Fiscal Year 2022

Fiscal Year 2021 – 2024

Illinois Postsecondary Perkins
Local Application Guidelines

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

APPLICATION DUE DATE: **May 14, 2021**

SUBMIT APPLICATION TO: **AmpliFund Grant Management System**

TABLE OF CONTENTS

INTRODUCTION	2
APPLICATION COMPLETION PROCESS	3
SECTION 1: COVER PAGE	4
SECTION 2: ACCOUNTABILITY PERFORMANCE DATA ANALYSIS PERFORMANCE IMPROVEMENT PLAN (PIP)	5
SECTION 3: ANNUAL WORK PLAN	7
SECTION 4: PROGRAMS OF STUDY PROGRAMS OF STUDY NARRATIVE PROGRAMS OF STUDY INVENTORY	8
SECTION 5: BUDGET	10
TERMS AND DEFINITIONS	11
BUDGET MODIFICATIONS	12
SECTION 6: ACKNOWLEDGEMENT OF GRANT PROCESSES	13
SECTION 7: REPORTING REQUIREMENTS	13
SECTION 8: MONITORING	14
SECTION 9: WIOA REQUIREMENTS FOR PERKINS	15
SECTION 10: ICQ AND PROGRAMMATIC RISK ASSESSMENT	15
APPENDICES	
A. ICCB CTE STAFF CONTACT INFORMATION	16
B. USEFUL RESOURCES AND LINKS	17
C. SUMMARY OF PERKINS V FEDERAL USES OF FUNDS	18

INTRODUCTION

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018, to be effective on July 01, 2019. 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.

Perkins V requires community colleges to develop and implement a four-year local application, with 2021-2024 being the fiscal years being covered in this application. **These Guidelines are specific to fiscal year 2022**. The Local Application under Perkins V is comprised of elements from the comprehensive local needs assessment, data analysis and performance improvement, application narrative, annual work plan, Uniform Budget, and Acknowledgement of Grant Processes document. Below is what needs to be submitted for fiscal year 2022.

- ✓ Application Cover Page
- ✓ Performance Data Analysis
- ✓ Performance Improvement Plan
- ✓ Programs of Study Narrative
- ✓ Programs of Study Inventory
- ✓ Annual Work Plan
- ✓ Uniform Budget
- ✓ Acknowledgement of Grant Processes

You are not required to submit an Application Narrative; however, if you wish to make minimal changes to your long-term goals or annual objectives, please submit a supplemental document to ICCB.cte@illinois.gov.

APPLICATION COMPLETION PROCESS

Technical Assistance Meeting	Technical Assistance for the **fiscal year 2022** Postsecondary Perkins Local Application will be conducted virtually on March 17, 2021, from 1:00 p.m. – 4:00 p.m.
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, 2021**.
Application Due Date	**May 14, 2021 – 11:30 p.m.**
Submission Method	All Local Application documents must be submitted through the AmpliFund Grant Management System.
Submission Questions	Please issue all questions to either your ICCB Perkins liaison or to ICCB.cte@illinois.gov.
Extension Requests	The AmpliFund System will not allow late grant applications. If your grant submission is not received by 11:30 p.m. on May 14, 2021, this will create a number of problems for accepting your application.
Verification of Submission	A confirmation email will be sent to the Perkins contact download of the Application by **May 18, 2021**.
Review Process	Applications will be reviewed by a team of ICCB staff. After the review, ICCB staff will then contact the college to: 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, 2021.**
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 Alex Fuller, alex.fuller@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
- Fiscal year
- Number of students served in previous fiscal year (see explanation below)
- Estimated upcoming fiscal year allocation
- 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. Cannot be the same contact as the Primary Contact.
  - **Fiscal contact –** Cannot be either of the individuals listed above.

NUMBER OF STUDENTS SERVED

Provide the total number of students served through Perkins dollars in fiscal year 2020. 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 DATA ANALYSIS
PERFORMANCE IMPROVEMENT PLAN

Accountability and continuous improvement remain key tenets in Perkins V. While the performance indicators for postsecondary CTE did not significantly change, there will be an increased focus on transparency and equity. Colleges are required to maintain **disaggregated data by student populations, including special populations, and each core indicator according to CTE programs** and utilize that information to identify performance gaps and develop plans that focus on serving special populations [Section 113 (b)(4)(B)(ii)].

Colleges will be required to conduct a data analysis that utilizes disaggregated data to determine the difference between the State Determined Levels of Performance (listed below, 'CTE Baseline Level Performance') and the college's Actual Level of Performance. That analysis will help to inform and identify where exist gaps and disparities in performance.

Colleges will then be required to create activities that will address those gaps, and will utilize the Performance Improvement Plan to do so. This Plan is very similar to years past.

The core indicators of performance in Perkins V are as follows:

1P1: Postsecondary Retention and Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

- Numerator: Number of individuals in the denominator who in the second quarter after program completion are in a postsecondary education or advanced training, military service or a service program, that receives assistance under Title I of the National Community Service Act or are employed.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

2P1: Credential, Certificate or Degree

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion

- Numerator: Number of CTE concentrators from the denominator who have received a degree, certificate, or industry credential approved for a specific CTE program in the prior reporting year or within one year of program completion
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

3P1: Non-traditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

- Numerator: Number of under-represented CTE concentrators in non-traditional CTE programs during the reporting year.
- Denominator: Number of individuals earning 12 Credits in CTE via course level submission to ICCB (AC) OR who completed a CTE Degree or Certificate but earned less than 12 CTE credits in a cohort year.

CTE Baseline Level Performance:

Indicators	Baseline Level	Performance Level			
		FY2020	FY 2021	FY 2022	FY 2023
1P1: Postsecondary Retention and Placement	68.8	69	69.4	69.8	70.4
2P1: Earned Recognized Postsecondary Credential	69.5	70.1	70.5	70.9	71.3
3P1: Nontraditional Program Enrollment	9.5	9.6	9.8	9.9	10.1

SECTION 3: ANNUAL WORK PLAN

ANNUAL WORK PLAN TEMPLATE

The annual work plan follows the format of the Application Narrative portion of your local application and should be used to develop the activities that will inform your annual objectives and long-term goals. ***Note that your annual objectives and long-term goals should be described in detail within the Application Narrative (or a separate form), not the work plan.***

Complete each portion of the template. For each question, you must develop at least one activity and provide answers for all of the subsequent questions. The intent of this work plan is to assist you in developing meaningful activities that will realistically enable you to achieve your annual objectives and long-term goals. At the beginning of each section, there is room to include your objectives and goals. Note that you may add more rows for additional activities.

SECTION 4: PROGRAMS OF STUDY

PROGRAMS OF STUDY NARRATIVE
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 Local Application, colleges are required to utilize the findings from the comprehensive local needs assessment to inform program of study decision-making. One of the eleven components of the Local Application requires colleges to provide a description of any new programs of study offering(s) that will be developed and submitted to the State for approval. As with the remainder of the components of the Local Application, colleges must describe planned activities that represent both yearly and long-term goals and objectives. Federal program of study requirements are listed at the end of this section.

Programs of Study Narrative

This portion of the local application is considered part of the application narrative. Colleges will be required to detail the following:

- Provide a description of your fiscal year 2022 program of study focus that you plan to submit to the ICCB for approval.
- Provide a list of any programs of study that will be submitted this fiscal year to the ICCB for approval; this process will utilize the Programs of Study Approval Form.

Programs of Study Inventory

The POS Inventory Form is meant to be an inventory of all your ICCB-approved programs of study. Follow the instructions on the form carefully. **Only complete this form if you have ICCB-approved programs of study**. If you do not have any approved programs of study, leave the form blank.

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-

a. incorporates challenging State academic standards;

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

SECTION 5: BUDGET

UNIFORM BUDGET SPREADSHEET

Perkins sub-recipients are required to complete the State of Illinois Uniform Budget Spreadsheet **annually**, with that respective fiscal year's financials. 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. *Please also see 2 CFR §200.439 Capital Expenditures.*
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.
Indirect Cost/ General Administration **2 CFR 200.414**	Indirect costs: 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. General Administration (Perkins Section 136(d)): 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.

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 ICCB.cte@illinois.gov. The final date to submit budget modifications during the fiscal year will be May 30.

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: ACKNOWLEDGEMENT OF GRANT PROCESSES

ACKNOWLEDGEMENT OF GRANT PROCESSES DOCUMENT

Annually, colleges are required to submit an Acknowledgement of Grant Processes document with their Perkins Local Application. This document is to be utilized as an agreement between the ICCB and the college that the college has read and understood the relevant dates and deadlines respective to the Postsecondary Perkins Grant.

SECTION 7: REPORTING REQUIREMENTS

Pursuant to EDGAR guidelines, Postsecondary Perkins grant recipients are required to submit quarterly reports. **Quarterly reporting is included within the Annual Work Plan**. Each section of the Work Plan has a reporting area at the end of that section. This is where colleges should report on their activities each quarter. Quarterly reports will be due 30 days after the end of each quarter and should be submitted to ICCB.cte@illinois.gov. *Extensions for delayed report submissions must be granted prior to the reporting deadline. Extensions will be granted for no longer than seven days past the due date*. If a report due date falls on a Saturday or Sunday, colleges may submit their report the following Monday.

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

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 by **August 30** of each fiscal year**.**

SECTION 8: 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 appropriate 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, both programmatic **and** fiscal

Monitoring activities are dependent on the grantee's risk designation and will include either an on-site/desk review (elevated risk), or fiscal and programmatic technical assistance (low risk). Should you have any questions regarding the **fiscal** aspect of Perkins monitoring, please contact:

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

Alex Fuller
Associate Director for Compliance
(217) 524-0504
alex.fuller@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 9: 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.

SECTION 10: INTERNAL CONTROLS QUESTIONNAIRE AND PROGRAMMATIC RISK ASSESSMENT

In order to be eligible to receive funds, colleges must complete two annual assessments: the Internal Controls Questionnaire (ICQ) and the Programmatic Risk Assessment (PRA). These two assessments will determine if your institution will be required to complete additional metrics in order to receive funding. These include things like more stringent amounts for prior approval of equipment, training on procurement practices, etc.

The ICQ is a college-wide assessment that affects all grants your institution receives from the ICCB and is typically completed by someone in your college's fiscal office. The ICQ does not have a concrete due date; however, **we cannot process your Notice of State Award or Uniform Grant Agreement if your ICQ is not complete**.

The CTE/Perkins PRA is program-specific and is typically completed by the college's Perkins Administrator. Here is the link to the FY2022 Perkin PRA:
https://form.jotform.com/81304731691151

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

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Vacant	*Director for CTE*		
Vacant	*Associate Director for CTE Compliance*		
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Angela Gerberding	Associate Director for Integrated Career Programs	217.558.2162	Angela.Gerberding@illinois.gov

B. USEFUL RESOURCES AND LINKS

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

Perkins Reauthorization Resources

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)

Size, Scope, and Quality Criteria (page 51 – 53)

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. 49l–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;

(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;
(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
(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;
(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;
(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) 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.

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.

4. Support integration of academic skills into career and technical education programs and programs of study to support [the following]:
(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
(B) CTE participants at the postsecondary level in achieving academic skills.

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]:
(A) a curriculum aligned with the requirements for a program of study;
(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.

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;

	(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study; *(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;* *(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* *(T) other activities to improve career and technical education programs.*
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).