Local Application Guide

2026-27 (FY27)

Division of **Postsecondary, Workforce, CTE, and Military Readiness** | January 2026
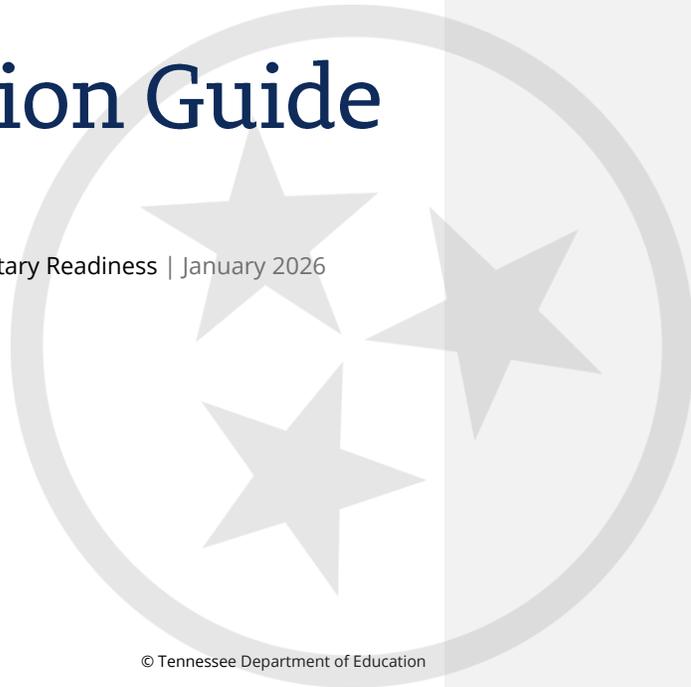
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Purpose of this Guide

The purpose of this guide is to walk the user through submitting a local application for the Perkins V Basic allocated funding from the state of Tennessee. This guide will walk through each section of the submission platform, ePlan, as it pertains to the local application.

If you have questions as you complete the local application for allocated Perkins V basic funding, please contact your career and technical education (CTE) Center of Regional Excellence (CORE) Consultant.

PLEASE NOTE: This guide was prepared for informational purposes only and does not constitute legal advice. Applicants/Awardees are responsible for compliance and monitoring of the grant award in accordance with the Grant assurances and applicable state and federal law. Please contact your board attorney for specific legal guidance.

Definitions for the purposes of this guide: The following definitions apply, as set forth in the Strengthening Career and Technical Education for the 21st Century Act ("Perkins V" or "the Act") and state law and policy.

Articulation Agreement

A written commitment -
- that is agreed upon at the state level or approved annually by the lead administrators of
  - a secondary institution and a postsecondary educational institution; or
  - a sub-baccalaureate degree-granting postsecondary educational institution and a baccalaureate degree-granting postsecondary educational institution; and
- to a program that is
  - designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
  - linked through credit transfer agreements between the two institutions.

Career Awareness

Career awareness is gaining hands-on access to the day-to-day work of the career through, for example, an internship.

Career Exploration

The term career exploration refers to gaining hands-on access to the day-to-day work of the career through, for example, a job shadow or virtual industry tour experience**.**

Career/Academic Counseling

The term career/academic counseling refers to the support of a student's academic advising and career awareness development.

CTE Concentrator

Secondary CTE concentrators will be calculated using the number of CTE participating students who earn credit in at least two sequenced courses in a single, approved CTE program of study of secondary courses.

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CTE Participant

The term CTE participant is defined in the Act as, "an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient."

CTE Program of Study

The term CTE program of study is defined in the Act as, "a coordinated, nonduplicative sequence of academic and technical content and the secondary and postsecondary level that, incorporates challenging State academic standards; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential."

In Tennessee, secondary programs of study are defined by the department or submitted as a special program of study and approved by the Tennessee State Board of Education.

Dual Credit

Dual credit is a high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students can receive postsecondary credit by successfully completing the course, plus passing an assessment developed and/or recognized by the granting postsecondary institution.
- Local dual credit agreements occur between one postsecondary institution and one or more local education agency (LEA). These credits are only accepted by the postsecondary institution(s) involved in that partnership and typically are not recognized by other institutions.

Dual Enrollment

LEAs or high schools partner with postsecondary institutions to determine appropriate dual enrollment course offerings for high school students. Dual enrollment courses offered are noted in the Program of Study Guide. Two important criteria to consider in selecting dual enrollment offerings are the TN Transfer Pathway (TTP) courses and whether the courses meet General Education (Gen. Ed.) requirements. TTP courses are easily transferred between most postsecondary institutions. Many degree programs require General Education Core Courses.

Early Postsecondary Opportunities

Early postsecondary opportunities (EPSO) are opportunities allowing high school students to earn postsecondary credit which is accepted by Tennessee higher education institutions. These opportunities include Advanced Placement (AP); Cambridge International Examinations (CIE); College Level Exam Program (CLEP); Dual Enrollment (DE) or concurrent enrollment; International Baccalaureate (IB); and Local Dual Credit (LDC).

Employability/Soft/21st Century/Work-Ready Skills

The term(s) Employability/Soft/21st Century/Work-Ready skills are the interpersonal skills necessary for success in the workforce beyond academic knowledge or technical or hard skills. Examples of Employability/Soft/ 21st Century/ Work-Ready Skills may include, but are not limited to, critical thinking, teamwork, verbal and non-verbal communication, punctuality, work ethic, etc.

High-Skill Industry Sector or Occupation

Occupations that require postsecondary and/or long-term training such as an apprenticeship which leads to a postsecondary credential, certificate, diploma, or degree.

High-Wage Industry Sector or Occupation

Occupations with wages 20 percent greater than the median regional wage to be determined using workforce development information in the respective Local Workforce Investment Area (LWIA) region.

In-Demand Industry Sector or Occupation

Occupations with the following characteristics:
- The growth rate for the industry sector in the LWIA region is positive, and the individual occupations have positive growth rates.
- For all occupations in the industry sector, the ratio of program completers (supply) to the number of annual average openings for the occupations (demand) is no more than 1.5.
  - Exception: If the available placement rates for program completers are 95 percent or above (program completers placed in jobs related to their high-skill training), then the occupations in the industry sector is considered "in-demand."
- The average annual number of openings in the industry sector is equal to or greater than the average number of openings for all regional employment.

Meaningful Progress

Growth is equal to or greater than one-half (0.5) of a percent toward goals and performance targets.

Nontraditional Fields

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

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Size, Scope, and Quality

Vertically aligned programs, which are designed in collaboration with local stakeholders and evaluated through strong student-focused career outcomes and meet the following indicators:

- Offers approved program(s) of study with sequenced courses of sufficient size to meet the needs identified by the local advisory council and aligned to local and regional employment opportunities.
- Allows students to develop academically and receive adequate training to be successful in high-skill, high-wage, and/or in-demand opportunities.
- Ensures students have access to quality educators in the classroom and provides opportunities for educator professional development to support their continued growth.
- Supports student and parent understanding of how personal interests, abilities, and values might predict success in academic and career fields and how to form goals accordingly.
- Allows students to demonstrate their college and career readiness through work-based learning (WBL) experiences, career and technical student organization (CTSO) participation, and early postsecondary credit attainment, including industry credential(s).

Special Populations

Special populations include:

1. Individuals with disabilities;
2. Individuals from economically disadvantaged families, including low-income youth and adults.
3. Individuals preparing for nontraditional fields.
4. Single parents, including single pregnant women,
5. Out-of-workforce individuals;
6. English learners;
7. Homeless individuals as described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
8. Is a member of the armed forces or Youth who are in, or have aged out of, the foster care system; and
9. Youth with a parent who is a member of the armed forces or is on active duty.

Work-Based Learning

The term work-based learning is defined in the Strengthening Career and Technical Education for the 21st Century Act as, "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

In Tennessee, the term high-quality and/or capstone work-based learning builds on the federal definition to describe an experience that aligns to the program of study or pathway, is based on student interest and aptitude, and facilitates an intentional progression toward the attainment or demonstration of the knowledge and skills necessary for postsecondary and career goals.

Local Application Training

- February 10, 2026 | Quarterly New CTE Director Academy Meeting
- March 2026 l Regional Work Session(s) led by CORE Consultants
- April 12, 2026 | Local Application Submission Deadline

Local Application Compliance – FY26

Below are the minimum requirements to be compliant with the Local Application. Additional information is provided in this guide.

LEAs must:

1. **Verify Eligibility**
   - **Meet CTE Director Employment Standard: This form must be filled out in its entirety. Each endorsement code must include its title. Refer to page 10 for director employment standards.**
   - **Identify Two (2) Quality Programs of Study**: List the program of study (including the career cluster in which it is located) for which the LEA affirms it meets the requirement to receive Perkins V funds. Identify the postsecondary component and the postsecondary institution. *Each middle school that is a member of a consortium must declare a program of study which leads to a high school program of study.*
   - **Indicate Consortium Status**: Choose the appropriate consortium option. If you are part of a consortium, ensure that you complete the appropriate sections on that page. If your LEA pursues approval to opt out of a consortium, email Candi.Collier@tn.gov.
   - **Complete Assurances and Conditions**: *Read and check box in the upper left-hand corner*. Signing off on the assurances and conditions means you agree and will execute each item listed.

2. **Identify two Theory of Action statements and corresponding action steps for the two-year cycle.**
   - **Identify Professional Development**: Professional development necessary to meet goals should be written as action steps. LEAs should include all professional development that will be offered to help the LEA reach its goals, regardless of funding source.
   - **Identify Equipment Purchases**: Equipment purchased with Perkins funds must be included and be connected to at least one action step. Equipment purchases must meet the minimum requirements identified in the Master Inventory document.

3. **Submit Budget Accounting for Perkins Funds:** Each LEA must complete and submit a budget addressing all uses of funds. This includes all LEAs who are members of a consortium. The budget must be cross-referenced with goals.

4. **Receive ePlan Approval**: You will not be able to reimburse with Perkins funds until your application has been approved by your fiscal director, director of schools, and subsequently approved by the Tennessee Department of Education.

CTE Perkins Basic: CORE Indicators of Performance (CIP) Improvement Plan

Description (View Sections Only View All Pages)

	All
−	**History Log**
	History Log
	Create Comment
−	**Overview**
	Overview
−	**Allocations**
	Allocations
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−	**CTE Perkins Basic**
	CIP Improvement Plan
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	Theory of Action #1
	Theory of Action #2
	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Related Documents
−	**Assurances**
	Assurances
−	**CTE Perkins Basic Checklist**
	CTE Perkins Basic Checklist
	All

Overview of CIP Improvement Plan

As mentioned in Section II (d)(3) of the *Strengthening Career and Technical Education in Tennessee* State Plan, each LEA will be assessed using the indicators of performance on an annual basis. If an LEA does not meet the performance target with at least safe harbor, the recipient will be required to take additional actions for the purpose of addressing identified gaps and improving student performance. Definitions of Secondary Indicators

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- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Postsecondary Placement
- 4S1: Non-traditional Program Placement
- 5S3: Program Quality through Work-based Learning
- 5S4: Program Quality through "Ready Graduate" Attainment

Safe Harbor

The department will continue to utilize the practice of "Safe Harbor" when evaluating eligible recipient performance. Safe Harbor is used to describe actual performance which is equal to or above 90 percent of the performance level target. An eligible recipient may meet a performance level target through Safe Harbor if the actual performance is 90 percent or higher of the performance level target for the indicator and the LEA made meaningful progress (0.5 growth) toward the State Determined Performance Levels during the reporting year.

New benchmarks have been put in place by the Perkins V State Plan for review of the 2024-25 school year, so there will only be one year to review.

- <u>Corrective Actions in Year One</u>: During the first year after an LEA is identified as not meeting a performance level target, the recipient must update the Department in the annual summary report to address each indicator in which 90 percent of the performance level target was not achieved. In the subsequent year, if an LEA meets the 90 percent level for each indicator, then no improvement plan will be required.

Sample Action Steps for Deficit Areas

1S1: Four-Year Graduation Rate

- Counselors and/or career coach will utilize High School and Beyond plans and career aptitude assessment results to guide students into making informed decisions regarding program of study selection, including early postsecondary opportunities leading to the student's career goals.
- Middle school career exploration programs will provide opportunities in all CTE programs to ensure student awareness and access to all available programs, including programs that are engaging for the student based on specific career goals.
- CTE teacher will increase CTSO activities in the classroom to foster an environment that encourages belonging and leadership.
- CTE director and/or career coach will develop a plan to meet with at-risk students to discuss obstacles and potential barriers to success.

2S1: Academic Proficiency in Reading/Language Arts

- CTE teachers will be provided access to instructional materials to increase student access to

reading materials specific to the aligned industry, including technical manuals, magazines, and nonfiction texts.
- CTE teachers will attend professional development and networking opportunities offered by the department in problem-based learning and project building to increase student interactions with industry-specific literacy skills.

2S2: Academic Proficiency in Mathematics
- CTE teachers will attend professional development and networking opportunities offered by the department in problem-based learning and project building to increase student interactions with industry-specific mathematical concepts and skills.
- CTE teachers will be provided access to instructional materials to increase student understanding of mathematical concepts and skills specific to the aligned industry.
- CTE director will provide opportunities for industry professional collaboration to build classroom projects and to increase teacher understanding of mathematical implementation specific to the program of study.
- CTE teachers will be provided time to meet with math teachers to collaborate on aligned phrasing of mathematical concepts and potential co-teaching strategies.
- CTE teachers will implement mathematical concepts in problem-based learning projects to increase student understanding of their utilization in the career field.

2S3: Academic Proficiency in Science
- CTE teachers will attend professional development and networking opportunities offered by the department in problem-based learning and project building to increase student interactions with industry-specific scientific concepts and skills, including the engineering design process.
- CTE teachers will be provided access to instructional materials to increase student understanding of scientific concepts and skills specific to the aligned industry.
- CTE director will provide opportunities for industry professional collaboration to build classroom projects and to increase teacher understanding of scientific implementation specific to the program of study.
- CTE teachers will be provided with time to meet with science teachers to collaborate on aligned phrasing of scientific concepts and potential co-teaching strategies.
- CTE teachers will implement scientific concepts, including the engineering design process, in problem-based learning projects to increase student understanding of their utilization in the career field.

3S1: Postsecondary Placement
- Counselors and/or career coach will utilize High School and Beyond plans and career aptitude assessment results to guide students into making informed decisions regarding program of study selection, including early postsecondary opportunities and industry credentials leading to the student's career goals.
- CTE students will be provided with opportunities to visit multiple postsecondary institutions, including local universities, community colleges, and Tennessee College of Applied Technology (TCAT) campuses.
- CTE students will be provided with opportunities to interact with military recruiters during

classroom career exploration activities.

- CTE students will be provided with ASVAB scores as part of their High School and Beyond planning and given opportunities to explore aligned military careers.
- CTE teachers will be provided with opportunities to network with faculty from local postsecondary institutions to learn about program opportunities, including scholarships and access to postsecondary internships.
- CTE directors will develop a plan to increase participation and engagement in College and Career Fairs, including strategies to follow up with industries and postsecondary institutions of interest.

4S1: Non-traditional Program Placement

- CTE director and teachers will participate in professional development opportunities that focus on the recruitment and retention of nontraditional students in the referenced subgroups within CTE programs of study.
- Counselors and/or career coaches will utilize High School and Beyond plans and career aptitude assessment results to guide students into making informed decisions regarding program of study selection.
- Middle school career exploration programs will provide opportunities in all CTE programs, including nontraditional programs, to ensure student awareness and access to all available programs.

5S3: Program Quality through Work-based Learning

- CTE director will explore and plan opportunities to provide school-based enterprises to overcome obstacles of transportation and lack of WBL offsite opportunities.
- CTE director will meet with industry professionals to develop partnerships leading to campus-based practicums in the aligned programs of study.
- CTE director will host a community-based forum to share information with local employers about WBL opportunities and student skillsets in aligned programs of study.
- CTE director will develop a plan to document student skills, through a portfolio and/or video demonstration, to accompany a student resume as they pursue a workforce placement.

5S4: Program Quality through "Ready Graduate" Attainment

- CTE director will develop a plan to ensure opportunities are available for students to meet Ready Graduate indicators, including access to early postsecondary opportunities, industry credential assessments, ASVAB assessments, and ACT preparation courses.
- Counselors and/or career coach will utilize High School and Beyond plans and career aptitude assessment results to guide students into making informed decisions regarding program of study selection, including early postsecondary opportunities and industry credentials leading to the student's career goals.

CTE Perkins Basic: Eligibility

CTE Director Employment Standard

Tennessee State Board of Education Rule 0520-02-06-.03 defines the CTE Director Employment Standard as:

(3) Career and Technical Education (CTE) Directors. A CTE director shall:

   (a) Hold an instructional leader license or a professional administrator license; or

   (b) Hold a bachelor's degree with a major in career and technical education with:

      1. At least three (3) years of teaching experience in an approved CTE program; and

      2. At least two (2) years in an industry-related field.

Programs of Study

To receive Perkins funds, an LEA must have **two programs of study** that include a postsecondary component. Each middle school that is a member of a consortium must declare a program of study. These programs of study must lead to a feeder high school program of study. Indicate the postsecondary component and list the associated postsecondary institution. The programs of study that you identify for Perkins funding should be in place over time. These programs of study should meet all five size, scope, and quality indicators.

Consortium[1]

LEAs will be required to indicate if they will be joining a consortium. Consortium requirements are:

1. <u>Alliance</u>: Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 (Uses of Funds) of the Act is encouraged to:
   a. form a consortium to enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135 of the Act;
   b. transfer such allocation to the area career and technical education school or educational service agency; and
   c. operate programs that are of sufficient size, scope, and quality to be effective.
2. <u>Funds to Consortium</u>: Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

If the LEA does join a consortium, they will be asked to respond to the following statements.

1. Identify consortium members (LEAs).
2. Identify consortium fiscal agent.
3. Identify how the consortium goals and action steps are determined.
4. Identify the process for reporting data on performance levels.

If the LEA meets the requirements to join a consortium but wants to pursue approval to opt out, the LEA should email Candi.Collier@tn.gov.

Assurances + Conditions

By electronically indicating as such and submitting the Local Application in ePlan, the local Board of Education and/or LEA Authorized Representative certifies that it has reviewed and will adhere to the assurances and conditions stipulated in the application. To access Perkins V Assurances and Conditions, go to Related Documents and then click on Document Template.

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[1] Strengthening Career and Technical Education for the 21st Century (Perkins V), as codified by 20 USC § 2351; and referenced by Pub.L. 116-6 Section 131(f).

CTE Perkins Basic: Local Application Component

Description (View Sections Only View All Pages)

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	Budget Overview Plus/Minus
	Related Documents
⊟	**Assurances**
	Assurances
⊟	**CTE Perkins Basic Checklist**
	CTE Perkins Basic Checklist
	All

To meet the requirements for Perkins V (Sec. 134(b) (1-9)), *all* the following local application components must be addressed each year. (Components may be used more than once.)

1. A description of the results of the comprehensive local needs assessment (**CLNA**).

2. Information on the **CTE course offerings and activities** to be provided with Perkins funds, which shall include at least one state-approved program of study, including:
   a. how the results of the CLNA informed the selection of the specific program(s) of study and activities to be funded;
   b. a description of any new program(s) of study to be developed or submitted to the department for review as a special program of study; and
   c. how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a state-approved program of study.

3. A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a **series of career exploration and career guidance activities**, including:
   a. career exploration and career development coursework, activities, or services;
   b. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the CLNA; and
   c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

4. A description of how the eligible recipient will **improve the academic and technical skills** of students participating in career and technical education programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

5. A description of how the eligible recipient will provide activities to prepare **special populations** for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; prepare CTE participants for **nontraditional fields**; provide **equal access** for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will **not be discriminated** against on the basis of their status as members of special populations.

6. A description of the **WBL opportunities** that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from

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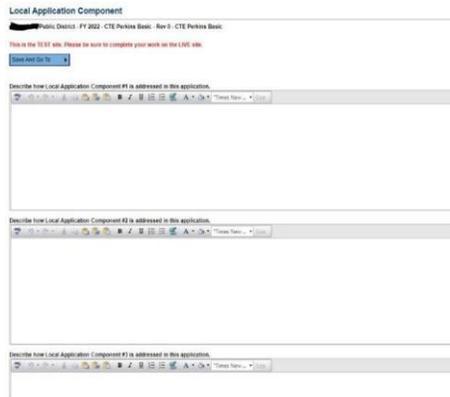
employers to develop or expand WBL opportunities for CTE students, as applicable.

7. A description of how the eligible recipient will provide students participating in CTE the opportunity to gain **postsecondary credit** while still attending high school, as practicable.

8. A description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the **recruitment, preparation, retention, and training,** including professional development, **of teachers, faculty, administrators, and specialized instructional support personnel**.

9. A description of how the eligible recipient will **address disparities or gaps** in performance between groups of students in each of the application years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

CTE Perkins Basic: Theory of Action (ToA)

Description (View Sections Only View All Pages)
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Related Documents
⊟ **Assurances**
Assurances
⊟ **CTE Perkins Basic Checklist**
CTE Perkins Basic Checklist
All

LEA Two-Year Theory of Action (ToA)

1. **Must** have two theories of action. A theory of action is a logical chain of reasoning that explains how change will lead to improved practices and student outcomes. If we do *ABC*, then we can expect *XYZ*.

2. ToA **must** be based on LEA's FY24 CLNA and data.

3. ToA will cover the 2026-27 and 2027-28 school years.
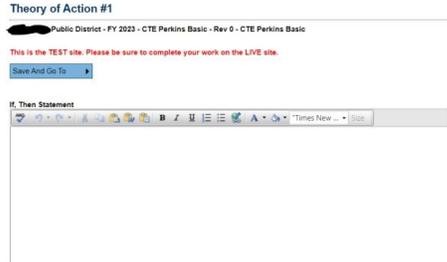
One-Year Action Steps

All action steps should follow the SMART formula: specific, measurable, achievable, relevant, and time bound. Action steps should be rooted in research-based practices that will drive the change described in the theory of action.

Define Action Steps (SMART) What activities will take place during the 2026-2027 school year? The following must be addressed in action steps: • activities, • equipment, • use of new and emerging technology, • professional development, and • special populations.	
Action Step Outcome (SMART) What does success look like for this action step? Outcomes should **align to the ToA** the action step is reinforcing.	
Action Step Evaluation Strategy (SMART) How will you know your outcome is reached? Who will evaluate the action step's outcome for success? Below is a listing (non-inclusive) of questions to ask yourself as you develop the evaluation strategy. • **Who** is responsible for evaluating the action step's progress toward success? • **What** is being looked for to determine the action step's progress toward success? • **When** will you evaluate the action step's progress toward success? • **What** is the impact on any, or all, of the core indicators?	

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Core Indicators of Performance (SMART) Which core indicator(s) of performance will be impacted? A core indicator of performance may be used multiple times, but **all must be addressed** in the local application. Refer to pages 22-24 <--check page numbers of this guide for the core indicators of performance.	**CIP** 1S1 - Graduation Rate / 2S1 - Academic Proficiency - Reading/Language Arts / 2S2 - Academic Proficiency - Math / 2S3 - Academic Proficiency - Science / 3S1 - Postsecondary Placement / 4S1 - Non-traditional Enrollment / 5S3 - WBL / 5S4 - Ready Graduate
Connection to CLNA (SMART) Which section of the CLNA informed this action step? Refer to pages 21-22 <--check page numbers for a listing of the CLNA sections.	**CLNA** 1 - Student Performance / 2 - Justify Alignment / 3 - Growth Opportunities / 4 - Teacher Recruitment, Retainment, Development / 5 - Equity and Access
Connection to Tennessee Perkins V State Plan (SMART) Which priority aligns to this action step? Refer to page 27 <--check page number for a listing of the state plan priorities.	**State Priorities** Middle School / Advanced CTE / Science and Math
Identify the Timeline (SMART) When will the activity take place? If the action step will be monthly, check the "Monthly" box. Otherwise, select the month(s) in which the action step will take place.	**Timeline** Monthly / July / Aug. / Sept. / Oct. / Nov. / Dec. / Jan. / Feb. / March / April / May / June
Professional Development Activity (SMART) What is the professional development activity? Describe, using specific terms, the professional development activity to address the identified action step(s). Professional development must accompany at least one action step regardless of the funding required.	**PD Activity** Check Spelling 0 of 8000 characters
PD Audience (SMART) Who will benefit from the professional development activity? This can include more than those who attend the professional development activity. Refer to page 26 <--check page number in this guide for professional development guidelines.	**PD Audience** Teachers / Admin / Leadership / Counselors / Paraprofessionals
Equipment (SMART) The purchasing of equipment to improve programs should be indicated in an action step. LEAs will identify the planned equipment purchases, by career cluster, program of study, and school. Utilize the Expenditure and Local Implementation Guide <--check/update link to determine if the items planned to be purchased are equipment.	Equipment / Equipment POS and School Check Spelling 0 of 8000 characters / Check Spelling 0 of 8000 characters
Removing and Adding Action Steps • To remove an action step, click on the trash can. • Select "Add Row" below the "Action Step" box to add additional action steps. • There is a **limit of 10** rows for budget connection.	**Action Step** Check Spelling 0 of 8000 characters Add Row

Action Step Budget (SMART)	
Action Step Budget (SMART) The "Amount" box will automatically update as data is entered in the Budget section of the local application. In the open text box, briefly outline the key priorities for the spending for this action step. Bulleted lists are acceptable. It is not required to define the amounts by line item as that will be entered in the budget section.	
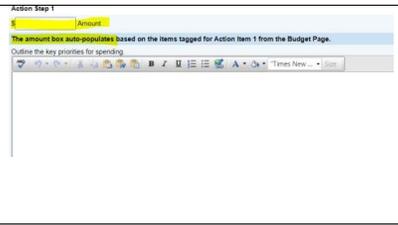
CTE Perkins Basic: Budget

Each CTE director, including each LEA's director, who is a member of a consortium, must complete and submit a budget in ePlan.
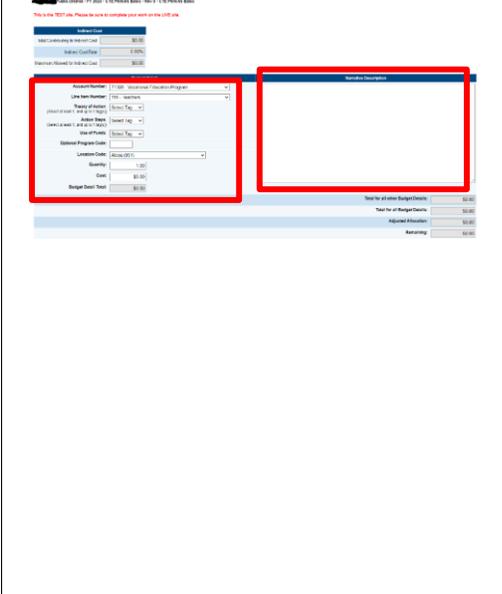

Budget Minimums and Maximums

Minimum	Maximums
Professional Development (5%)	Equipment Repair and Maintenance (5%)
	CTSOs (20%)
	Administration (5%)
	Consumable Items (5%)

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Refer to the Expenditure and Local Implementation Guide and the Perkins V Expenditure Guide for additional guidance. These documents are located under "Other Resources" on the Accountability and Data Reporting webpage.

How to Add Budget Items	
1. Click "Modify" beside the Account Number	
2. Click "Add Budget Detail"	
3. Add the following details: a. *Account Number* | You can change the account within the budget detail if you click on a different "Modify" from the initial page. b. *Line-Item Number* | Select **one** line item. c. *Theory of Action* | Select **one** theory of action that aligns to this budget item. d. *Action Step* | Select **one** action step that aligns to this budget item. NOTE: This is what ePlan will pull over to the "Action Step Budget" item on the Theory of Action page. e. *Use of Funds* | Select all appropriate uses of funds categories. For more information on uses of funds, refer to page 30 <--check page number of this guide. NOTE: uses of funds can be used for multiple budget items, but all uses of funds must be used at least one time. f. *CIP* | Select the CIP(s) that was missed and aligned to budget to improve the missed CIP.	

g. *Location Code* | Select the best location of where these funds will be used. h. *Cost* | Enter in the budgeted amount. i. *Narrative Description* | Provide a <u>brief</u> description of what these funds will be used for to impact/drive the change identified in the theory of action.	
4. Click "Create"	
5. Repeat until all budget items are entered.	

CTE Perkins Basic: Related Documents

If the LEA uses Perkins Basic funding for personnel (contracted or other), **job descriptions must be**

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uploaded in this section.

The following information is the minimum information to be included in each job description.
1. Job Title
2. LEA/School name
3. Funding source(s)
4. Perkins V line items and amounts
5. Job duties/responsibilities categorized as admin and/or non-admin

Submission of Local Application

Steps to submitting a local application.

1. From the Sections screen:
   a. Read messages in the Validation column.
   b. Review and correct any errors in the Validation column.

2. Click "Draft Completed" to send the application to the next level of review.

Application Status: Draft Started

Change Status To: Draft Completed

3. Once you change the status to draft completed in ePlan, the next person identified in your roles and responsibilities will be notified by email to log in and approve. The approval chain is identified below.
   a. LEA Perkins Basic Grant Director (CTE Director)
   b. LEA Fiscal Representative

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c. LEA Authorized Representative
   d. TDOE CTE CORE Consultant
   e. TDOE CTE Perkins Basic Reviewer
Any person along this chain can send back the application for revisions before approval.

4. Final approval from the TDOE CTE Perkins Basic Reviewer will be granted no later than June 30, assuming the application was submitted by the district by Friday, April 24, 2026.
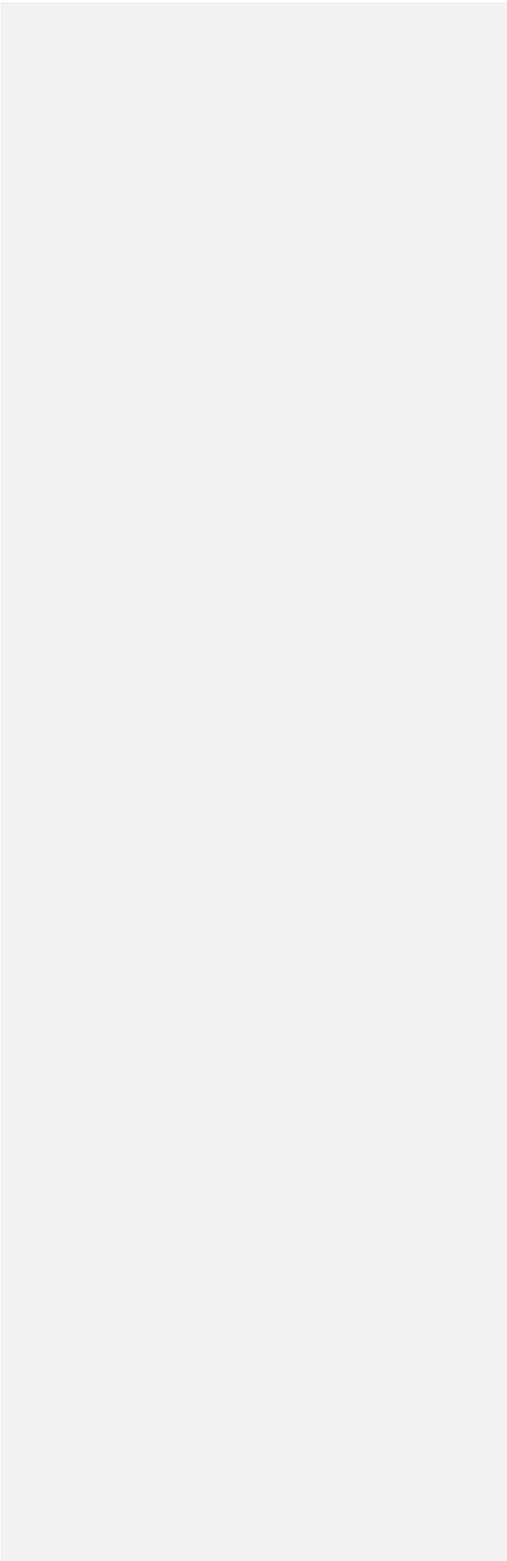
Appendix

Advisory Panel Membership[2]

Required local advisory members:
1. Teachers
2. Career guidance and academic counselors
3. Principals and other school leaders
4. Administrators
5. Specialized support personnel and paraprofessionals
6. CTE postsecondary faculty and administrators
7. State board or local workforce development boards
8. Range of local or regional businesses or industries
9. Parents
10. Students
11. Representatives of special populations
12. Representatives of regional or local agencies serving out of school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)
13. A representative of Indian Tribes and Tribal organizations, where applicable.

Others to consider:	
• County Commission • Chamber of Commerce • Industrial Board • Media Rep. (newspaper, radio, etc.) • Labor representative, Local Teacher Organization, etc.	• Director of Schools • Mayor • Local legislator • Professional and social organizations president • Military representative

School representatives should serve in an *ex-officio* manner only – not as a voting member.

Note: If a schoolwide advisory committee is in place, each career cluster must be represented by the committee.

Comprehensive Local Needs Assessment (CLNA) Section[3]

Section 1 | Performance

Learners' performance on state accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups.

Section 2 | Justify Alignment

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[2] Strengthening Career and Technical Education for the 21st Century Act (Perkins V), as codified by 20 U.S.C. § 2354(d); and as referenced by Pub.L. 116-6 Section 134(d).

[3] Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 20 U.S.C. § 2354 (c); as referenced by Pub.L. 116-6 Section 134(c).

Evaluation of programs of study, as a whole and individually, to address industry demand, student need, and meet the definition of "size, scope, and quality."

Section 3 | Growth Opportunities

Evaluation of alignment between programs of study offered and current and emerging labor marketneeds of the local area and region.

Section 4 | Recruitment, Retention, and Training

Assessment and development of plans to improve the quality of their staff through recruitment, retention, training, and on-going professional development, with attention paid to diversity in the profession.

Section 5 | Access and Equitable Participation

Evaluation of progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations, especially in programs leading to high-skill, high-wage, or in-demand industry sectors or occupations.

Core Indicators of Performance (CIP)[4]

Each of the following must be addressed at least one time in the LEAs goals.

1S1 | Four-Year Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965). In Tennessee, indicator 1S1 will be measured to assess performance and accountability using the district four-year adjusted cohort graduation rate, as reported to the department. For indicator 1S1 the following calculation will be used:
- 1S1n: Number of CTE concentrators who earned a regular high school diploma by the end of the four-years plus any summer school terms, including the summer school term after 12th grade which was identified for the reporting year.
- 1S1d: Total number of CTE concentrators who entered the 9th grade, plus those students who transferred in, minus those students who transfer out, emigrate, or become deceased which were identified for the reporting year.

2S1 | Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act. In Tennessee, the indicator 2S1 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Reading subject test (18 or above) of the ACT assessment; or (b) achieved the level of "met" or "exceeded" on the English II end of course assessment.

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[4] Strengthening Career and Technical Education for the 21st Century Act (Perkins V), as codified by 20 U.S.C. § 2323 (2)(A); and as referenced by Pub.L. 116-6 Section 113 (b)(2).

For indicator 2S1 the following calculation will be used:
- 2S1n: Number of CTE cohort concentrators during the reporting year who have met either the College Readiness Benchmark on the Reading subject test of the ACT assessment; or (b) achieved the level of "on track" or "mastered" on the English II end of course assessment.
- 2S1d: Total number of cohort CTE concentrators during the reporting year who took the ACT Reading or the English II end of course assessment.

2S2 | Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in math as described in section 1111(b)(2) of such Act. In Tennessee, the indicator 2S2 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Math subject test (22 or above) of the ACT assessment; or (b) achieved the level of "met" or "exceeded "on the Algebra II end of course assessment. For indicator 2S2 the following calculation will be used:
- 2S2n: Number of CTE cohort concentrators during the reporting year who have met either the College Readiness Benchmark on the Math subject test of the ACT assessment; or achieved the level of "on track" or "mastered" on the Algebra II or Integrated Math III end of course assessment.
- 2S2d: Total number of CTE cohort concentrators during the reporting year who took the ACT Math or the Algebra II or Integrated Math III end of course assessment.

2S3 | Academic Proficiency in Science

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in Science as described in section 1111(b)(2) of such Act. In Tennessee, the indicator 2S3 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Science subject test (23 or above) of the ACT assessment; or (b) achieved the level of "met" or "exceeded" on the Biology end of course assessment. For indicator 2S3 the following calculation will be used:
- 2S3n: Number of CTE cohort concentrators during the reporting year who have met either the College Readiness Benchmark on the Science subject test of the ACT assessment; or (b) achieved the level of "on track" or "mastered" on the Biology end of course assessment.
- 2S3d: Total number of CTE cohort concentrators during the reporting year who took the ACT Science or Biology end-of-course assessment.

3S1 | Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or 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 employed. In Tennessee, secondary Indicator 3S1 will mirror postsecondary indicator 1P1 and will be measured to assess performance at the program of study level using follow-up survey data and any supplemental data gathered through the state reported, longitudinal employment data system. For indicator 3S1 the following calculation will be used:
- 3S1n – Number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or 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 employed.

- 3S1d – Total number of CTE concentrators who were reported to have graduated in the 4-year adjusted graduation cohort from the previous school year.

4S1 | 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. In Tennessee, Indicator 4S1 will mirror postsecondary indicator 3P1 and will be measured to assess performance at the program of study level. Representatives from secondary, postsecondary, and the Tennessee Department of Labor and Workforce will evaluate state reported, longitudinal employment data to determine a unified list of non-traditional occupations or fields of work for use during the 4- year Perkins V plan. For indicator 4S1 the following calculation will be used:
- 4S1n – Number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields from an underrepresented gender.
- 4S1d – Total number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields.

5S3 | Program Quality through Work-Based Learning (WBL)[5]

The percentage of CTE concentrators graduating from high school having participated in WBL. To report this program quality indicator during the 4-Year State plan, the department will measure performance using cohort@ CTE concentrator course enrollment in a WBL identified course using the following calculation:
- 5S3n – Number of CTE concentrators who were enrolled in any of the Department identified WBL courses, identified by course code, during the reporting year.
- 5S3d – Total number of CTE cohort concentrators who were identified in the reporting year.

The following course codes[6] are identified as WBL:

Meta Cluster: BUILDING AND MOVING	
Career Cluster	**Courses and Course Codes**
Advanced Manufacturing	Manufacturing Practicum (C13H08); WBL Industrial Maintenance Technology Career Practicum (C13H40); WBL Machining Technology Career Practicum (C13H41); WBL Mechatronics Career Practicum (C13H42); WBL Welding Career Practicum (C13H43); STEM IV: STEM Practicum (C21H18); WBL Advanced STEM Applications Career Practicum (C21H45); BioSTEM Practicum (C21H10); WBL BioSTEM Career Practicum (C21H46); Engineering Practicum (C21H14); Engineering Career Practicum (C21H47); Engineering Practicum (C21H14); WBL Technology Career Practicum (C21H48)
Construction	Engineering Practicum (C21H14); WBL Architectural & Engineering Design Career Practicum (C17H45); WBL Interior Design Career Practicum (C17H49); Construction Practicum (C17H22); WBL Mechanical, Electrical, & Plumbing (MEP) Systems Career Practicum (C17H46); WBL Residential & Commercial Construction Career Practicum (C17H47); WBL Structural Systems Career Practicum (C17H48)
Supply Chain & Transportation	WBL Automotive Maintenance and Light Repair Career Practicum (C20H34); WBL Automotive Collision Repair Career Practicum (C20H35); WBL Aviation Flight Career Practicum (C20H36)

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[5] *Strengthening Career and Technical Education in Tennessee* State Plan, pages 50-53.

[6] *The courses identified below as Work-Based Learning may be updated in subsequent years.*

Meta Cluster: CULTIVATING RESOURCES

Career Cluster	Courses and Course Codes
Agriculture	WBL Agribusiness Career Practicum (C18H61); WBL Agricultural Engineering, Industrial, and Mechanical Systems Career Practicum (C18H62); WBL Environmental and Natural Resource Management Career Practicum (C18H63); WBL Food Science Career Practicum (C18H64); WBL Horticulture Science Career Practicum (C18H65); WBL Meat Science Career Practicum; WBL Veterinary and Animal Science Career Practicum (C18H66)
Energy & Sustainable Resources	WBL Clean Energy Practicum, WBL Ecological Research and Conservation Practicum

Meta Cluster: IMPROVING SOCIETY

Career Cluster	Courses and Course Codes
Education	Foundational Literacy Practicum (C32H37); WBL Early Childhood Education Career Practicum (C32H34); Educational Guidance and Social Services Practicum (C32H32); WBL Educational Guidance and Social Services Career Practicum (C32H35); Teaching as a Profession Practicum (C32H03); WBL Teaching as a Profession (K-12) Career Practicum (C32H36)
Healthcare & Human Services	Behavioral Health Practicum; WBL Behavioral Health Practicum; Clinical Internship (C14H11); WBL Diagnostic Services Career Practicum (C14H19); Emergency Medical Services Practicum (C14H24); WBL Emergency Services Career Practicum (C14H45); Nursing Education (C14H16); WBL Nursing Services Career Practicum (C14H46); WBL Sport and Human Performance Career Practicum (C14H47); WBL Therapeutic Services Career Practicum (C14H48)
Civics, Public Service, & Safety	WBL Leadership in Government Career Practicum (C15H29); Criminal Justice Practicum (C30H03); WBL Criminal Justice and Correction Services Career Practicum (C30H27); WBL Fire Management Services Career Practicum (C30H26); Pre-Law Practicum (C30H19); WBL Pre-Law Career Practicum (C30H28)

Meta Cluster: INVESTING IN THE FUTURE

Career Cluster	Courses and Course Codes
Financial Services	WBL Accounting Career Practicum (C29H16); WBL Banking and Finance Career Practicum (C29H17)

Meta Cluster: CREATING & EXPERIENCING

Career Cluster	Courses and Course Codes
Arts, Entertainment, & Design	Applied Arts Practicum (C11H07); WBL Audio/Visual Production Career Practicum (C11H25); WBL Digital Arts & Design Career Practicum (C11H26); WBL Fashion Design Career Practicum (C11H24)
Hospitality & Events	WBL Culinary Arts Career Practicum (C16H21); WBL Hospitality and Tourism Management Career Practicum (C16H22); WBL Cosmetology Career Practicum (C19H35); WBL Barbering Career Practicum (C19H36); Human Services Practicum (C19H20); WBL Dietetics and Nutrition Career Practicum (C19H37); WBL Human and Social Sciences

	Career Practicum (C19H38)

Meta Cluster: CROSS-CUTTING SECTORS	
Career Cluster	**Courses and Course Codes**
Digital Technology	Coding Practicum (C10H08); WBL Coding Career Practicum (C10H40); Cybersecurity Practicum (C10H21); WBL Cybersecurity Career Practicum (C10H41); IT Clinical Internship (C10H12); WBL Networking Systems Career Practicum (C10H42); Web Design Practicum (C10H18); WBL Web Design Career Practicum (C10H43)
Marketing & Sales	Business & Entrepreneurship Practicum (C12H35); WBL Entrepreneurship Career Practicum (C31H29); WBL Marketing Management Career Practicum (C31H28); Supply Chain Management Practicum (C31H09); WBL Supply Chain Management Career Practicum (C31H30)
Management & Entrepreneurship	Business & Entrepreneurship Practicum (C12H35); WBL Business Management Career Practicum (C12H61); Health Services Administration Practicum (C12H38); WBL Health Services Administration Career Practicum (C12H62); WBL Office Management Career Practicum (C12H60)

5S4 | Program Quality through Ready Graduate (CCR) Attainment[7]

Attainment will be reported on a one-year lag with Indicator 3S1 – Postsecondary Placement. To report this program quality indicator during the 4-Year State plan, the department will measure performance using the following calculation:

- 5S4n – Number of CTE cohort concentrators who earned a regular high school diploma and who have met at least one of the Ready Graduate (CCR) indicator measures:
  - Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or
  -
  - Earn on or more postsecondary credits; or
  - Earn a Tier 3 (preferred) department-promoted industry credential; or
  - Earn a Tier 2 (Valued) IC and one other IC (any tier); or
  - Earn a qualifying score of military readiness on ASVAB AFQT.
- 5S4d – Total number of CTE cohort concentrators who entered the 9th grade, plus those students who transferred in, minus those students who transfer out, emigrate, or become deceased which were identified for the reporting year.

Professional Development Guidelines

Under Perkins V, professional development must be continuous and consist of sustainable activities[8]. Professional development activities **must** be sustained (not stand-alone, 1-day, or short-term workshops) and must be provided for

- teachers,
- faculty, school leaders, administrators,
- specialized instructional support personnel,
- career guidance counselors and academic counselors, and/or

Commented [CB2]: I'm updating this comment:

Section 3(40) mentions that PD activities are "sustained (not stand-alone, 1-day, or short-term workshops), intensive collaborative, job-embedded, data-driven, and class-room focused…." I'm not sure "sustainable" and "continuous" captures that.

Can we update the language? Perhaps:

"…professional development must be sustained (not stand-alone, 1-day, or short term workshops)." @Candi Collier

Commented [VP3R2]: @Candi Collier

- paraprofessionals[9]

The following professional development components **may** be included as either pre-service or in-service training:
- Effective general education and career and technical integration,
- Effective teaching skills based on research,
- Effective practices to improve parental and community involvement,
- Effective use of scientifically based research and data to improve instruction, and
- Support education programs for teachers of CTE to ensure teachers and personnel stay current with all aspects of industry.

Additional professional development activities relevant to goals, objectives, and strategies include the following:
- Planning internship or externship programs that provide relevant business experience: intern and extern programs are highly encouraged for each teacher every 5 years;
- Promoting the use and application of technology to improve instruction;
- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology; and
- Provide activities to prepare special populations for high-skill, high-wage, or high-demand jobs.

State Plan and Four Pillar Priorities[10]

The purpose of Strengthening Career and Technical Education in Tennessee state plan is to "develop more fully the academic knowledge and technical skills of secondary education students and postsecondary education students who elect to enroll in CTE[11] "career pathways and programs of study. The State plan outlines the priorities and focus areas, goals, narratives (required by the legislation), accountability measures, definitions, and specific strategies which will allow Tennessee students to develop the necessary academic knowledge and technical skills needed to demonstrate their readiness for high-skill, high-wage and/or in- demand employment opportunities.

The Tennessee Department of Education's mission is clear: to ensure every student has access to a a high-quality education that prepares them for success in postsecondary education, the workforce, and life.

Vision and Priorities[12]

To further ensure alignment and cohesiveness in this work, the vision for the Four Pillars Strategy is to expand opportunities for all students to explore, choose, and follow a career pathway to success

The Four Pillars Strategy will result in a substantial increase in the number of students accessing

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[9] Strengthening Career and Technical Education for the 21st Century Act (Perkins V), as codified by 20 U.S.C. § 2355 (b)(2); and referenced by Pub.L. 116-6 Section 135(b)(2).

[10] *Strengthening Career and Technical Education in Tennessee State Plan*

[11] Strengthening Career and Technical Education for the 21st Century Act (Perkins V), as codified by 20 U.S.C. § 2301; and as referenced by Pub.L.116-6 Section 2.

[12] *These priorities are intended to measure long-term improvement. The State Determined Performance Levels, outlined in Section V of the plan, are the metrics which will be used for Perkins V annual accountability and reporting to USED.*

aligned career pathways, participating in high quality learning experiences, and staying on track to meet postsecondary goals two years after graduation as measured through:

- two- and four-year college persistence,
- technical certificate attainment,
- military enlistment,
- workforce participation, and
- and similar paths.

The Four Pillars plan includes:

1.

Credentials of Value: Ensuring students graduate with industry-recognized, labor-market-aligned credentials that carry real value in both postsecondary education and workforce.
2. Individualized Advising: Providing every student with personalized guidance to align their education and workforce pathways to their unique strengths, interests, and goals.
3. Seamless Transitions: Streamlining the journey from high school to postsecondary, workforce, or military service through coordinated policies, programs, and partnerships.
4. Work-Based Learning: Expanding hands-on experiences that connect classroom learning to real-world applications, preparing students with both technical and professional skills.

Uses of Funds[13]

Reminders:
- All expenditures in the budget should be referenced in your local application goal sheets. Also, the budget should reflect improvements to be made on those levels of performance not met last year.
- Perkins funds may only be spent on the most recent State Board of Education-approved CTE courses.
- Perkins funds may only be spent on programs of study that meet Size, Scope, and Quality Indicators (SSQIs).

Funds **must** be used to:
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—
   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;

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[13] Strengthening Career and Technical Education for the 21st Century Act (Perkins V), as codified by 20 U.S.C. § 2355; and referenced by Pub.L. 116-6 Section 135.

         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—

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—
    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—
    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 theElementary 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 credential 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, childcare, 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).

> **Commented [CB5]:** I updated the citations to include the United States Code provision.