activities to improve career and technical education programs.</i></p>
<p>6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).</p>