

Tribal Consultation Notes

Native American Career and Technical Education Program

Section 116 of the Carl D. Perkins Career and Technical Education Act of 2006, as Amended by the Strengthening Career and Technical Education Act for the 21st Century Act

(Public Law 115-224)

April 27, 2020

Background Information

Signed into law by President Trump on July 31, 2018, the Strengthening Career and Technical Education Act for the 21st Century Act (Public Law 115-224) revised and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V or the Act), authorizing appropriations through Fiscal Year 2024 for five career and technical education (CTE) programs. The subject of this tribal consultation is:

- Native American Career and Technical Education Program (NACTEP), which awards competitive grants to Indian Tribes, Tribal organizations, and Alaska Native entities in order to carry out CTE programs consistent with the purpose of the Act.

The other four CTE programs are:

- CTE State Grants which are distributed by formula to assist States and Outlying Areas in expanding and improving CTE programs in local educational agencies and institutions of higher education;
- National Activities, which include research, development, dissemination, an independent evaluation of the law, capacity building, and technical assistance activities related to CTE, as well as an Innovation and Modernization competitive grant program;
- Native Hawaiian Career and Technical Education Program (NHCTEP), which awards competitive grants to community-based organizations primarily serving and representing Native Hawaiians in order to carry out CTE programs for the benefit of Native Hawaiians; and
- Tribally Controlled Postsecondary Career and Technical Institutions Program (TCPCTIP), which awards competitive grants for “basic support for the education and training of Indian students” to tribally controlled postsecondary career and technical

institutions that do not receive funding under Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 or the Navajo Community College Act.

The Office of Career, Technical, and Adult Education (OCTAE) in the U.S. Department of Education plans to hold a new competition for NACTEP grants in Fiscal Year (FY) 2021. For FY 2019, \$15,028,345 is available for NACTEP grants that will be awarded this year to existing grantees. For the FY 2021 NACTEP competition, which will use funds appropriated for FY 2020, we expect to use \$16,032,475 to make new grant awards.

Topics for Tribal Consultation

New Allowable Use of Funds and Changes to the Definition of “Career and Technical Education”

A new allowable use of funds in Perkins V for the NACTEP program permits grant funds to be used “to provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study.” *See* section 116(c)(2) of Perkins V. The definition of “career and technical education” in section 3(5) of Perkins V also now includes, among other changes, that CTE programs may provide “a recognized postsecondary credential,” as defined in section 3 of the Workforce Innovation and Opportunity Act (WIOA),¹ and may include “career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA)².” Section 116 of Perkins V and pertinent definitions from section 3 of the law are included as Appendix 1 to this document.

CONSULTATION QUESTION 1: How does the new provision permitting funds to be used for “preparatory, refresher, and remedial education services” affect entities eligible to compete for NACTEP funds and the CTE programs they offer?

CONSULTATION QUESTION 2: How do the changes in the statutory definition of “career and technical education” described above affect entities eligible to compete for NACTEP funds and the types of CTE programs they offer? Do they pose any challenges or concerns?

Tribal Leaders or Designees

- **Gloria O’Neill – President/CEO – Cook Inlet Tribal Council, Alaska.** This new provision will greatly enhance CITC’s ability to support our participants as they move into unsubsidized work. As mentioned above, it is important to be able to support both students as they catch up to grade level and adults as they return to the workplace. Given the pervasive need for math skills, computer literacy in all fields of work, the necessity of

¹ Section 3 (52) of WIOA defines the term “recognized postsecondary credential” to mean “a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.”

² Section 8101(32) of ESEA defines the term “middle grades” to mean “any of grades 5 through 8.”

training in soft skills and the importance of setting our participants up for success in their career pathways, the addition of preparatory, refresher and remedial education services will be an important addition to their support. The changes in the statutory definition of CTE do not affect CITC as an eligible entity. No, the new provisions do not pose challenges, but rather answer challenges previously faced under the old legislations.

- Lisa Rieger – Cook Inlet Tribal Council, Alaska – Administers a NACTEP project. She supports the new provision that would permit funds to be used for preparatory, refresher, and remedial education services because it is beneficial in assisting students to get ready for the CTE program without students having to spending their own money for such remediation. It is important because many of the students do not have the funds. The use of funds for such education services would allow more students to have access to CTE courses.
- C. Parkari – Administers a NACTEP project. She supports the new provision that would permit funds to be used for preparatory, refresher, and remedial education services because such services assist students in acquiring the skills needed to pass the entrance test to a CTE Program.
- Chuck Hoskin, Jr.—Principal Chief – Cherokee Nation. New provisions allowing NACTEP funds to be used for preparatory refresher courses and remedial education will allow the NACTEP program to attract and better equip students who may need this support to be successful. We’ve also found that providing career skills education to be beneficial, teaching students employment and life skills necessary for gainful employment. It’s important that these training programs lead to nationally-recognized certifications and credentials so that students receive the recognition they deserve when competing for employment.

Public Comments

- Chris Pulaski -- Little Traverse Bay Bands of Odawa Indians, Michigan. Administers a NACTEP project. He supports the new provision because the funds for preparatory, refresher, and remedial programs would allow increased student access and will change the way that recruitment is conducted for CTE programs
- Michelle Parada – California. She supports the expansion of preparatory, refresher, and remedial education to support students in preparation for CTE.
- Bill Haley— Quileute Tribal School, LaPush, Washington State. The new provision will free up Perkins funds to be used for preparation of students for preparatory, refresher, and remedial education to increase access to CTE.

Student Stipends

NACTEP permits grant recipients to award stipends to students enrolled in CTE programs (section 116(c)(3) of Perkins V). Through rulemaking, most recently in the notice of final

requirements, definitions, and selection criteria for NACTEP that was published in the February 26, 2013 *Federal Register* ([78 FR 12955](#)), the Department established policies and requirements governing the payment of student stipends in NACTEP. To be eligible for a stipend under those requirements, a student must be enrolled in a CTE program, meet the school's attendance requirement, maintain satisfactory progress, and have an acute economic need (defined as an income at or below the poverty level) that prevents his or her participation in a CTE program that cannot be met through a work-study program. An eligible student may only receive a stipend when taking a course for the first time. Stipend amounts must be the greater of the minimum hourly wage under State or local law or the Fair Labor Standards Act and paid for the time a student attends instruction. Additionally, stipends could be paid only if, and to the extent that, the stipend combined with other resources the student receives does not exceed the student's financial need.

In our view, these longstanding policies have worked well to ensure that student stipends are used appropriately to help students with great economic needs. These policies also are consistent with the Principles of Economic Mobility in [Executive Order 13828](#), Reducing Poverty in America by Promoting Opportunity and Economic Mobility, which emphasize that work-capable individuals should be engaged in a work activity, which may include CTE, as a condition of receiving means-tested public assistance.

CONSULTATION QUESTION 3: Are there any challenges or concerns associated with implementing these student stipend policies? Is there a need for any changes in these policies?

Tribal Leaders or Designees

- Chuck Hoskin, Jr.—Principal Chief – Cherokee Nation. The needs of students are different and the stipend policies must be flexible enough to address their unique circumstances. The stipends are too low, and given the program's required commitment makes it very difficult for a student to supplement their income with outside employment. A needs-based approach would account for differences in individual circumstances.
- Gloria O'Neill – President/CEO – Cook Inlet Tribal Council, Alaska. CITC appreciates the stipends that allow our students to pursue their career dreams. CITC recommends that the policy be modified to be more flexible regarding stipends when students are taking the class for a second time due to circumstances beyond their control; a current example would be if a class is cancelled due to the pandemic—in these circumstances, CITC would like to be able to exercise discretion in allowing stipends when the classes resume. This could occur during other disasters (such as earthquakes, tornadoes, hurricanes or floods), or unanticipated medical emergencies.
- Lisa Rieger – Cook Inlet Tribal Council – Administers a NACTEP project. She recommends that the part of the rule that limits stipends to when a student takes a course for the first time be changed to permit students who repeat a course to receive a stipend.

- C. Parkari –California. She expressed a concern regarding the “seat time” issue relative to qualifications for credit, given that some education is delivered virtually through distance learning. She noted that the virtual classroom has become the norm during current pandemic. She questions whether student stipends can be provided for online or virtual training.

Public Comments

- Chris Pulaski – Little Traverse Bay Bands of Odawa Indians, Michigan. Administers a NACTEP project. The poverty standards should be increased because they are too low.

Independent Evaluation

The February 26, 2013 notice of final requirements, definitions, and selection criteria for NACTEP ([78 FR 12955](#)) requires a grantee to “budget for and conduct an ongoing evaluation of the effectiveness of its NACTEP project” which is to be carried out by an independent evaluator. NACTEP grantees are required to submit annual external evaluation reports of their projects to the Department.

Each grantee must “budget for and conduct an ongoing evaluation of the effectiveness of its NACTEP project. An independent evaluator must conduct the evaluation. The evaluation must—

“(1) Be appropriate for the project and be both formative and summative in nature;

(2) Include—

(i) Applicable performance measures for NACTEP;

(ii) Qualitative and quantitative data with respect to—

(A) Academic and career and technical competencies demonstrated by the participants and the number and kinds of academic and work credentials acquired by individuals, including participation in programs providing skill proficiency assessments, industry certifications, or training at the associate degree level that is articulated with an advanced degree option;

(B) Enrollment, completion, and placement of participants by gender for each occupation for which training was provided;

(C) Job or work skill attainment or enhancement, including participation in apprenticeship and work-based learning programs, and student progress in achieving technical skill proficiencies necessary to obtain employment in the field for which the student has been prepared, including attainment or enhancement of technical skills in the industry the student is preparing to enter;

(D) Activities during the formative stages of the project to help guide and improve the project, as well as a summative evaluation that includes recommendations for disseminating information on project activities and results;

(E) The number and percentage of students who obtained industry-recognized credentials, certificates, or degrees;

(F) If available, the outcomes of students' technical assessments, by type and scores; and

(G) The rates of attainment of a proficiency credential or certificate, in conjunction with a secondary school diploma.

(3) Measure the effectiveness of the project, including—

(i) A comparison between the intended and observed results; and

(ii) A demonstration of a clear link between the observed results and the specific treatment given to project participants;

(4) Measure the extent to which information about or resulting from the project was disseminated at other sites, such as through the grantee's development and use of guides or manuals that provide step-by-step directions for practitioners to follow when initiating similar efforts; and

(5) Measure the long-term impact of the project, such as, follow-up data on students' employment, sustained employment, promotions, and further/continuing education or training, or the impact the project had on tribal economic development or career and technical education activities offered by tribes.”

CONSULTATION QUESTION 4: Has the required independent evaluation been helpful to grantees in monitoring program quality and improving students' outcomes? What aspects of the evaluation are most useful? Are there aspects of the required evaluation that have not been as useful?

CONSULTATION QUESTION 5: If an independent evaluation was not required, how might a grantee monitor student outcomes and demonstrate that substantial progress has been made toward meeting the project objectives and the program performance measures?

Tribal Leaders or Designees

- Chuck Hoskin, Jr.—Principal Chief – Cherokee Nation. While an independent evaluation helps ensure that the program is providing the most current curriculum, equipment, and instruction, we believe an evaluation conducted every other year would provide more meaningful results.

Public Comments

- Chris Pulaski – Little Traverse Bay Bands of Odawa Indians, Michigan. Administers a NACTEP project. There is a good, positive working relationship between the project administrator and the evaluator. There are no concerns about the evaluation requirement.
- Genevieve Jones – Bishop Paiute Tribe, California—Coordinates a NACTEP project. The relationship of the evaluator with the program is a good one and has a positive impact on the program.
- Unidentified commenter from Oklahoma – The evaluator for the NACTEP grant provides timely information that can be used to improve the program. The commenter would like to have that practice continue.

Integration of Services

Prior NACTEP notices inviting applications have highlighted that section 116(f) of the Act provides that a Tribe, Tribal organization, or Alaska Native entity receiving financial assistance under this program may integrate those funds with assistance received from related programs in accordance with the provisions of Public Law 102-477, the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.). An entity wishing to integrate funds must have a plan that meets the requirements of the Indian Employment, Training and Related Services Demonstration Act and is acceptable to the Secretary of the Interior and the Secretary of Education. To date, one NACTEP grantee has integrated NACTEP funds with assistance received from related programs in accordance with the provisions of Public Law 102-477, the Indian Employment, Training and Related Services Demonstration Act. If an entity includes the NACTEP in its P.L. 102-477 project, it must include certain information in its annual P.L. 402-477 narrative report about how funds were used to carry out career and technical education programs consistent with Perkins V.

CONSULTATION QUESTION 6: To what extent are prospective applicants for NACTEP interested in integrating services should their NACTEP application be selected for funding? Why or why not? Do Tribes, Tribal organizations, or Alaska Native entities that currently have approved Indian Employment, Training and Related Services Demonstration Act plans have recommendations for how the Department should process and consider proposed integration plans that include NACTEP funds? What data do you think should be included and reported in the Public Law 102-477 Program Statistical Report for NACTEP?

Tribal Leaders or Designees

- Chuck Hoskin, Jr.—Principal Chief – Cherokee Nation. Because Cherokee Nation included the NACTEP program in its 477 Plan, our students have direct access to services, such as assessment and testing, basic skills instructions, specialized counselors,

job development, work experience and on-the-job training. It has also helped decrease our administrative costs of operating the program and we believe it will improve student outcome. In addition, we believe the process of applying for a program and then integrating it into a 477 Plan should be streamlined. For example, approvals for applicants planning to integrate the NACTEP into its 477 Plan should include both the funding and 477 Plan amendment in the same decision. NACTEP data will be included in the 477 program annual report that includes statistical, financial, and narrative information. The narrative report will include specific information on NACTEP so that the Department of Education can appreciate the program and its success.

- C. Parkari –California. She expressed concerns about duplication of services across programs and is looking for ways to provide wrap-around services and to increase the integration of services for learners.
- Gloria O’Neill – President/CEO – Cook Inlet Tribal Council, Alaska. CITC has successfully operated a 477 Plan for almost thirty years, and intends to incorporate its NACTEP funds into the overall plan. CITC suggests that NACTEP rely on the Bureau of Indian Affairs, who is the lead agency, in determining how to process and consider proposed integration plans that include NACTEP funds; this should be a fairly streamlined process, since the goals of the program and the goals of the Indian Employment Training and Related Services Act (PL 102-477) are clearly aligned. CITC supports the 477 Tribal Work Group’s suggestions about how best to report the NACTEP data in the Statistical Report.
- Holly Morales – Cook Inlet Tribal Council, Alaska. She recommends incorporating the NACTEP project into their 477 Plan to avoid duplication of functions and reporting requirements. She recommended against requiring additional data for NACTEP in the P.L. 102-477 Program Statistical Report and suggested that the narrative could provide information about NACTEP for the Department.

Improving CTE Programs and Student Outcomes

CONSULTATION QUESTION 7: What tools or resources would be useful to NACTEP grantees in improving their programs and the outcomes of students?

Tribal Leaders or Designees

- Chuck Hoskin, Jr.—Principal Chief – Cherokee Nation. While we’ve successfully executed the NACTEP program for nearly 30 years, we believe additional funding and staff training are needed. Partnerships with the National Indian and Native American Employment Training/477 Technical Training Conference along with regular collaboration with other NACTEP grantees would also be beneficial.

Public Comments

- Chris Pulaski -- Little Traverse Bay Bands of Odawa Indians, Michigan. Administers a NACTEP project. He recommended that an online remediation tool be made available for NACTEP students.
- Unidentified commenter. The commenter expressed the view that NACTEP project directors' meetings held by the Department were valuable and urged the Department to hold them every year, perhaps through virtual means.

Appendix 1

Carl D. Perkins Career and Technical Education Act, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Public Law Number: 115-224)

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SEC. 3. DEFINITIONS.

...

(5) CAREER AND TECHNICAL EDUCATION. -- The term "career and technical education" means organized educational activities that—

(A) offer a sequence of courses that--

(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(ii) provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;

(B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

(C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

(D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

...

(27) INDIAN; INDIAN TRIBE. —The terms "Indian" and "Indian Tribe" have the meanings given the terms "Indian" and "Indian tribe", respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

...

(43) RECOGNIZED POSTSECONDARY CREDENTIAL. —The term ‘recognized postsecondary credential’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

...

(51) TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY. --The term “tribally controlled college or university” has the meaning given the term in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801(a)).

...

(53) TRIBAL ORGANIZATION. —The term ‘Tribal organization’ has the meaning given the term ‘tribal organization’ in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

SEC. 116. [20 U.S.C. 2326] NATIVE AMERICAN PROGRAMS.

(a) DEFINITIONS. —In this section:

(1) ALASKA NATIVE 3.—The term “Alaska Native” means a Native as such term is defined in section 3 of the Alaska Native Claims Settlement Act (43 U.S.C. 1602).

(2) BUREAU-FUNDED SCHOOL. —The term “Bureau-funded school” has the meaning given the term in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021).

(3) NATIVE HAWAIIAN 4.—The term “Native Hawaiian” means any individual any of whose ancestors were natives, prior to 1778, of the area which now comprises the State of Hawaii.

(4) NATIVE HAWAIIAN 4 ORGANIZATION. —The term “Native Hawaiian organization” has the meaning given the term in section 6207 of the Native Hawaiian Education Act (20 U.S.C. 7517).

(b) PROGRAM AUTHORIZED. —

(1) AUTHORITY.—From funds reserved under section 111(a)(1)(B)(i), the Secretary shall make grants to or enter into contracts with Indian Tribes, Tribal organizations, and Alaska Native entities to carry out the authorized programs described in subsection (c), except that such grants or contracts shall not be awarded to secondary school programs in Bureau-funded schools.

(2) INDIAN TRIBES AND TRIBAL ORGANIZATIONS.—The grants or contracts described in this section that are awarded to any Indian Tribe or Tribal organization shall be subject to the terms and conditions of section 102 of the Indian Self-Determination Act (25 U.S.C. 5321) and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934 (25 U.S.C. 5345–5347), which are relevant to the programs administered under this subsection.

(3) SPECIAL AUTHORITY RELATING TO SECONDARY SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN EDUCATION.—An Indian Tribe, a Tribal organization, or an Alaska Native entity, that receives funds through a grant made or contract entered into under paragraph (1) may use the funds to provide assistance to a secondary school operated or supported by the Bureau of Indian Education to enable such school to carry out career and technical education programs.

(4) MATCHING. —If sufficient funding is available, the Bureau of Indian Education shall expend an amount equal to the amount made available under this subsection, relating to programs for Indians, to pay a part of the costs of programs funded under this subsection. During each fiscal year the Bureau of Indian Education shall expend not less than the amount expended during the prior fiscal year on career and technical education programs, services, and technical activities administered directly by, or under contract with, the Bureau of Indian Education, except that in no year shall funding for such programs, services, and activities be provided from accounts and programs that support other Indian education programs. The Secretary and the Director of the Bureau of Indian Education shall prepare jointly a plan for the expenditure of funds made available and for the evaluation of programs assisted under this subsection. Upon the completion of a joint plan for the expenditure of the funds and the evaluation of the programs, the Secretary shall assume responsibility for the administration of the program, with the assistance and consultation of the Bureau of Indian Education.

(5) REGULATIONS. —If the Secretary promulgates any regulations applicable to paragraph (2), the Secretary shall—

(A) confer with, and allow for active participation by, representatives of Indian Tribes, Tribal organizations, and individual Tribal members; and

(B) promulgate the regulations under subchapter III of chapter 5 of title 5, United States Code, commonly known as the “Negotiated Rulemaking Act of 1990”.

(6) APPLICATION. —Any Indian Tribe, Tribal organization, or Bureau-funded school eligible to receive assistance under this subsection may apply individually or as part of a consortium with another such Indian Tribe, Tribal organization, or Bureau-funded school.

(c) AUTHORIZED ACTIVITIES. —

(1) AUTHORIZED PROGRAMS. —Funds made available under this section shall be used to carry out career and technical education programs consistent with the purpose of this Act.

(2) SPECIAL RULE.—Notwithstanding section 3(5)(A)(iii), funds made available under this section may be used to provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study.

(3) STIPENDS. —

(A) IN GENERAL.—Funds received pursuant to grants or contracts awarded under subsection (b) may be used to provide stipends to students who are enrolled in career and technical education programs and who have acute economic needs which cannot be met through work-study programs.

(B) AMOUNT.—Stipends described in subparagraph (A) shall not exceed reasonable amounts as prescribed by the Secretary.

(d) GRANT OR CONTRACT APPLICATION.—In order to receive a grant or contract under this section, an organization, Tribe, or entity described in subsection (b) shall submit an application to the Secretary that shall include an assurance that such organization, Tribe, or entity shall comply with the requirements of this section.

(e) RESTRICTIONS AND SPECIAL CONSIDERATIONS.—The Secretary may not place upon grants awarded or contracts entered into under subsection (b) any restrictions relating to programs other than restrictions that apply to grants made to or contracts entered into with States pursuant to allotments under section 111(a). The Secretary, in awarding grants and entering into contracts under this section, shall ensure that the grants and contracts will improve career and technical education programs, and shall give special consideration to—

(1) programs that involve, coordinate with, or encourage Tribal economic development plans; and

(2) applications from tribally controlled colleges or universities that—

(A) are accredited or are candidates for accreditation by a nationally recognized accreditation organization as an institution of postsecondary career and technical education; or

(B) operate career and technical education programs that are accredited or are candidates for accreditation by a nationally recognized accreditation organization, and issue certificates for completion of career and technical education programs.

(f) CONSOLIDATION OF FUNDS.—Each organization, Tribe, or entity receiving assistance under this section may consolidate such assistance with assistance received from related programs in accordance with the provisions of the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.).

(g) NONDUPLICATIVE AND NONEXCLUSIVE SERVICES.—Nothing in this section shall be construed—

(1) to limit the eligibility of any organization, Tribe, or entity described in subsection (b) to participate in any activity offered by an eligible agency or eligible recipient under this title; or

(2) to preclude or discourage any agreement, between any organization, Tribe, or entity described in subsection (b) and any eligible agency or eligible recipient, to facilitate the

provision of services by such eligible agency or eligible recipient to the population served by such eligible agency or eligible recipient.