

Requirements for State Leadership Funds

The State must provide funds for:

- (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations; (amounts between \$60,000 and \$150,000)
- (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities; (no more than 2% of total award)
- (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
- (D) technical assistance for eligible recipients;

Permissible Uses of Funds

The State may provide funds for:

- (1) developing statewide programs of study
- (2) approving locally developed programs of study that meet the requirements
- (3) establishing statewide articulation agreements aligned to approved programs of study;
- (4) establishing statewide industry or sector partnerships among local educational agencies to--
 - (A) develop and implement programs of study aligned to State and local economic and education needs, including, in-demand industry sectors and occupations;
 - (B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—
 - (i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards
 - (ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and
 - (C) facilitate work-based learning opportunities into programs of study;
- (5) for teachers, faculty, and specialized instructional support personnel providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development including programming that—

- (A) promotes the integration of the challenging State, including programming jointly delivered to academic and career and technical education teachers;
 - (B) prepares career and technical education teachers, faculty, specialized instructional support personnel,
 - (C) increases the ability of teachers, faculty, specialized instructional and support personnel, providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license;
- (6) supporting eligible recipients in eliminating inequities in student access to—
- (A) high-quality programs of study that provide skill development;
 - (B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;
- (7) awarding incentive grants to eligible recipients—
- (A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—
 - (i) eligible recipients exceeding the local level of performance on core indicators of performance
 - (ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;
 - (iii) the integration of academic and technical standards;
 - (iv) eligible recipients' progress in closing achievement gaps among subpopulations who participate in programs of study;
 - (v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or
 - (B) if an eligible recipient elects to use funds as permitted under section 135(c);
- (8) providing support for—
- (A) the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study,
 - (B) consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—
 - (i) pose an unwarranted barrier to entry into the workforce for career and technical education students; and
 - (ii) do not protect the health, safety, or welfare of consumers;
- (9) the creation, implementation, and support for success initiatives leading to a recognized postsecondary credential;
- (10) support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;
- (11) the creation, evaluation, and support of competency-based curricula;
- (12) support for the development, implementation, and expansion of programs of study or career pathways

(13) partnering with qualified intermediaries 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;

(14) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions

(15) support for the integration of employability skills into career and technical education programs and programs of study;

(16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields, support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields,

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

(18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;

(19) integrating and aligning programs of study and career pathways;

(20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations;

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

(22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

(23) support for accelerated learning programs, in the case of any such program that is part of a career and technical education program of study;

(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study

(25) other State leadership activities that improve career and technical education.

Restriction on Uses of Funds-- An eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs, unless expressly authorized under subsection (a).