

109TH CONGRESS
1ST SESSION

S. 250

AN ACT

To amend the Carl D. Perkins Vocational and Technical
Education Act of 1998 to improve the Act.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Carl D. Perkins Career and Technical Education Im-
6 provement Act of 2005”.

1 (b) TABLE OF CONTENTS.—The table of contents for
 2 this Act is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. References.
- Sec. 3. Purpose.
- Sec. 4. Definitions.
- Sec. 5. Transition provisions.
- Sec. 6. Limitation.
- Sec. 7. Authorization of appropriations.

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO
 THE STATES

- Sec. 101. Career and technical education assistance to the States.
- Sec. 102. Reservations and State allotment.
- Sec. 103. Within State allocation.
- Sec. 104. Accountability.
- Sec. 105. National activities.
- Sec. 106. Assistance for the outlying areas.
- Sec. 107. Native American program.
- Sec. 108. Tribally controlled postsecondary career and technical institutions.
- Sec. 109. Occupational and employment information.
- Sec. 110. State administration.
- Sec. 111. State plan.
- Sec. 112. Improvement plans.
- Sec. 113. State leadership activities.
- Sec. 114. Distribution of funds to secondary school programs.
- Sec. 115. Distribution of funds for postsecondary career and technical education programs.
- Sec. 116. Special rules for career and technical education.
- Sec. 117. Local plan for career and technical education programs.
- Sec. 118. Local uses of funds.
- Sec. 119. Tech-Prep education.

TITLE II—GENERAL PROVISIONS

- Sec. 201. Redesignation of title.
- Sec. 202. Fiscal requirements.
- Sec. 203. Voluntary selection and participation.
- Sec. 204. Limitation for certain students.
- Sec. 205. Authorization of Secretary; participation of private school personnel.
- Sec. 206. Student assistance and other Federal programs.
- Sec. 207. Table of contents.

3 **SEC. 2. REFERENCES.**

4 Except as otherwise expressly provided, wherever in
 5 this Act an amendment or repeal is expressed in terms
 6 of an amendment to, or repeal of, a section or other provi-
 7 sion, the reference shall be considered to be made to a

1 section or other provision of the Carl D. Perkins Voca-
2 tional and Technical Education Act of 1998 (20 U.S.C.
3 2301 et seq.).

4 **SEC. 3. PURPOSE.**

5 Section 2 (20 U.S.C. 2301) is amended—

6 (1) by striking “vocational” each place the term
7 appears and inserting “career”;

8 (2) in paragraph (1), by striking “standards”
9 and inserting “and technical standards, and to assist
10 students in meeting such standards, including stu-
11 dent academic achievement standards, especially in
12 preparation for high skill, high wage, or high de-
13 mand occupations in emerging or established profes-
14 sions”;

15 (3) in paragraph (2), by inserting “challenging”
16 after “integrate”;

17 (4) in paragraph (3), by striking “and” after
18 the semicolon;

19 (5) in paragraph (4)—

20 (A) by inserting “conducting and” before
21 “disseminating national”;

22 (B) by inserting “disseminating informa-
23 tion on best practices,” after “national re-
24 search,”; and

1 (C) by striking the period at the end and
2 inserting a semicolon; and

3 (6) by adding at the end the following:

4 “(5) promoting leadership, initial preparation,
5 and professional development at the State and local
6 levels, and developing research and best practices for
7 improving the quality of career and technical edu-
8 cation teachers, faculty, principals, administrators,
9 and counselors;

10 “(6) supporting partnerships among secondary
11 schools, postsecondary institutions, baccalaureate de-
12 gree granting institutions, area career technical cen-
13 ters, local workforce investment boards, business and
14 industry, professional associations, and inter-
15 mediaries; and

16 “(7) developing a highly skilled workforce need-
17 ed to keep America competitive in the global econ-
18 omy in conjunction with other Federal education and
19 training programs, including workforce investment
20 programs, that provide lifelong learning for the
21 workforce of today and tomorrow.”.

22 **SEC. 4. DEFINITIONS.**

23 Section 3 (20 U.S.C. 2302) is amended—

24 (1) by striking paragraphs (29) and (30);

1 (2) by redesignating paragraphs (5), (6), (7)
2 through (12), (13) through (16), (17) through (22),
3 and (23) through (28), as paragraphs (10), (12),
4 (14) through (19), (21) through (24), (26) through
5 (31), and (33) through (38), respectively;

6 (3) in paragraph (2), by inserting “, including
7 employment statistics and information relating to
8 national, regional, and local labor market areas, as
9 provided pursuant to section 118, and career ladder
10 information, where appropriate” after “to enter”;

11 (4) in paragraph (3)—

12 (A) in the paragraph heading, by striking
13 “VOCATIONAL” and inserting “CAREER”; and

14 (B) by striking “vocational” each place the
15 term appears and inserting “career”;

16 (5) by striking paragraph (4) and inserting the
17 following:

18 “(4) ARTICULATION AGREEMENT.—The term
19 ‘articulation agreement’ means a written
20 commitment—

21 “(A) that is approved annually by the rel-
22 evant administrators of—

23 “(i) a secondary institution and a
24 postsecondary educational institution; or

1 “(ii) a sub-baccalaureate degree
2 granting postsecondary educational institu-
3 tion and a baccalaureate degree granting
4 postsecondary educational institution; and

5 “(B) to a program that is designed to pro-
6 vide students with a nonduplicative sequence of
7 progressive achievement leading to technical
8 skill proficiency, a credential, a certificate, or a
9 degree, and linked through credit transfer
10 agreements.”;

11 (6) by inserting after paragraph (4) (as amend-
12 ed by paragraph (5)) the following:

13 “(5) CAREER AND TECHNICAL EDUCATION.—
14 The term ‘career and technical education’ means or-
15 ganized educational activities that—

16 “(A) offer a sequence of courses (which
17 may include work-based learning experiences)
18 that—

19 “(i) provides individuals with the chal-
20 lenging academic and technical knowledge
21 and skills the individuals need to prepare
22 for further education and for careers in
23 emerging and established professions; and

1 “(ii) may lead to technical skill pro-
2 ficiency, a credential, a certificate, or a de-
3 gree; and

4 “(B) include competency-based applied
5 learning that contributes to the academic
6 knowledge, higher-order reasoning and problem-
7 solving skills, work attitudes, general employ-
8 ability skills, technical skills, occupation-specific
9 skills, and knowledge of all aspects of an indus-
10 try, including entrepreneurship, of an indi-
11 vidual.

12 “(6) CAREER AND TECHNICAL EDUCATION STU-
13 DENT.—The term ‘career and technical education
14 student’ means a student who enrolls in a clearly de-
15 fined sequence of career and technical education
16 courses (which may include work-based learning ex-
17 periences) leading to attainment of technical skill
18 proficiency, a credential, a certificate, or a degree.

19 “(7) CAREER AND TECHNICAL STUDENT ORGA-
20 NIZATION.—

21 “(A) IN GENERAL.—The term ‘career and
22 technical student organization’ means an orga-
23 nization for individuals enrolled in a career and
24 technical education program that engages in ca-

1 reer and technical education activities as an in-
2 tegral part of the instructional program.

3 “(B) STATE AND NATIONAL UNITS.—An
4 organization described in subparagraph (A)
5 may have State and national units that aggre-
6 gate the work and purposes of instruction in ca-
7 reer and technical education at the local level.

8 “(8) CAREER GUIDANCE AND ACADEMIC COUN-
9 SELING.—The term ‘career guidance and academic
10 counseling’ means providing access to information
11 regarding career awareness and planning with re-
12 spect to an individual’s occupational and academic
13 future that shall involve guidance and counseling
14 with respect to career options, including baccalaureate degree programs, financial aid, and postsecondary options.

17 “(9) CAREER PATHWAY.—The term ‘career
18 pathway’ means a coordinated and nonduplicative
19 sequence of courses (which may include work-based
20 learning experiences) and associated credits that—

21 “(A) shall identify both secondary and
22 postsecondary education elements;

23 “(B) shall include challenging academic
24 and career and technical education content that
25 adequately prepares students to pursue the

1 postsecondary education element identified
2 under subparagraph (A);

3 “(C) may include the opportunity for sec-
4 ondary students to participate in dual or con-
5 current enrollment programs or other ways to
6 acquire postsecondary credits; and

7 “(D) culminates in technical skill pro-
8 ficiency, an industry-recognized credential, a
9 certificate, a degree, or completion of a recog-
10 nized apprenticeship program.”;

11 (7) in paragraph (10) (as redesignated by para-
12 graph (2)), by striking “5206” and inserting
13 “5210”;

14 (8) by inserting after paragraph (10) (as redesi-
15 gnated by paragraph (2)) the following:

16 “(11) COMMUNITY COLLEGE.—The term ‘com-
17 munity college’—

18 “(A) means an institution of higher edu-
19 cation, as defined in section 101 of the Higher
20 Education Act of 1965, that provides not less
21 than a 2-year program that is acceptable for
22 full credit toward a baccalaureate degree; and

23 “(B) includes tribally controlled colleges or
24 universities.”;

1 (9) in paragraph (12) (as redesignated by para-
2 graph (2))—

3 (A) by striking “method of instruction”
4 and inserting “method”; and

5 (B) by striking “vocational” and inserting
6 “career”;

7 (10) by inserting after paragraph (12) (as re-
8 designated by paragraph (2) and amended by para-
9 graph (9)) the following:

10 “(13) CORE ACADEMIC SUBJECTS.—The term
11 ‘core academic subjects’ has the meaning given the
12 term in section 9101 of the Elementary and Sec-
13 ondary Education Act of 1965, except that under
14 this Act such subjects included in such term shall be
15 only those subjects in a secondary school context.”;

16 (11) in paragraph (16) (as redesignated by
17 paragraph (2)), by striking “vocational” both places
18 the term appears and inserting “career”;

19 (12) in paragraph (17) (as redesignated by
20 paragraph (2))—

21 (A) in subparagraph (A), by striking “an
22 institution of higher education” and inserting
23 “a public or nonprofit private institution of
24 higher education that offers career and tech-
25 nical education courses that lead to technical

1 skill proficiency, an industry-recognized creden-
 2 tial, a certificate, or a degree”; and

3 (B) in subparagraph (C), by striking “vo-
 4 cational” and inserting “career”;

5 (13) in paragraph (18)(A) (as redesignated by
 6 paragraph (2)), by striking “agency, an area voca-
 7 tional” and inserting “agency (including a public
 8 charter school that operates as a local educational
 9 agency), an area career”;

10 (14) by inserting after paragraph (19) (as re-
 11 redesignated by paragraph (2)) the following:

12 “(20) GRADUATION AND CAREER PLAN.—The
 13 term ‘graduation and career plan’ means a written
 14 plan for a secondary career and technical education
 15 student, that—

16 “(A) is developed with career guidance and
 17 academic counseling or other professional staff,
 18 and in consultation with parents, not later than
 19 in the first year of secondary school or upon en-
 20 rollment in career and technical education;

21 “(B) is reviewed annually and modified as
 22 needed;

23 “(C) includes relevant information on—

24 “(i) secondary school requirements for
 25 graduating with a diploma;

1 “(ii) postsecondary education admis-
2 sion requirements; and

3 “(iii) high skill, high wage, or high de-
4 mand occupations and nontraditional fields
5 in emerging and established professions,
6 and labor market indicators; and

7 “(D) states the student’s secondary school
8 graduation goals, postsecondary education and
9 training, or employment goals, and identifies 1
10 or more career pathways that correspond to the
11 goals.”;

12 (15) by inserting after paragraph (24) (as re-
13 designated by paragraph (2)) the following:

14 “(25) LOCAL WORKFORCE INVESTMENT
15 BOARD.—The term ‘local workforce investment
16 board’ means a local workforce investment board es-
17 tablished under section 117 of the Workforce Invest-
18 ment Act of 1998 (29 U.S.C. 2832).”;

19 (16) in paragraph (26) (as redesignated by
20 paragraph (2))—

21 (A) in the paragraph heading, by striking
22 “TRAINING AND EMPLOYMENT” and inserting
23 “FIELDS”; and

24 (B) by striking “training and employment”
25 and inserting “fields”;

1 (17) in paragraph (27) (as redesignated by
2 paragraph (2)), by striking “the Commonwealth”
3 and all that follows through the period and inserting
4 “and the Commonwealth of the Northern Mariana
5 Islands.”;

6 (18) by inserting after paragraph (31) (as re-
7 designated by paragraph (2)) the following:

8 “(32) SELF-SUFFICIENCY.—The term ‘self-suf-
9 ficiency’ means a standard that is adopted, cal-
10 culated, or commissioned by a local area or State,
11 and which adjusts for local factors, in specifying the
12 income needs of families, by family size, the number
13 and ages of children in the family, and sub-State
14 geographical considerations.”;

15 (19) in paragraph (33) (as redesignated by
16 paragraph (2))—

17 (A) in subparagraph (C), by striking
18 “training and employment” and inserting
19 “fields”; and

20 (B) in subparagraph (F), by striking “indi-
21 viduals with other barriers to educational
22 achievement, including”;

23 (20) in paragraph (35) (as redesignated by
24 paragraph (2)) by striking “, and instructional aids

1 and devices” and inserting “instructional aids, and
2 work supports”;

3 (21) by striking paragraph (36) (as redesign-
4 nated by paragraph (2)) and inserting the following:

5 “(36) TECH-PREP PROGRAM.—The term ‘tech-
6 prep program’ means a program of study that—

7 “(A) combines at a minimum 2 years of
8 secondary education (as determined under State
9 law) with a minimum of 2 years of postsec-
10 ondary education in a nonduplicative, sequential
11 course of study;

12 “(B) integrates academic and career and
13 technical education instruction, and utilizes
14 work-based and worksite learning where appro-
15 priate and available;

16 “(C) provides technical preparation in a
17 career field, including high skill, high wage, or
18 high demand occupations;

19 “(D) builds student competence in tech-
20 nical skills and in core academic subjects, as
21 appropriate, through applied, contextual, and
22 integrated instruction, in a coherent sequence
23 of courses (which may include work-based
24 learning experiences);

1 “(E) leads to technical skill proficiency, an
2 industry-recognized credential, a certificate, or
3 a degree, in a specific career field;

4 “(F) leads to placement in high skill, high
5 wage employment or to further education; and

6 “(G) utilizes career pathways, to the extent
7 practicable.”; and

8 (22) in paragraph (38) (as redesignated by
9 paragraph (2))—

10 (A) in the paragraph heading, by striking
11 “VOCATIONAL” and inserting “CAREER”;

12 (B) in the matter preceding subparagraph
13 (A)—

14 (i) by striking “vocational” and in-
15 serting “career”;

16 (ii) by striking “paragraph (2)” and
17 inserting “subsection (a)(2)”;

18 (iii) by striking “paragraph (5)(A)”
19 and inserting “subsection (a)(5)”;

20 (C) in subparagraph (F), by striking “vo-
21 cational” and inserting “career”.

22 **SEC. 5. TRANSITION PROVISIONS.**

23 Section 4 (20 U.S.C. 2303) is amended by striking
24 “the Carl D. Perkins Vocational and Applied Technology
25 Education Act” and all that follows through the period

1 and inserting “this Act, as this Act was in effect on the
 2 day before the date of enactment of the Carl D. Perkins
 3 Career and Technical Education Improvement Act of
 4 2005. Each eligible agency shall be assured a full fiscal
 5 year for transition to plan for and implement the require-
 6 ments of this Act.”.

7 **SEC. 6. LIMITATION.**

8 Section 6 (20 U.S.C. 2305) is amended by striking
 9 the second sentence.

10 **SEC. 7. AUTHORIZATION OF APPROPRIATIONS.**

11 Section 8 (20 U.S.C. 2307) is amended—

12 (1) by striking “title II” and inserting “part D
 13 of title I”; and

14 (2) by striking “1999 through 2003” and in-
 15 serting “2006 through 2011”.

16 **TITLE I—CAREER AND TECH-**
 17 **NICAL EDUCATION ASSIST-**
 18 **ANCE TO THE STATES**

19 **SEC. 101. CAREER AND TECHNICAL EDUCATION ASSIST-**
 20 **ANCE TO THE STATES.**

21 Title I (20 U.S.C. 2321 et seq.) is amended by strik-
 22 ing the title heading and inserting the following:

1 **“TITLE I—CAREER AND TECH-**
2 **NICAL EDUCATION ASSIST-**
3 **ANCE TO THE STATES”.**

4 **SEC. 102. RESERVATIONS AND STATE ALLOTMENT.**

5 Section 111(a) (20 U.S.C. 2321(a)) is amended—

6 (1) in paragraph (1)(C), by striking “2001
7 through 2003,” and inserting “2006 through
8 2011,”; and

9 (2) by striking paragraphs (3) and (4) and in-
10 serting the following:

11 “(3) MINIMUM ALLOTMENT.—Subject to para-
12 graph (4), no State, other than the United States
13 Virgin Islands, shall receive for a fiscal year under
14 this subsection less than $\frac{1}{2}$ of 1 percent of the
15 amount appropriated under section 8 and not re-
16 served under paragraph (1) for such fiscal year.
17 Amounts necessary for increasing such payments to
18 States to comply with the preceding sentence shall
19 be obtained by ratably reducing the amounts to be
20 paid to other States.

21 “(4) HOLD HARMLESS.—

22 “(A) FISCAL YEARS 2006 THROUGH 2008.—
23 Notwithstanding paragraph (3), no State shall
24 receive an allotment under this section for each
25 of the fiscal years 2006 through 2008 that is

1 less than the allotment the State received under
 2 this part (as this part was in effect on the day
 3 before the date of enactment of the Carl D.
 4 Perkins Career and Technical Education Im-
 5 provement Act of 2005) for fiscal year 2005.

6 “(B) FISCAL YEARS 2009 THROUGH 2011.—
 7 Notwithstanding paragraph (3), no State shall
 8 receive an allotment under this section for each
 9 of the fiscal years 2009 through 2011 that is
 10 less than 95 percent of the allotment the State
 11 received under this section for the preceding fis-
 12 cal year.

13 “(C) RATABLE REDUCTION.—If for any
 14 fiscal year the amount appropriated for allot-
 15 ments under this section is insufficient to sat-
 16 isfy the requirements of subparagraph (A) or
 17 (B), the payments to all States under such sub-
 18 paragraph shall be ratably reduced.”.

19 **SEC. 103. WITHIN STATE ALLOCATION.**

20 Section 112 (20 U.S.C. 2322) is amended—

21 (1) in subsection (a)—

22 (A) in paragraph (1), by adding “and”
 23 after the semicolon; and

24 (B) by striking paragraphs (2) and (3) and
 25 inserting the following:

1 “(2) not more than 15 percent or \$750,000,
2 whichever is greater, for—

3 “(A) State leadership activities described
4 in section 124, of which—

5 “(i) an amount determined by the eli-
6 gible agency shall be made available to
7 serve individuals in State institutions, such
8 as State correctional institutions and insti-
9 tutions that serve individuals with disabil-
10 ities; and

11 “(ii) not less than \$60,000 shall be
12 available for services that prepare individ-
13 uals for nontraditional fields; and

14 “(B) administration of the State plan,
15 which may be used for the costs of—

16 “(i) developing the State plan;

17 “(ii) reviewing the local plans;

18 “(iii) monitoring and evaluating pro-
19 gram effectiveness;

20 “(iv) assuring compliance with all ap-
21 plicable Federal laws;

22 “(v) providing technical assistance;
23 and

1 “(vi) supporting and developing State
2 data systems relevant to the provisions of
3 this Act.”;

4 (2) in subsection (b), by striking “subsection
5 (a)(3)” both places the term appears and inserting
6 “subsection (a)(2)(B)”; and

7 (3) by striking subsection (c) and inserting the
8 following:

9 “(c) RESERVE.—From amounts made available
10 under subsection (a)(1) to carry out this subsection, an
11 eligible agency may—

12 “(1) award grants to eligible recipients, or con-
13 sortia of eligible recipients, for career and technical
14 education activities described in section 135 in—

15 “(A) rural areas; or

16 “(B) areas with high percentages or high
17 numbers of career and technical education stu-
18 dents;

19 “(2) reserve funds, with the approval of partici-
20 pating eligible recipients, for—

21 “(A) innovative statewide initiatives that
22 demonstrate benefits for eligible recipients,
23 which may include—

24 “(i) developing and implementing
25 technical assessments;

1 “(ii) improving the initial preparation
 2 and professional development of career and
 3 technical education teachers, faculty, prin-
 4 cipals, administrators, and counselors; and
 5 “(iii) establishing, enhancing, and
 6 supporting systems for accountability data
 7 collection or reporting purposes; or
 8 “(B) the development and implementation
 9 of career pathways or career clusters; and
 10 “(3) carry out activities described in para-
 11 graphs (1) and (2).”.

12 **SEC. 104. ACCOUNTABILITY.**

13 Section 113 (20 U.S.C. 2323) is amended—

14 (1) by striking “vocational” each place the term
 15 appears and inserting “career”;

16 (2) in subsection (a)—

17 (A) by striking “a State performance ac-
 18 countability system” and inserting “and sup-
 19 port State and local performance accountability
 20 systems”; and

21 (B) by inserting “and its eligible recipi-
 22 ents” after “of the State”;

23 (3) in subsection (b)—

24 (A) in paragraph (1)—

1 (i) in subparagraph (A), by striking
2 “paragraph (2)(A)” and inserting “sub-
3 paragraphs (A) and (B) of paragraph (2)”;
4 and

5 (ii) in subparagraph (B), by striking
6 “(2)(B)” and inserting “(2)(C)”;
7 (B) in paragraph (2)—

8 (i) by striking subparagraph (A) and
9 inserting the following:

10 “(A) CORE INDICATORS OF PERFORMANCE
11 FOR SECONDARY CAREER AND TECHNICAL EDU-
12 CATION STUDENTS.—Each eligible agency shall
13 identify in the State plan core indicators of per-
14 formance for secondary career and technical
15 education students that include, at a minimum,
16 measures of each of the following:

17 “(i) Student achievement on technical
18 assessments and attainment of career and
19 technical skill proficiencies that are aligned
20 with nationally recognized industry stand-
21 ards, if available and appropriate.

22 “(ii) Student attainment of chal-
23 lenging academic content standards and
24 student academic achievement standards,
25 as adopted by the State under section

1 1111(b)(1) of the Elementary and Sec-
2 ondary Education Act of 1965 and meas-
3 ured by the academic assessments de-
4 scribed in section 1111(b)(3) of such Act,
5 consistent with State requirements.

6 “(iii) Student rates of attainment
7 of—

8 “(I) a secondary school diploma;

9 “(II) the recognized equivalent of
10 a secondary school diploma;

11 “(III) technical skill proficiency;

12 “(IV) an industry-recognized cre-
13 dential;

14 “(V) a certificate; and

15 “(VI) a degree.

16 “(iv) Placement in postsecondary edu-
17 cation, military service, apprenticeship pro-
18 grams, or employment.

19 “(v) Student participation in, and
20 completion of, career and technical edu-
21 cation programs that lead to employment
22 or self-employment in nontraditional
23 fields.”;

1 (ii) by redesignating subparagraphs
2 (B) through (D) as subparagraphs (C)
3 through (E), respectively;

4 (iii) by inserting after subparagraph
5 (A) the following:

6 “(B) CORE INDICATORS OF PERFORMANCE
7 FOR POSTSECONDARY CAREER AND TECHNICAL
8 STUDENTS.—Each eligible agency shall identify
9 in the State plan core indicators of performance
10 for postsecondary career and technical edu-
11 cation students that include, at a minimum,
12 measures of each of the following:

13 “(i) Student achievement on technical
14 assessments and attainment of career and
15 technical skill proficiencies that are aligned
16 with nationally recognized industry stand-
17 ards, if available and appropriate.

18 “(ii) Student attainment of technical
19 skill proficiency, an industry-recognized
20 credential, a certificate, or a degree, or re-
21 tention in postsecondary education, includ-
22 ing transfer to a baccalaureate degree pro-
23 gram.

24 “(iii) Placement in military service,
25 apprenticeship programs, or employment.

1 “(iv) Student participation in, and
2 completion of, career and technical edu-
3 cation programs that lead to employment
4 or self-employment in—

5 “(I) nontraditional fields; and

6 “(II) high skill, high wage, high
7 demand occupations or professions.

8 “(v) Increase in earnings, where avail-
9 able.”;

10 (iv) in subparagraph (C) (as redesign-
11 nated by clause (ii) of this subparagraph),
12 by striking “the title.” and inserting “this
13 title, such as attainment of self-suffi-
14 ciency.”;

15 (v) in subparagraph (D) (as redesign-
16 nated by clause (ii) of this subparagraph),
17 by inserting “career and technical edu-
18 cation” after “developed State”;

19 (vi) in subparagraph (E) (as redesign-
20 nated by clause (ii) of this subpara-
21 graph)—

22 (I) by striking “this paragraph”
23 and inserting “subparagraphs (A) and
24 (B)”;

25 (II) by striking “solely”; and

1 (III) by striking “recipients.”
2 and inserting “recipients, and shall
3 meet the requirements of this sec-
4 tion.”; and

5 (vii) by adding at the end the fol-
6 lowing:

7 “(F) ALIGNMENT OF PERFORMANCE INDI-
8 CATORS.—In the course of identifying core indi-
9 cators of performance and additional indicators
10 of performance, States shall, to the greatest ex-
11 tent possible, define the indicators so that sub-
12 stantially similar information gathered for other
13 State and Federal programs, or any other pur-
14 pose, is used to meet the requirements of this
15 section.”;

16 (C) in paragraph (3)—

17 (i) in the paragraph heading, by strik-
18 ing “LEVELS” and inserting “STATE LEV-
19 ELS”;

20 (ii) in subparagraph (A)—

21 (I) in clause (i)—

22 (aa) by striking “paragraph
23 (2)(A)” and inserting “subpara-
24 graphs (A) and (B) of paragraph
25 (2)”;

- 1 (bb) by inserting “after tak-
 2 ing into account the local ad-
 3 justed levels of performance and”
 4 after “eligible agency,”; and
- 5 (cc) by striking subclause
 6 (II) and inserting the following:
 7 “(II) require the eligible recipi-
 8 ents to make continuous and signifi-
 9 cant improvement in career and tech-
 10 nical achievement of career and tech-
 11 nical education students, including
 12 special populations.”;
- 13 (II) in clause (v)—
- 14 (aa) in the clause heading,
 15 by striking “3RD, 4TH, AND 5TH”
 16 and inserting “SUBSEQUENT”;
- 17 (bb) by striking “third pro-
 18 gram year” and inserting “third
 19 and fifth program years”; and
- 20 (cc) by striking “third,
 21 fourth, and fifth” and inserting
 22 “corresponding subsequent”;
- 23 (III) in clause (vi)(II), by insert-
 24 ing “and significant” after “contin-
 25 uous”; and

1 (IV) in clause (vii), by striking
 2 “or (vi)” and inserting “or (v)”; and
 3 (iii) in subparagraph (B), by striking
 4 “(2)(B)” and inserting “(2)(C)”; and
 5 (D) by adding at the end the following:

6 “(4) LOCAL LEVELS OF PERFORMANCE.—

7 “(A) LOCAL ADJUSTED LEVELS OF PER-
 8 FORMANCE FOR CORE INDICATORS OF PER-
 9 FORMANCE.—

10 “(i) IN GENERAL.—Each eligible re-
 11 cipient shall agree to accept the State ad-
 12 justed levels of performance established
 13 under paragraph (3) as local adjusted lev-
 14 els of performance, or negotiate with the
 15 State to reach agreement on new local ad-
 16 justed levels of performance, for each of
 17 the core indicators of performance de-
 18 scribed in subparagraphs (A) and (B) of
 19 paragraph (2) for career and technical
 20 education activities authorized under this
 21 title. The levels of performance established
 22 under this subparagraph shall, at a
 23 minimum—

24 “(I) be expressed in a percentage
 25 or numerical form, so as to be objec-

1 tive, quantifiable, and measurable;
2 and

3 “(II) require the eligible recipient
4 to make continuous and significant
5 improvement in career and technical
6 achievement of career and technical
7 education students.

8 “(ii) IDENTIFICATION IN THE LOCAL
9 PLAN.—Each eligible recipient shall iden-
10 tify, in the local plan submitted under sec-
11 tion 134, levels of performance for each of
12 the core indicators of performance for the
13 first 2 program years covered by the local
14 plan.

15 “(iii) AGREEMENT ON LOCAL AD-
16 JUSTED LEVELS OF PERFORMANCE FOR
17 FIRST 2 YEARS.—The eligible agency and
18 each eligible recipient shall reach agree-
19 ment, as described in clause (i), on the eli-
20 gible recipient’s levels of performance for
21 each of the core indicators of performance
22 for the first 2 program years covered by
23 the local plan, taking into account the lev-
24 els identified in the local plan under clause
25 (ii) and the factors described in clause (v).

1 The levels of performance agreed to under
2 this clause shall be considered to be the
3 local adjusted levels of performance for the
4 eligible recipient for such years and shall
5 be incorporated into the local plan prior to
6 the approval of such plan.

7 “(iv) AGREEMENT ON LOCAL AD-
8 JUSTED LEVELS OF PERFORMANCE FOR
9 SUBSEQUENT YEARS.—Prior to the third
10 and fifth program years covered by the
11 local plan, the eligible agency and each eli-
12 gible recipient shall reach agreement on
13 the local adjusted levels of performance for
14 each of the core indicators of performance
15 for the corresponding subsequent program
16 years covered by the local plan, taking into
17 account the factors described in clause (v).
18 The local adjusted levels of performance
19 agreed to under this clause shall be consid-
20 ered to be the local adjusted levels of per-
21 formance for the eligible recipient for such
22 years and shall be incorporated into the
23 local plan.

1 “(v) FACTORS.—The agreement de-
2 scribed in clause (iii) or (iv) shall take into
3 account—

4 “(I) how the levels of perform-
5 ance involved compare with the local
6 adjusted levels of performance estab-
7 lished for other eligible recipients, tak-
8 ing into account factors including the
9 characteristics of participants when
10 the participants entered the program
11 and the services or instruction to be
12 provided; and

13 “(II) the extent to which the
14 local adjusted levels of performance
15 involved promote continuous and sig-
16 nificant improvement on the core indi-
17 cators of performance by the eligible
18 recipient.

19 “(vi) REVISIONS.—If unanticipated
20 circumstances arise with respect to an eli-
21 gible recipient resulting in a significant
22 change in the factor described in clause
23 (v)(II), the eligible recipient may request
24 that the local adjusted levels of perform-
25 ance agreed to under clause (iii) or (iv) be

1 revised. The eligible agency shall issue ob-
2 jective criteria and methods for making
3 such revisions.

4 “(B) LEVELS OF PERFORMANCE FOR AD-
5 DITIONAL INDICATORS.—Each eligible recipient
6 may identify, in the local plan, local levels of
7 performance for any additional indicators of
8 performance described in paragraph (2)(C).
9 Such levels shall be considered to be the local
10 levels of performance for purposes of this title.

11 “(C) REPORT.—Each eligible recipient
12 that receives an allocation under section 131
13 shall publicly report, on an annual basis, its
14 progress in achieving the local adjusted levels of
15 performance on the core indicators of perform-
16 ance.”; and

17 (4) by striking subsection (e)(1)(B) and insert-
18 ing:

19 “(B) information on the levels of perform-
20 ance achieved by the State with respect to the
21 additional indicators of performance, including
22 the levels of performance disaggregated for
23 postsecondary institutions, by special popu-
24 lations and gender, and for secondary institu-
25 tions, by special populations and by the cat-

1 categories described in section 1111(h)(1)(C)(i) of
2 the Elementary and Secondary Education Act
3 of 1965, except that such disaggregation shall
4 not be required in a case in which the number
5 of individuals in a category is insufficient to
6 yield statistically reliable information or the re-
7 sults would reveal personally identifiable infor-
8 mation about an individual.”.

9 **SEC. 105. NATIONAL ACTIVITIES.**

10 Section 114 (20 U.S.C. 2324) is amended—

11 (1) by striking “vocational” each place the term
12 appears and inserting “career”;

13 (2) in subsection (a)(1), by striking “, including
14 an analysis of performance data regarding special
15 populations” and inserting “, including an analysis
16 of performance data that is disaggregated for post-
17 secondary institutions, by special populations, and
18 for secondary institutions, by special populations and
19 by the categories described in section
20 1111(h)(1)(C)(i) of the Elementary and Secondary
21 Education Act of 1965, except that such
22 disaggregation shall not be required in a case in
23 which the number of individuals in a category is in-
24 sufficient to yield statistically reliable information or

1 the results would reveal personally identifiable infor-
2 mation about an individual”;

3 (3) in subsection (c)—

4 (A) by striking paragraph (2) and insert-
5 ing the following:

6 “(2) INDEPENDENT ADVISORY PANEL.—

7 “(A) IN GENERAL.—The Secretary shall
8 appoint an independent advisory panel to advise
9 the Secretary on the implementation of the as-
10 sessment described in paragraph (3), including
11 the issues to be addressed and the methodology
12 of the studies involved to ensure that the as-
13 sessment adheres to the highest standards of
14 quality.

15 “(B) MEMBERS.—The advisory panel shall
16 consist of—

17 “(i) educators, principals, administra-
18 tors, and chief executives (including State
19 directors of career and technical edu-
20 cation), with expertise in the integration of
21 academic and career and technical edu-
22 cation;

23 “(ii) experts in evaluation, research,
24 and assessment;

1 “(iii) representatives of labor organi-
2 zations and businesses, including small
3 businesses, economic development entities,
4 and State workforce investment boards es-
5 tablished under section 111 of the Work-
6 force Investment Act of 1998 (29 U.S.C.
7 2821) or local workforce investment
8 boards;

9 “(iv) parents;

10 “(v) career guidance and academic
11 counseling professionals; and

12 “(vi) other individuals and inter-
13 mediaries with relevant expertise.

14 “(C) INDEPENDENT ANALYSIS.—The advi-
15 sory panel shall transmit to the Secretary and
16 to the relevant committees of Congress an inde-
17 pendent analysis of the findings and rec-
18 ommendations resulting from the assessment
19 described in paragraph (3).

20 “(D) FACA.—The Federal Advisory Com-
21 mittee Act (5 U.S.C. App.) shall not apply to
22 the panel established under this paragraph.”;

23 (B) in paragraph (3)—

24 (i) by striking subparagraph (A) and
25 inserting the following:

1 “(A) IN GENERAL.—From amounts made
2 available under subsection (d), the Secretary
3 shall provide for the conduct of an independent
4 evaluation and assessment of career and tech-
5 nical education programs under this Act, in-
6 cluding the implementation of the Carl D. Per-
7 kins Career and Technical Education Improve-
8 ment Act of 2005, to the extent practicable,
9 through studies and analyses conducted inde-
10 pendently through grants, contracts, and coop-
11 erative agreements that are awarded on a com-
12 petitive basis.”;

13 (ii) in subparagraph (B)—

14 (I) by striking clause (iii) and in-
15 sserting the following:

16 “(iii) the preparation and qualifica-
17 tions of teachers and faculty of career and
18 technical education, as well as shortages of
19 such teachers and faculty;”;

20 (II) by striking clause (v) and in-
21 sserting the following:

22 “(v) academic and career and tech-
23 nical education achievement and employ-
24 ment outcomes of career and technical
25 education students, including analyses of—

1 “(I) the number of career and
2 technical education students and tech-
3 prep students who meet the State ad-
4 justed levels of performance estab-
5 lished under section 113;

6 “(II) the extent and success of
7 integration of challenging academic
8 and career and technical education for
9 students participating in career and
10 technical education programs;

11 “(III) the extent to which career
12 and technical education programs pre-
13 pare students, including special popu-
14 lations, for subsequent employment in
15 high skill, high wage occupations, or
16 participation in postsecondary edu-
17 cation; and

18 “(IV) the number of career and
19 technical education students receiving
20 a high school diploma;”;

21 (III) in clause (vi), by inserting
22 “, and career and technical education
23 students’ preparation for employ-
24 ment” after “programs”; and

- 1 (IV) in clause (viii), by inserting
2 “and local” after “State” both places
3 such term appears; and
4 (iii) in subparagraph (C)—
5 (I) in clause (i)—
6 (aa) by striking “Committee
7 on Education” and all that fol-
8 lows through “Senate” and in-
9 serting “relevant committees of
10 Congress”; and
11 (bb) by striking “2002”
12 both places it appears and insert-
13 ing “2009”; and
14 (II) in clause (ii), by striking
15 “Committee on Education” and all
16 that follows through “Senate” and in-
17 serting “relevant committees of Con-
18 gress”;
19 (C) in paragraph (4)(B), by striking
20 “Committee on Education” and all that follows
21 through “Senate” and inserting “relevant com-
22 mittees of Congress”;
23 (D) in paragraph (5)—
24 (i) in subparagraph (A)—

1 (I) in the matter preceding clause
2 (i), by striking “higher education”
3 and all that follows through “centers”
4 and inserting “higher education offer-
5 ing comprehensive graduate programs
6 in career and technical education that
7 shall be the primary recipient and
8 shall collaborate with a public or pri-
9 vate nonprofit organization or agency,
10 or a consortium of such institutions,
11 organizations, or agencies, to establish
12 a national research center”;

13 (II) in clause (i)—

14 (aa) by inserting “and eval-
15 uation” after “to carry out re-
16 search”; and

17 (bb) by inserting “, includ-
18 ing special populations,” after
19 “participants”;

20 (III) by redesignating clauses
21 (ii), (iii), and (iv), as clauses (iii), (iv),
22 and (v), respectively;

23 (IV) by inserting after clause (i)
24 the following:

1 “(ii) to carry out research for the pur-
2 pose of developing, improving, and identi-
3 fying the most successful methods for suc-
4 cessfully addressing the needs of employers
5 in high skill, high wage business and in-
6 dustry, including evaluation and scientif-
7 ically based research of—

8 “(I) collaboration between career
9 and technical education programs and
10 business and industry;

11 “(II) academic and technical
12 skills required to respond to the chal-
13 lenge of a global economy and rapid
14 technological changes; and

15 “(III) technical knowledge and
16 skills required to respond to needs of
17 a regional or sectoral workforce, in-
18 cluding small business;”;

19 (V) in clause (iii) (as redesi-
20 gnated by subclause (III) of this
21 clause), by inserting “that are inte-
22 grated with challenging academic in-
23 struction” before “, including”; and

1 (VI) by striking clause (iv) (as
2 redesignated by subclause (III) of this
3 clause) and inserting the following:

4 “(iv) to carry out scientifically based
5 research, where appropriate, that can be
6 used to improve preparation and profes-
7 sional development of teachers, faculty,
8 principals, and administrators and student
9 learning in the career and technical edu-
10 cation classroom, including—

11 “(I) effective in-service and pre-
12 service teacher and faculty education
13 that assists career and technical edu-
14 cation programs in—

15 “(aa) integrating those pro-
16 grams with academic content
17 standards and student academic
18 achievement standards, as adopt-
19 ed by States under section
20 1111(b)(1) of the Elementary
21 and Secondary Education Act of
22 1965; and

23 “(bb) promoting technical
24 education aligned with industry-
25 based standards and certifi-

1 cations to meet regional industry
2 needs;

3 “(II) dissemination and training
4 activities related to the applied re-
5 search and demonstration activities
6 described in this subsection, which
7 may also include serving as a reposi-
8 tory for information on career and
9 technical education skills, State aca-
10 demic standards, and related mate-
11 rials; and

12 “(III) the recruitment and reten-
13 tion of career and technical education
14 teachers, faculty, counselors, prin-
15 cipals, and administrators, including
16 individuals in groups underrep-
17 resented in the teaching profession;
18 and”;

19 (ii) in subparagraph (B)—

20 (I) by striking “or centers” both
21 places the term appears; and

22 (II) by striking “Committee on
23 Education” and all that follows
24 through “Senate” and inserting “rel-
25 evant committees of Congress”;

1 (iii) in subparagraph (C), by striking
2 “or centers”; and

3 (iv) by adding at the end the fol-
4 lowing:

5 “(D) INDEPENDENT GOVERNING BOARD.—

6 “(i) IN GENERAL.—An institution of
7 higher education that desires a grant, con-
8 tract, or cooperative agreement under this
9 paragraph shall identify, in its application,
10 an independent governing board for the
11 center established pursuant to this para-
12 graph.

13 “(ii) MEMBERS.—The independent
14 governing board shall consist of the fol-
15 lowing:

16 “(I) Two representatives of sec-
17 ondary career and technical education.

18 “(II) Two representatives of
19 postsecondary career and technical
20 education.

21 “(III) Two representatives of eli-
22 gible agencies.

23 “(IV) Two representatives of
24 business and industry.

1 “(V) Two representatives of ca-
2 reer and technical teacher preparation
3 institutions.

4 “(VI) Two nationally recognized
5 researchers in the field of career and
6 technical education.

7 “(iii) COORDINATION.—The inde-
8 pendent governing board shall ensure that
9 the research and dissemination activities
10 carried out by the center are coordinated
11 with the research activities carried out by
12 the Secretary.”;

13 (E) in paragraph (6)(B)(ii), by striking
14 “or centers”; and

15 (F) by striking paragraph (8); and
16 (4) by adding at the end the following:

17 “(d) AUTHORIZATION OF APPROPRIATIONS.—There
18 are authorized to be appropriated to carry out this section
19 such sums as may be necessary for each of fiscal years
20 2006 through 2011.”.

21 **SEC. 106. ASSISTANCE FOR THE OUTLYING AREAS.**

22 Section 115 (20 U.S.C. 2325) is amended—

23 (1) by striking “vocational” each place the term
24 appears and inserting “career”;

25 (2) in subsection (b)—

1 (A) in the matter preceding paragraph (1),
2 by striking “the Republic of the Marshall Is-
3 lands, the Federated States of Micronesia,”;

4 (B) in paragraph (1), by striking “training
5 and retraining;” and inserting “preparation;”;

6 (C) by redesignating paragraphs (2) and
7 (3) as paragraphs (3) and (4), respectively; and

8 (D) by inserting after paragraph (1) the
9 following:

10 “(2) professional development for teachers, fac-
11 ulty, principals, and administrators;” and

12 (3) in subsection (d)—

13 (A) by striking “the Republic of the Mar-
14 shall Islands, the Federated States of Micro-
15 nesia, and”;

16 (B) by striking “2001” and inserting
17 “2007”.

18 **SEC. 107. NATIVE AMERICAN PROGRAM.**

19 Section 116 (20 U.S.C. 2326) is amended—

20 (1) by striking “vocational” each place the term
21 appears and inserting “career”;

22 (2) in subsection (a)(5), by adding a period at
23 the end;

24 (3) in subsection (b)—

1 (A) in paragraph (1), by striking “(d)”
2 and inserting “(c)”; and

3 (B) in paragraph (2), by striking “(other
4 than in subsection (i))”;

5 (4) in subsection (d), by striking “section an”
6 and inserting “section, an”;

7 (5) in subsection (e), by striking “paragraph”
8 and inserting “section”; and

9 (6) in subsection (h), by striking “which are
10 recognized by the Governor of the State of Hawaii”.

11 **SEC. 108. TRIBALLY CONTROLLED POSTSECONDARY CA-**
12 **REER AND TECHNICAL INSTITUTIONS.**

13 Section 117 (20 U.S.C. 2327) is amended—

14 (1) by striking the section heading and insert-
15 ing the following:

16 **“SEC. 117. TRIBALLY CONTROLLED POSTSECONDARY CA-**
17 **REER AND TECHNICAL INSTITUTIONS.”;**

18 (2) by striking “vocational” each place the term
19 appears and inserting “career”;

20 (3) in subsection (g)—

21 (A) in paragraph (1), by striking “The
22 Secretary” and inserting “On an annual basis,
23 the Secretary”;

24 (B) in paragraph (2)(B), by striking
25 “2000” and inserting “2007”; and

1 (C) in paragraph (3)(C), by striking “be-
2 beginning” and all that follows through the period
3 and inserting “beginning on the date of enact-
4 ment of the Carl D. Perkins Career and Tech-
5 nical Education Improvement Act of 2005.”;

6 (4) by redesignating subsections (h) and (i) as
7 subsections (j) and (k), respectively;

8 (5) by inserting after subsection (g) the fol-
9 lowing:

10 “(h) APPEALS.—

11 “(1) IN GENERAL.—Subject to paragraph (2),
12 the Secretary shall provide a tribally controlled post-
13 secondary career and technical institution with a
14 hearing on the record before an administrative law
15 judge with respect to the following determinations:

16 “(A) A determination that such institution
17 is not eligible for a grant under this section.

18 “(B) A determination regarding the cal-
19 culation of the amount of a grant awarded
20 under this section.

21 “(2) PROCEDURE FOR APPEAL.—To appeal a
22 determination described in paragraph (1), a tribally
23 controlled postsecondary career and technical insti-
24 tution shall—

1 “(A) in the case of an appeal based on a
2 determination that such institution is not eligi-
3 ble for a grant under this section, file a notice
4 of appeal with the Secretary not later than 30
5 days after receipt of such determination; and

6 “(B) in the case of an appeal based on a
7 determination regarding the calculation of the
8 amount of a grant awarded under this
9 section—

10 “(i) file a notice of appeal with the
11 Secretary not later than 30 days after re-
12 ceipt of the Secretary’s notification of the
13 grant amount; and

14 “(ii) identify the amount of funding
15 that gives rise to such appeal.

16 “(3) WITHHOLDING OF AMOUNT.—If a tribally
17 controlled postsecondary career and technical insti-
18 tution appeals a determination described in para-
19 graph (1), the Secretary shall withhold the amount
20 in dispute from the award of grant funds under this
21 section until such time as the administrative law
22 judge has issued a written decision on the appeal.

23 “(i) RESTRICTED INDIRECT COST.—Notwithstanding
24 any other provision of law, the Secretary shall not request

1 the use of a restricted indirect cost rate for grants award-
 2 ed under this section.”; and

3 (6) by striking subsection (k) (as redesignated
 4 by paragraph (4) of this section) and inserting the
 5 following:

6 “(k) AUTHORIZATION OF APPROPRIATIONS.—There
 7 are authorized to be appropriated to carry out this section
 8 \$10,000,000 for fiscal year 2006 and such sums as may
 9 be necessary for each of the 5 succeeding fiscal years.”.

10 **SEC. 109. OCCUPATIONAL AND EMPLOYMENT INFORMA-**
 11 **TION.**

12 Section 118 (20 U.S.C. 2328) is amended—

13 (1) in subsection (a)—

14 (A) in the matter preceding paragraph (1),
 15 by striking “(f)” and inserting “(g)”;

16 (B) in paragraph (1)—

17 (i) in subparagraph (A), by striking
 18 “(b)” both places it appears and inserting
 19 “(c)”;

20 (ii) in subparagraph (B), by striking
 21 “(b)” and inserting “(c)”;

22 (iii) in subparagraph (C), by striking
 23 “(b)” and inserting “(c)”;

24 (C) in paragraph (2), by striking “(b)”
 25 both places it appears and inserting “(c)”;

1 (2) by redesignating subsections (b) through (f)
2 as subsections (c) through (g), respectively;

3 (3) by inserting after subsection (a) the fol-
4 lowing:

5 “(b) STATE APPLICATION.—

6 “(1) IN GENERAL.—Each State desiring assist-
7 ance under this section shall submit an application
8 to the Secretary at the same time the State submits
9 its State plan under section 122, in such manner,
10 and accompanied by such additional information, as
11 the Secretary may reasonably require.

12 “(2) CONTENTS.—Each application submitted
13 under paragraph (1) shall include—

14 “(A) a description of how the State entity
15 designated in subsection (c) will provide infor-
16 mation based on labor market trends to inform
17 program development; and

18 “(B) information about the academic con-
19 tent standards and student academic achieve-
20 ment standards adopted by the State under sec-
21 tion 1111(b)(1) of the Elementary and Sec-
22 ondary Education Act of 1965.”;

23 (4) in subsection (c) (as redesignated by para-
24 graph (2) of this section)—

1 (A) in paragraph (1), by striking “individ-
2 uals” and all that follows through the semicolon
3 and inserting “students and parents, including
4 postsecondary education and training, including
5 academic and technical preparation for high
6 skill, high wage, or high demand occupations
7 and nontraditional fields in emerging or estab-
8 lished professions;”;

9 (B) in paragraph (2), by inserting “aca-
10 demic and career and technical” after “relate”;

11 (C) by striking paragraph (3) and insert-
12 ing the following:

13 “(3) to equip teachers, faculty, administrators,
14 and counselors with the knowledge, skills, and occu-
15 pational information needed to assist parents and all
16 students, especially special populations underrep-
17 resented in certain careers, with career exploration,
18 educational opportunities, education financing, and
19 exposure to high skill, high wage, or high demand
20 occupations and nontraditional fields, including oc-
21 cupations and fields requiring a baccalaureate de-
22 gree;”;

23 (D) in paragraph (4), by striking “such
24 entities;” and inserting “such entities, with an
25 emphasis on high skill, high wage, or high de-

1 mand occupations in emerging or established
2 professions;”;

3 (E) in paragraph (5), by striking “and”
4 after the semicolon;

5 (F) in paragraph (6), by striking the pe-
6 riod and inserting “; and”; and

7 (G) by adding at the end the following:

8 “(7) to provide information, if available, for
9 each occupation, on—

10 “(A) the average earnings of an individual
11 in the occupation at entry level and after 5
12 years of employment;

13 “(B) the expected lifetime earnings; and

14 “(C) the expected future demand for the
15 occupation, based on employment projections.”;

16 (5) in subsection (d)(1) (as redesignated by
17 paragraph (2) of this section), by striking “(b)”
18 both places it appears and inserting “(c)”;

19 (6) in subsection (e)(1) (as redesignated by
20 paragraph (2) of this section), by striking “(b)” and
21 inserting “(c)”;

22 (7) in subsection (f)(1) (as redesignated by
23 paragraph (2) of this section), by striking “an iden-
24 tification” and inserting “a description”; and

1 (8) in subsection (g) (as redesignated by para-
2 graph (2) of this section), by striking “1999 through
3 2003” and inserting “2006 through 2011”.

4 **SEC. 110. STATE ADMINISTRATION.**

5 Section 121 (20 U.S.C. 2341) is amended—

6 (1) by redesignating subsection (a)(2) as sub-
7 section (b) and indenting appropriately;

8 (2) by redesignating subparagraphs (A) through
9 (D) of subsection (a)(1) as paragraphs (1) through
10 (4), respectively, and indenting appropriately;

11 (3) by redesignating clauses (i) and (ii) of para-
12 graph (4) (as redesignated by paragraph (2) of this
13 section) as subparagraphs (A) and (B), respectively,
14 and indenting appropriately;

15 (4) by striking the following:

16 “(a) ELIGIBLE AGENCY RESPONSIBILITIES.—

17 “(1) IN GENERAL.—The responsibilities” and
18 inserting the following:

19 “(a) ELIGIBLE AGENCY RESPONSIBILITIES.—The re-
20 sponsibilities”;

21 (5) in subsection (a)(1) (as redesignated by
22 paragraph (2) of this section), by striking “training
23 and employment” and inserting “fields”;

24 (6) in subsection (a)(2) (as redesignated by
25 paragraph (2) of this section)—

1 (A) by inserting “teacher and faculty prep-
2 aration programs,” after “teachers,”; and

3 (B) by inserting “all types and sizes of”
4 after “representatives of”; and

5 (7) in subsection (b) (as redesignated by para-
6 graph (1) of this section), by striking “paragraph
7 (1)” and inserting “subsection (a)”.

8 **SEC. 111. STATE PLAN.**

9 Section 122 (20 U.S.C. 2342) is amended—

10 (1) by striking “vocational” each place the term
11 appears and inserting “career”;

12 (2) in subsection (a)—

13 (A) in paragraph (1)—

14 (i) by striking “5” and inserting “6”;

15 and

16 (ii) by adding at the end the fol-
17 lowing: “Each eligible agency may submit
18 a transition plan during the first full year
19 of implementation of this Act after the
20 date of enactment of the Carl D. Perkins
21 Career and Technical Education Improve-
22 ment Act of 2005. The transition plan
23 shall fulfill the eligible agency’s State plan
24 submission obligation under this section.”;
25 and

1 (B) in paragraph (2)(B), by striking “5
2 year State plan” and inserting “6-year period”;
3 (3) by striking subsection (b)(1) and inserting
4 the following:

5 “(1) IN GENERAL.—The eligible agency shall
6 develop the State plan in consultation with academic
7 and career and technical education teachers, faculty,
8 principals, and administrators, career guidance and
9 academic counselors, eligible recipients, parents, stu-
10 dents, the State tech-prep coordinator and rep-
11 resentatives of tech-prep consortia (if applicable),
12 the lead State agency officials with responsibility for
13 the programs and activities that are described in
14 section 121(b) of the Workforce Investment Act of
15 1998 (29 U.S.C. 2841(b)) and carried out by one-
16 stop partners, the State workforce investment board,
17 interested community members (including parent
18 and community organizations), representatives of
19 special populations, representatives of business and
20 industry (including representatives of small business
21 and economic development entities), and representa-
22 tives of labor organizations in the State, and shall
23 consult the Governor of the State with respect to
24 such development.”;

1 (4) by striking subsection (c) and inserting the
2 following:

3 “(c) PLAN CONTENTS.—The State plan shall include
4 information that—

5 “(1) describes the career and technical edu-
6 cation activities to be assisted that are designed to
7 meet or exceed the State adjusted levels of perform-
8 ance, including a description of—

9 “(A) how the eligible agency will support
10 eligible recipients in developing or implementing
11 career pathways for career and technical edu-
12 cation content areas that are designed to meet
13 relevant workforce needs, including how the eli-
14 gible agency will—

15 “(i) support eligible recipients in de-
16 veloping articulation agreements between
17 secondary and postsecondary institutions;

18 “(ii) support eligible recipients in
19 using labor market information to identify
20 career pathways that prepare individuals
21 for high skill, high wage, or high demand
22 occupations;

23 “(iii) make available information
24 about career pathways offered by eligible
25 recipients; and

1 “(iv) consult with business and indus-
2 try and use industry-recognized standards
3 and assessments, if appropriate;

4 “(B) the secondary and postsecondary ca-
5 reer and technical education programs to be
6 carried out, including programs that will be car-
7 ried out by the eligible agency to develop, im-
8 prove, and expand access to quality technology
9 in career and technical education programs;

10 “(C) the criteria that will be used by the
11 eligible agency to approve eligible recipients for
12 funds under this title, including criteria to as-
13 sess the extent to which the local plan will—

14 “(i) promote higher levels of academic
15 achievement;

16 “(ii) promote higher levels of technical
17 skill attainment; and

18 “(iii) identify and address workforce
19 needs;

20 “(D) how programs at the secondary level
21 will prepare career and technical education stu-
22 dents, including special populations to graduate
23 from high school with a diploma;

24 “(E) how such programs will prepare ca-
25 reer and technical education students, including

1 special populations, both academically and tech-
2 nically, for opportunities in postsecondary edu-
3 cation or entry into high skill, high wage, or
4 high demand occupations in emerging or estab-
5 lished occupations, and how participating stu-
6 dents will be made aware of such opportunities;
7 and

8 “(F) how funds will be used to improve or
9 develop new career and technical education
10 courses in high skill, high wage, or high de-
11 mand occupations that are aligned with busi-
12 ness needs and industry standards, as
13 appropriate—

14 “(i) at the secondary level that are
15 aligned with challenging academic content
16 standards and student academic achieve-
17 ment standards adopted by the State
18 under section 1111(b)(1) of the Elemen-
19 tary and Secondary Education Act of
20 1965; and

21 “(ii) at the postsecondary level that
22 are relevant and challenging;

23 “(2) describes how career and technical edu-
24 cation teachers, faculty, principals, administrators,
25 and career guidance and academic counselors will be

1 provided comprehensive initial preparation and pro-
2 fessional development, including through programs
3 and activities that—

4 “(A) promote the integration of chal-
5 lenging academic curricula and career and tech-
6 nical education curricula, including opportuni-
7 ties for teachers to jointly develop and imple-
8 ment curriculum and pedagogical strategies
9 with appropriate academic teachers;

10 “(B) increase the academic and career and
11 technical education knowledge of career and
12 technical education teachers and faculty;

13 “(C) are high-quality, sustained, intensive,
14 focused on instruction, directly related to indus-
15 try standards, and includes structured induc-
16 tion and mentoring components for new per-
17 sonnel, with an emphasis on identifying and ad-
18 dressing the needs of local businesses, including
19 small businesses;

20 “(D) ensure an increasing number of ca-
21 reer and technical education teachers and fac-
22 ulty meet teacher certification and licensing re-
23 quirements reflecting the needs of their subject
24 area or areas;

1 “(E) equip career and technical education
2 teachers, faculty, principals, administrators,
3 and career guidance and academic counselors
4 with the knowledge and skills needed to work
5 with and improve instruction for special popu-
6 lations;

7 “(F) assist in accessing and utilizing data,
8 including labor market indicators, student
9 achievement, and assessments;

10 “(G) enhance the leadership capacity of
11 principals and administrators;

12 “(H) are integrated with professional de-
13 velopment activities that the State carries out
14 under title II of the Elementary and Secondary
15 Education Act of 1965 and title II of the High-
16 er Education Act of 1965; and

17 “(I) include strategies to expose all career
18 and technical education students to comprehen-
19 sive information regarding career options that
20 lead to high skill, high wage, or high demand
21 occupations and nontraditional fields;

22 “(3) describes efforts to improve—

23 “(A) the recruitment and retention of ca-
24 reer and technical education teachers, faculty,
25 counselors, principals, and administrators, in-

1 including individuals in groups underrepresented
2 in the teaching profession; and

3 “(B) the transition to teaching from busi-
4 ness and industry, including small business;

5 “(4) describes efforts to improve the capacity of
6 programs and faculty at postsecondary institutions
7 to effectively prepare career and technical education
8 personnel, including, as appropriate, through elec-
9 tronically delivered distance education, and articula-
10 tion agreements between 2-year technical programs
11 and postsecondary education programs;

12 “(5) describes efforts to facilitate the transition
13 of sub-baccalaureate career and technical education
14 students into baccalaureate degree programs,
15 including—

16 “(A) statewide articulation agreements be-
17 tween sub-baccalaureate career and technical
18 education programs and baccalaureate degree
19 programs;

20 “(B) postsecondary dual and concurrent
21 enrollment programs;

22 “(C) academic and financial aid coun-
23 seling; and

24 “(D) other initiatives to encourage the
25 pursuit of a baccalaureate degree and to over-

1 come barriers to participation in baccalaureate
2 degree programs, including geographic and
3 other barriers affecting rural students and spe-
4 cial populations;

5 “(6) describes how the eligible agency will ac-
6 tively involve parents, academic and career and tech-
7 nical education teachers, faculty, principals, and ad-
8 ministrators, career guidance and academic coun-
9 selors, local businesses (including small- and me-
10 dium-sized businesses and business intermediaries),
11 State workforce investment boards, local workforce
12 investment boards, economic development entities,
13 and labor organizations in the planning, develop-
14 ment, implementation, and evaluation of such career
15 and technical education programs;

16 “(7) describes how funds received by the eligible
17 agency through the allotment made under section
18 111 will be allocated—

19 “(A) among secondary school career and
20 technical education, or postsecondary and adult
21 career and technical education, or both, includ-
22 ing the rationale for such allocation; and

23 “(B) among any consortia that will be
24 formed among secondary schools and eligible in-
25 stitutions, and how funds will be allocated

1 among the members of the consortia, including
2 the rationale for such allocation;

3 “(8) describes how the eligible agency will—

4 “(A) use funds to improve or develop new
5 career and technical education courses in high
6 skill, high wage, or high demand occupations—

7 “(i) at the secondary level that are
8 aligned with challenging academic content
9 standards and student academic achieve-
10 ment standards adopted by the State
11 under section 1111(b)(1) of the Elemen-
12 tary and Secondary Education Act of
13 1965; and

14 “(ii) at the postsecondary level that
15 are challenging and aligned with business
16 needs and industry standards, as appro-
17 priate;

18 “(B) improve the academic and technical
19 skills of students participating in career and
20 technical education programs, including
21 strengthening the academic, and career and
22 technical, components of career and technical
23 education programs through the integration of
24 academics with career and technical education
25 to ensure learning in the core academic subjects

1 and career and technical education subjects,
2 and provide students with strong experience in,
3 and understanding of, all aspects of an indus-
4 try;

5 “(C) ensure that students who participate
6 in such career and technical education pro-
7 grams are taught to the same challenging aca-
8 demic proficiencies as are taught to all other
9 students; and

10 “(D) encourage secondary school students
11 who participate in such career and technical
12 education programs to enroll in challenging
13 courses in core academic subjects;

14 “(9) describes how the eligible agency will an-
15 nually evaluate the effectiveness of such career and
16 technical education programs, and describes, to the
17 extent practicable, how the eligible agency is coordi-
18 nating such programs to promote relevant lifelong
19 learning and ensure nonduplication with other exist-
20 ing Federal programs;

21 “(10) describes the eligible agency’s program
22 strategies for special populations, including a de-
23 scription of how individuals who are members of the
24 special populations—

1 “(A) will be provided with equal access to
2 activities assisted under this title;

3 “(B) will not be discriminated against on
4 the basis of their status as members of the spe-
5 cial populations; and

6 “(C) will be provided with programs de-
7 signed to enable the special populations to meet
8 or exceed State adjusted levels of performance,
9 and prepare special populations for further
10 learning and for high skill, high wage, or high
11 demand occupations;

12 “(11) how the eligible agency will collaborate in
13 developing the State plan with—

14 “(A) the entity within the State with re-
15 sponsibility for elementary and secondary edu-
16 cation;

17 “(B) the entity within the State with re-
18 sponsibility for public institutions engaged in
19 postsecondary education;

20 “(C) State institutions such as State cor-
21 rectional institutions and institutions that serve
22 individuals with disabilities; and

23 “(D) all other relevant State agencies with
24 responsibility for career and technical education

1 and training investment, and economic and
2 workforce development;

3 “(12) describes what steps the eligible agency
4 will take to involve representatives of eligible recipi-
5 ents in the development of the State adjusted levels
6 of performance;

7 “(13) provides assurances that the eligible
8 agency will comply with the requirements of this
9 title and the provisions of the State plan, including
10 the provision of a financial audit of funds received
11 under this title which may be included as part of an
12 audit of other Federal or State programs;

13 “(14) provides assurances that none of the
14 funds expended under this title will be used to ac-
15 quire equipment (including computer software) in
16 any instance in which such acquisition results in a
17 direct financial benefit to any organization rep-
18 resenting the interests of the purchasing entity, the
19 employees of the purchasing entity, or any affiliate
20 of such an organization;

21 “(15) describes how the eligible agency will
22 measure and report data relating to students partici-
23 pating in and completing career and technical edu-
24 cation within specific career clusters in order to ade-

1 quately measure the progress of the students, includ-
2 ing special populations, at—

3 “(A) the secondary level, disaggregated by
4 the categories described in section
5 1111(h)(1)(C)(i) of the Elementary and Sec-
6 ondary Education Act of 1965, except that such
7 disaggregation shall not be required in a case in
8 which the number of individuals in a category
9 is insufficient to yield statistically reliable infor-
10 mation or the results would reveal personally
11 identifiable information about an individual;
12 and

13 “(B) the postsecondary level, disaggregated
14 by special populations, except that such
15 disaggregation shall not be required in a case in
16 which the number of individuals in a category
17 is insufficient to yield statistically reliable infor-
18 mation or the results would reveal personally
19 identifiable information about an individual;

20 “(16) describes how the eligible agency will ade-
21 quately address the needs of students in alternative
22 education programs, if appropriate;

23 “(17) describes how the eligible agency will pro-
24 vide local educational agencies, area career and tech-

1 nical education schools, and eligible institutions in
2 the State with technical assistance;

3 “(18) describes how career and technical edu-
4 cation relates to State and regional occupational op-
5 portunities;

6 “(19) describes the methods proposed for the
7 joint planning and coordination of programs carried
8 out under this title with other Federal education and
9 workforce investment programs;

10 “(20) describes how funds will be used to pro-
11 mote preparation for high skill, high wage, or high
12 demand occupations and nontraditional fields in
13 emerging and established professions;

14 “(21) describes how funds will be used to serve
15 individuals in State correctional institutions;

16 “(22) describes how the eligible agency will en-
17 sure that the data reported to the eligible agency
18 from local educational agencies and eligible institu-
19 tions under this title and the data the eligible agency
20 reports to the Secretary are complete, accurate, and
21 reliable; and

22 “(23) contains the description and information
23 specified in sections 112(b)(8) and 121(c) of the
24 Workforce Investment Act of 1998 (29 U.S.C.
25 2822(b)(8) and 2841(c)) concerning the provision of

1 services only for postsecondary students and school
2 dropouts.”;

3 (5) by striking subsection (d) and inserting the
4 following:

5 “(d) PLAN OPTIONS.—

6 “(1) SINGLE PLAN.—The eligible agency may
7 fulfill the plan or application submission require-
8 ments of this section, section 118(b), and section
9 141(c) by submitting a single State plan. In such
10 plan, the eligible agency may allow eligible recipients
11 to fulfill the plan or application submission require-
12 ments of section 134 and subsections (a) and (b) of
13 section 143 by submitting a single local plan.

14 “(2) PLAN SUBMITTED AS PART OF 501
15 PLAN.—The eligible agency may submit the plan re-
16 quired under this section as part of the plan sub-
17 mitted under section 501 of the Workforce Invest-
18 ment Act of 1998 (20 U.S.C. 9271), if the plan sub-
19 mitted pursuant to the requirement of this section
20 meets the requirements of this Act.”; and

21 (6) by striking subsection (f).

22 **SEC. 112. IMPROVEMENT PLANS.**

23 Section 123 (20 U.S.C. 2343) is amended to read as
24 follows:

1 **“SEC. 123. IMPROVEMENT PLANS.**

2 “(a) STATE PROGRAM IMPROVEMENT PLAN.—

3 “(1) PLAN.—If a State fails to meet the State
4 adjusted levels of performance described in the re-
5 port submitted under section 113(c), the eligible
6 agency shall develop and implement a program im-
7 provement plan in consultation with the appropriate
8 agencies, individuals, and organizations for the first
9 program year succeeding the program year in which
10 the eligible agency failed to meet the State adjusted
11 levels of performance, in order to avoid a sanction
12 under paragraph (3).

13 “(2) TECHNICAL ASSISTANCE.—If the Sec-
14 retary determines that an eligible agency is not
15 properly implementing the eligible agency’s respon-
16 sibilities under section 122, or is not making sub-
17 stantial progress in meeting the purpose of this Act,
18 based on the State’s adjusted levels of performance,
19 the Secretary shall work with the eligible agency to
20 implement improvement activities consistent with the
21 requirements of this Act.

22 “(3) FAILURE.—

23 “(A) IN GENERAL.—If an eligible agency
24 fails to meet the State adjusted levels of per-
25 formance, has not implemented an improvement
26 plan as described in paragraph (1), has shown

1 no improvement within 1 year after imple-
2 menting an improvement plan as described in
3 paragraph (1), or has failed to meet more than
4 1 of the State adjusted levels of performance
5 for the same performance indicator for 2 or
6 more consecutive years, the Secretary may,
7 after notice and opportunity for a hearing,
8 withhold from the eligible agency all, or a por-
9 tion of, the eligible agency's allotment under
10 this title.

11 “(B) WAIVER FOR EXCEPTIONAL CIR-
12 CUMSTANCES.—The Secretary may waive the
13 sanction in subparagraph (A) due to exceptional
14 or uncontrollable circumstances such as a nat-
15 ural disaster or a precipitous and unforeseen
16 decline in financial resources of the State.

17 “(4) FUNDS RESULTING FROM REDUCED AL-
18 LOTMENTS.—

19 “(A) IN GENERAL.—The Secretary shall
20 use funds withheld under paragraph (3) for a
21 State served by an eligible agency, to provide
22 (through alternative arrangements) services and
23 activities within the State to meet the purposes
24 of this Act.

1 “(B) REDISTRIBUTION.—If the Secretary
2 cannot satisfactorily use funds withheld under
3 paragraph (3), then the amount of funds re-
4 tained by the Secretary as a result of a reduc-
5 tion in an allotment made under paragraph (3)
6 shall be redistributed to other eligible agencies
7 in accordance with section 111.

8 “(b) LOCAL PROGRAM IMPROVEMENT.—

9 “(1) LOCAL EVALUATION.—Each eligible agen-
10 cy shall evaluate annually, using the local adjusted
11 levels of performance described in section 113(b)(4),
12 the career and technical education activities of each
13 eligible recipient receiving funds under this title.

14 “(2) PLAN.—

15 “(A) IN GENERAL.—If, after reviewing the
16 evaluation, the eligible agency determines that
17 an eligible recipient is not making substantial
18 progress in achieving the local adjusted levels of
19 performance, the eligible agency shall—

20 “(i) conduct an assessment of the
21 educational needs that the eligible recipient
22 shall address to overcome local perform-
23 ance deficiencies, including the perform-
24 ance of special populations;

1 “(ii) enter into an improvement plan
2 with an eligible recipient based on the re-
3 sults of the assessment, for the first pro-
4 gram year succeeding the program year in
5 which the eligible recipient failed to meet
6 the local adjusted levels of performance,
7 which plan shall demonstrate how the local
8 performance deficiencies will be corrected
9 and include instructional and other pro-
10 grammatic innovations of demonstrated ef-
11 fectiveness, and, where necessary, strate-
12 gies for appropriate staffing and profes-
13 sional development; and

14 “(iii) conduct regular evaluations of
15 the progress being made toward reaching
16 the local adjusted levels of performance, as
17 described in section 113(b)(4), and
18 progress on implementing the improvement
19 plan.

20 “(B) CONSULTATION.—The eligible agency
21 shall conduct the activities described in sub-
22 paragraph (A) in consultation with teachers,
23 principals, administrators, faculty, parents,
24 other school staff, appropriate agencies, and
25 other appropriate individuals and organizations.

1 “(3) TECHNICAL ASSISTANCE.—If the eligible
2 agency determines that an eligible recipient is not
3 properly implementing the eligible recipient’s respon-
4 sibilities under section 134, or is not making sub-
5 stantial progress in meeting the purpose of this Act,
6 based on the local adjusted levels of performance,
7 the eligible agency shall provide technical assistance
8 to the eligible recipient to assist the eligible recipient
9 in carrying out the improvement activities consistent
10 with the requirements of this Act. An eligible recipi-
11 ent, in collaboration with the eligible agency, may re-
12 quest that the Secretary provide additional technical
13 assistance.

14 “(4) FAILURE.—

15 “(A) IN GENERAL.—If an eligible recipient
16 fails to meet the local adjusted levels of per-
17 formance as described in section 113(b)(4) and
18 has not implemented an improvement plan as
19 described in paragraph (2), has shown no im-
20 provement within 1 year after implementing an
21 improvement plan as described in paragraph
22 (2), or has failed to meet more than 1 of the
23 local adjusted levels of performance for the
24 same performance indicator for 2 or more con-
25 secutive years, the eligible agency may, after

1 notice and opportunity for a hearing, withhold
 2 from the eligible recipient all, or a portion of,
 3 the eligible recipient's allotment under this title.

4 “(B) WAIVER FOR EXCEPTIONAL CIR-
 5 CUMSTANCES.—The eligible agency may waive
 6 the sanction under this paragraph due to excep-
 7 tional or uncontrollable circumstances such as
 8 organizational structure, or a natural disaster
 9 or a precipitous and unforeseen decline in fi-
 10 nancial resources of the eligible recipient.

11 “(5) FUNDS RESULTING FROM REDUCED AL-
 12 LOTMENTS.—The eligible agency shall use funds
 13 withheld under paragraph (4) to provide (through
 14 alternative arrangements) services and activities to
 15 students within the area served by such recipient to
 16 meet the purpose of this Act.”.

17 **SEC. 113. STATE LEADERSHIP ACTIVITIES.**

18 Section 124 (20 U.S.C. 2344) is amended—

19 (1) by striking “vocational” each place the term
 20 appears and inserting “career”;

21 (2) in subsection (a), by striking “112(a)(2)”
 22 and inserting “112(a)(2)(A)”;

23 (3) in subsection (b)—

24 (A) in paragraph (1), by striking “further
 25 learning” and all that follows through the semi-

1 colon and inserting “further education, further
2 training, or for high skill, high wage, or high
3 demand occupations;”;

4 (B) in paragraph (2), by striking subpara-
5 graphs (A) through (C) and inserting the fol-
6 lowing:

7 “(A) training of career and technical edu-
8 cation teachers, faculty, principals, career guid-
9 ance and academic counselors, and administra-
10 tors to use technology, including distance learn-
11 ing;

12 “(B) encouraging schools to work with
13 technology industries to offer voluntary intern-
14 ships and mentoring programs; or

15 “(C) encouraging lifelong learning, includ-
16 ing through partnerships that may involve insti-
17 tutions of higher education, organizations pro-
18 viding career and technical education, busi-
19 nesses, workforce investment entities, and com-
20 munications entities;”;

21 (C) by striking paragraph (3) and insert-
22 ing the following:

23 “(3) professional development programs, includ-
24 ing providing comprehensive professional develop-
25 ment (including initial teacher preparation) for ca-

1 reer and technical education teachers, faculty, prin-
2 cipals, administrators, and career guidance and aca-
3 demic counselors at the secondary and postsecondary
4 levels, that support activities described in section
5 122 and—

6 “(A) provide in-service and pre-service
7 training in career and technical education pro-
8 grams and techniques, effective teaching skills
9 based on promising practices and, where avail-
10 able and appropriate, scientifically based re-
11 search, and effective practices to improve pa-
12 rental and community involvement;

13 “(B) improve student achievement in order
14 to meet the State adjusted levels of perform-
15 ance established under section 113;

16 “(C) support education programs for
17 teachers and faculty of career and technical
18 education in public schools and other public
19 school personnel who are involved in the direct
20 delivery of educational services to career and
21 technical education students to ensure that
22 such personnel—

23 “(i) stay current with the needs, ex-
24 pectations, and methods of industry;

1 “(ii) can effectively develop chal-
 2 lenging, integrated academic and career
 3 and technical education curriculum jointly
 4 with academic teachers, to the extent prac-
 5 ticable; and

6 “(iii) develop a higher level of aca-
 7 demic and industry knowledge and skills in
 8 career and technical education; and

9 “(D) are integrated with the teacher cer-
 10 tification or licensing and professional develop-
 11 ment activities that the State carries out under
 12 title II of the Elementary and Secondary Edu-
 13 cation Act of 1965 and title II of the Higher
 14 Education Act of 1965;”;

15 (D) in paragraph (4), by striking “support
 16 for” and inserting “supporting”;

17 (E) in paragraph (5), by striking “non-
 18 traditional training and employment” and in-
 19 serting “nontraditional fields in emerging and
 20 established professions, and other activities that
 21 expose students, including special populations,
 22 to high skill, high wage occupations”;

23 (F) in paragraph (6)—

24 (i) by inserting “intermediaries,” after
 25 “labor organizations,”; and

1 (ii) by inserting “, or complete career
2 pathways, as described in section
3 122(e)(1)(A)” after “skills”;

4 (G) in paragraph (7), by striking “and”
5 after the semicolon;

6 (H) in paragraph (8), by striking “wage
7 careers.” and inserting “wage, or high demand
8 occupations; and”;

9 (I) by adding at the end the following:

10 “(9) technical assistance for eligible recipi-
11 ents.”;

12 (4) by striking subsection (c) and inserting the
13 following:

14 “(c) PERMISSIBLE USES OF FUNDS.—The leadership
15 activities described in subsection (a) may include—

16 “(1) improvement of career guidance and aca-
17 demic counseling programs that assist students in
18 making informed academic, and career and technical
19 education, decisions, including encouraging sec-
20 ondary and postsecondary students to graduate with
21 a diploma or degree, and expose students to high
22 skill, high wage occupations and nontraditional fields
23 in emerging and established professions;

24 “(2) establishment of agreements, including ar-
25 ticipation agreements, between secondary and post-

1 secondary career and technical education programs
2 in order to provide postsecondary education and
3 training opportunities for students participating in
4 such career and technical education programs, such
5 as tech-prep programs;

6 “(3) support for initiatives to facilitate the
7 transition of sub-baccalaureate career and technical
8 education students into baccalaureate degree pro-
9 grams, including—

10 “(A) statewide articulation agreements be-
11 tween sub-baccalaureate degree granting career
12 and technical postsecondary educational institu-
13 tions and baccalaureate degree granting post-
14 secondary educational institutions;

15 “(B) postsecondary dual and concurrent
16 enrollment programs;

17 “(C) academic and financial aid coun-
18 seling; and

19 “(D) other initiatives—

20 “(i) to encourage the pursuit of a bac-
21 calaureate degree; and

22 “(ii) to overcome barriers to participa-
23 tion in baccalaureate degree programs, in-
24 cluding geographic and other barriers af-

1 fecting rural students and special popu-
2 lations;

3 “(4) support for career and technical student
4 organizations, especially with respect to efforts to in-
5 crease the participation of students who are mem-
6 bers of special populations;

7 “(5) support for public charter schools oper-
8 ating secondary career and technical education pro-
9 grams;

10 “(6) support for career and technical education
11 programs that offer experience in, and under-
12 standing of, all aspects of an industry for which stu-
13 dents are preparing to enter;

14 “(7) support for family and consumer sciences
15 programs;

16 “(8) support for partnerships between edu-
17 cation and business or business intermediaries, in-
18 cluding cooperative education and adjunct faculty
19 arrangements at the secondary and postsecondary
20 levels;

21 “(9) support to improve or develop new career
22 and technical education courses and initiatives, in-
23 cluding career clusters, career academies, and dis-
24 tance learning, that prepare individuals academically

1 and technically for high skill, high wage, or high de-
2 mand occupations;

3 “(10) awarding incentive grants to eligible re-
4 cipients for exemplary performance in carrying out
5 programs under this Act, which awards shall be
6 based on local performance indicators, as described
7 in section 113, in accordance with previously pub-
8 licly disclosed priorities;

9 “(11) providing career and technical education
10 programs for adults and school dropouts to complete
11 their secondary school education, in coordination, to
12 the extent practicable, with activities authorized
13 under title II of the Workforce Investment Act of
14 1998 (20 U.S.C. 9201 et seq.);

15 “(12) providing assistance to individuals, who
16 have participated in services and activities under
17 this title, in finding an appropriate job and con-
18 tinuing their education or training through collabo-
19 ration with the workforce investment system estab-
20 lished under the Workforce Investment Act of 1998
21 (29 U.S.C. 2801 et seq.);

22 “(13) developing valid and reliable assessments
23 of technical skills that are integrated with industry
24 certification assessments where available;

1 “(14) developing and enhancing data systems to
2 collect and analyze data on secondary and postsec-
3 ondary academic and employment outcomes;

4 “(15) improving—

5 “(A) the recruitment and retention of ca-
6 reer and technical education teachers, faculty,
7 principals, administrators, and career guidance
8 and academic counselors, including individuals
9 in groups underrepresented in the teaching pro-
10 fession; and

11 “(B) the transition to teaching from busi-
12 ness and industry, including small business; and

13 “(16) adopting, calculating, or commissioning a
14 self-sufficiency standard.”; and

15 (5) in subsection (d), by striking “112(a)(2)”
16 and inserting “112(a)(2)(A)”.

17 **SEC. 114. DISTRIBUTION OF FUNDS TO SECONDARY**
18 **SCHOOL PROGRAMS.**

19 Section 131 (20 U.S.C. 2351) is amended—

20 (1) by striking “vocational” each place the term
21 appears and inserting “career”;

22 (2) by striking subsection (a);

23 (3) by redesignating subsections (b) through (i)
24 as subsections (a) through (h), respectively;

1 (4) in subsection (a) (as redesignated by para-
2 graph (3) of this section)—

3 (A) in the subsection heading, by striking
4 “SPECIAL DISTRIBUTION RULES FOR SUC-
5 CEEDING FISCAL YEARS” and inserting “DIS-
6 TRIBUTION RULES”; and

7 (B) by striking “for fiscal year 2000 and
8 succeeding fiscal years”;

9 (5) in subsection (b) (as redesignated by para-
10 graph (3) of this section)—

11 (A) by striking “subsection (b)” and in-
12 serting “subsection (a)”; and

13 (B) in paragraph (1), by striking
14 “9902(2))” and inserting “9902(2)))”;

15 (6) in subsection (e) (as redesignated by para-
16 graph (3) of this section), in the subsection heading,
17 by striking “VOCATIONAL” and inserting “CAREER”;
18 and

19 (7) in subsection (g) (as redesignated by para-
20 graph (3) of this section), by striking “subsections
21 (a), (b), (c), and (d)” and inserting “subsections (a),
22 (b), and (c)”.

1 **SEC. 115. DISTRIBUTION OF FUNDS FOR POSTSECONDARY**
 2 **CAREER AND TECHNICAL EDUCATION PRO-**
 3 **GRAMS.**

4 Section 132 (20 U.S.C. 2352) is amended—

5 (1) by striking the section heading and insert-
 6 ing the following:

7 **“SEC. 132. DISTRIBUTION OF FUNDS FOR POSTSECONDARY**
 8 **CAREER AND TECHNICAL EDUCATION PRO-**
 9 **GRAMS.”;**

10 and

11 (2) in subsection (a)—

12 (A) in paragraph (1), by inserting “for ca-
 13 reer and technical education programs leading
 14 to a technical skill proficiency, an industry-rec-
 15 ognized credential, a certificate, or an associ-
 16 ate’s degree” before the period; and

17 (B) in paragraph (2), by inserting “leading
 18 to a technical skill proficiency, an industry-rec-
 19 ognized credential, a certificate, or an associ-
 20 ate’s degree and” after “enrolled in programs”.

21 **SEC. 116. SPECIAL RULES FOR CAREER AND TECHNICAL**
 22 **EDUCATION.**

23 Section 133 (20 U.S.C. 2353) is amended—

24 (1) by striking the section heading and insert-
 25 ing the following:

1 **“SEC. 133. SPECIAL RULES FOR CAREER AND TECHNICAL**
 2 **EDUCATION.”;**

3 and

4 (2) by striking “vocational” each place such
 5 term appears and inserting “career”.

6 **SEC. 117. LOCAL PLAN FOR CAREER AND TECHNICAL EDU-**
 7 **CATION PROGRAMS.**

8 Section 134 (20 U.S.C. 2354) is amended—

9 (1) by striking the section heading and insert-
 10 ing the following:

11 **“SEC. 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDU-**
 12 **CATION PROGRAMS.”;**

13 (2) in subsection (a), by inserting “and work-
 14 force investment” after “such other educational”;

15 and

16 (3) in subsection (b), by striking paragraphs
 17 (1) through (10) and inserting the following:

18 “(1) describe how the career and technical edu-
 19 cation programs required under section 135(b) will
 20 be carried out with funds received under this title;

21 “(2) describe how the career and technical edu-
 22 cation activities will be carried out with respect to
 23 meeting State and local adjusted levels of perform-
 24 ance established under section 113;

25 “(3) describe how the eligible recipient will—

1 “(A) offer the appropriate courses of not
2 less than 1 of the career pathways described in
3 section 122(c)(1)(A);

4 “(B) improve the academic and technical
5 skills of students participating in career and
6 technical education programs by strengthening
7 the academic and career and technical edu-
8 cation components of such programs through
9 the integration of challenging academics with
10 career and technical education programs
11 through a coherent sequence of courses to en-
12 sure learning in the core academic subjects, and
13 career and technical education subjects;

14 “(C) provide students with strong experi-
15 ence in and understanding of all aspects of an
16 industry; and

17 “(D) ensure that students who participate
18 in such career and technical education pro-
19 grams are taught to the same challenging aca-
20 demic proficiencies as are taught for all other
21 students;

22 “(4) describe how comprehensive professional
23 development will be provided that is consistent with
24 section 122;

1 “(5) describe how parents, students, academic
2 and career and technical education teachers, faculty,
3 principals, administrators, career guidance and aca-
4 demic counselors, representatives of tech-prep con-
5 sortia (if applicable), representatives of the local
6 workforce investment board (if applicable), rep-
7 resentatives of the local economic development entity
8 (if applicable), representatives of business (including
9 small business) and industry, labor organizations,
10 representatives of special populations, and other in-
11 terested individuals are involved in the development,
12 implementation, and evaluation of career and tech-
13 nical education programs assisted under this title,
14 and how such individuals and entities are effectively
15 informed about, and assisted in, understanding, the
16 requirements of this title, including career pathways;

17 “(6) provide assurances that the eligible recipi-
18 ent will provide a career and technical education
19 program that is of such size, scope, and quality to
20 bring about improvement in the quality of career
21 and technical education programs;

22 “(7) describe the process that will be used to
23 evaluate and continuously improve the performance
24 of the eligible recipient;

25 “(8) describe how the eligible recipient—

1 “(A) will review career and technical edu-
2 cation programs, and identify and adopt strate-
3 gies to overcome barriers that result in lowering
4 rates of access to or lowering success in the
5 programs, for special populations; and

6 “(B) will provide programs that are de-
7 signed to enable the special populations to meet
8 the local adjusted levels of performance and
9 prepare for high skill, high wage, or high de-
10 mand occupations, including those that will lead
11 to self-sufficiency;

12 “(9) describe how individuals who are members
13 of special populations will not be discriminated
14 against on the basis of their status as members of
15 the special populations;

16 “(10) describe how funds will be used to pro-
17 mote preparation for nontraditional fields;

18 “(11) describe how career guidance and aca-
19 demic counseling will be provided to all career and
20 technical education students, including linkages to
21 the information and services available through the
22 one-stop delivery system established under section
23 121 of the Workforce Investment Act of 1998 (29
24 U.S.C. 2841), as appropriate; and

1 “(12) describe efforts to improve the recruit-
2 ment and retention of career and technical education
3 teachers, faculty, counselors, principals, and admin-
4 istrators, including individuals in groups underrep-
5 resented in the teaching profession, and the transi-
6 tion to teaching from business and industry.”.

7 **SEC. 118. LOCAL USES OF FUNDS.**

8 Section 135 (20 U.S.C. 2355) is amended—

9 (1) in subsection (a), by striking “vocational”
10 and inserting “career”;

11 (2) in subsection (b)—

12 (A) in the matter preceding paragraph (1),
13 by striking “vocational” and inserting “career”;
14 and

15 (B) by striking paragraphs (1) through (8)
16 and inserting the following:

17 “(1) strengthen the academic and career and
18 technical education skills of students participating in
19 career and technical education programs by
20 strengthening the academic and career and technical
21 education components of such programs through the
22 integration of academics with career and technical
23 education programs through a coherent sequence of
24 courses, such as career pathways described in sec-
25 tion 122(c)(1)(A), to ensure learning in the core

1 academic subjects and career and technical edu-
2 cation subjects;

3 “(2) link secondary career and technical edu-
4 cation and postsecondary career and technical edu-
5 cation, including by—

6 “(A) offering the relevant elements of not
7 less than 1 career pathway described in section
8 122(c)(1)(A);

9 “(B) developing and supporting articula-
10 tion agreements between secondary and postsec-
11 ondary institutions; or

12 “(C) supporting tech-prep programs and
13 consortia;

14 “(3) provide students with strong experience in
15 and understanding of all aspects of an industry;

16 “(4) develop, improve, or expand the use of
17 technology in career and technical education, which
18 may include—

19 “(A) training of career and technical edu-
20 cation teachers, faculty, principals, and admin-
21 istrators to use technology, including distance
22 learning; or

23 “(B) encouraging schools to collaborate
24 with technology industries to offer voluntary in-
25 ternships and mentoring programs;

1 “(5) provide professional development programs
2 that are consistent with section 122 to secondary
3 and postsecondary teachers, faculty, principals, ad-
4 ministrators, and career guidance and academic
5 counselors who are involved in integrated career and
6 technical education programs, including—

7 “(A) in-service and pre-service training—

8 “(i) in career and technical education
9 programs and techniques;

10 “(ii) in effective integration of chal-
11 lenging academic and career and technical
12 education jointly with academic teachers,
13 to the extent practicable;

14 “(iii) in effective teaching skills based
15 on research that includes promising prac-
16 tices; and

17 “(iv) in effective practices to improve
18 parental and community involvement;

19 “(B) support of education programs that
20 provide information on all aspects of an indus-
21 try;

22 “(C) internship programs that provide rel-
23 evant business experience; and

24 “(D) programs dedicated to the effective
25 use of instructional technology;

1 “(6) develop and implement evaluations of the
2 career and technical education programs carried out
3 with funds under this title, including an assessment
4 of how the needs of special populations are being
5 met;

6 “(7) initiate, improve, expand, and modernize
7 quality career and technical education programs, in-
8 cluding relevant technology;

9 “(8) provide services and activities that are of
10 sufficient size, scope, and quality to be effective; and

11 “(9) provide activities to prepare special popu-
12 lations, including single parents and displaced home-
13 makers (if enrolled in the program), for high skill,
14 high wage, or high demand occupations, including
15 those that will lead to self-sufficiency.”; and

16 (3) in subsection (c)—

17 (A) in paragraph (1), by striking “voca-
18 tional” and inserting “career”; and

19 (B) by striking paragraphs (2) through
20 (15) and inserting the following:

21 “(2) to provide career guidance and academic
22 counseling that is based on current labor market in-
23 dicators, as provided pursuant to section 118, for
24 students participating in career and technical edu-
25 cation programs that—

1 “(A) improves graduation rates and pro-
2 vides information on postsecondary and career
3 options, including baccalaureate degree pro-
4 grams, for secondary students, which activities
5 may include the use of graduation and career
6 plans; and

7 “(B) provides assistance for postsecondary
8 students, including for adult students who are
9 changing careers or updating skills;

10 “(3) for partnerships between or among the eli-
11 gible recipient and a business (including a small
12 business or business intermediary), a local workforce
13 investment board, or a local economic development
14 entity, including for—

15 “(A) work-related experience for students,
16 such as internships, cooperative education,
17 school-based enterprises, entrepreneurship, and
18 job shadowing that are related to career and
19 technical education programs;

20 “(B) adjunct faculty arrangements at the
21 secondary and postsecondary levels; and

22 “(C) industry experience for teachers and
23 faculty;

24 “(4) to provide programs for special popu-
25 lations;

1 “(5) to assist career and technical student orga-
2 nizations;

3 “(6) for mentoring and support services;

4 “(7) for leasing, purchasing, upgrading, or
5 adapting instructional equipment, including support
6 for library resources, such as business journals, pub-
7 lications, and other related resources designed to
8 strengthen and support academic and technical skill
9 achievement;

10 “(8) for teacher preparation programs that ad-
11 dress the integration of academic and career and
12 technical education and that assist individuals who
13 are interested in becoming career and technical edu-
14 cation teachers and faculty, including individuals
15 with experience in business and industry;

16 “(9) to develop and expand postsecondary pro-
17 gram offerings at times and in formats that are con-
18 venient and accessible for working students, includ-
19 ing through the use of distance education;

20 “(10) to develop initiatives that facilitate the
21 transition of sub-baccalaureate career and technical
22 education students into baccalaureate degree pro-
23 grams, including—

24 “(A) articulation agreements between sub-
25 baccalaureate degree granting career and tech-

1 nical education postsecondary educational insti-
2 tutions and baccalaureate degree granting post-
3 secondary educational institutions;

4 “(B) postsecondary dual and concurrent
5 enrollment programs;

6 “(C) academic and financial aid counseling
7 for sub-baccalaureate career and technical edu-
8 cation students that inform the students of the
9 opportunities for pursuing a baccalaureate de-
10 gree and advise the students on how to meet
11 any transfer requirements; and

12 “(D) other initiatives—

13 “(i) to encourage the pursuit of a bac-
14 calaureate degree; and

15 “(ii) to overcome barriers to enroll-
16 ment in and completion of baccalaureate
17 degree programs, including geographic and
18 other barriers affecting rural students and
19 special populations;

20 “(11) for improving or developing new career
21 and technical education courses, including entrepre-
22 neurship and development of new career pathways;

23 “(12) to develop and support small, personal-
24 ized career-themed learning communities;

1 “(13) to provide support for family and con-
2 sumer sciences programs;

3 “(14) to provide career and technical education
4 programs for adults and school dropouts to complete
5 their secondary school education or upgrade their
6 technical skills;

7 “(15) to provide assistance to individuals who
8 have participated in services and activities under
9 this title in finding an appropriate job and con-
10 tinuing their education or training through collabo-
11 ration with the workforce investment system estab-
12 lished under the Workforce Investment Act of 1998
13 (29 U.S.C. 2801 et seq.);

14 “(16) to support activities in nontraditional
15 fields, such as mentoring and outreach; and

16 “(17) to support other career and technical
17 education activities that are consistent with the pur-
18 pose of this Act.”.

19 **SEC. 119. TECH-PREP EDUCATION.**

20 (a) REDESIGNATION.—Title II (20 U.S.C. 2371 et
21 seq.) is amended—

22 (1) by striking the title heading and inserting
23 the following:

1 **“PART D—TECH-PREP EDUCATION”;**

2 (2) by striking sections 201, 202, 206, and 207;

3 and

4 (3) by redesignating sections 203, 204, 205,
5 and 208, as sections 141, 142, 143, and 144, re-
6 spectively.

7 (b) STATE ALLOTMENT AND APPLICATION.—Section
8 141 (as redesignated by subsection (a) of this section) is
9 amended—

10 (1) in subsection (a), by striking “section 206”
11 and inserting “section 144”; and

12 (2) by striking subsection (c) and inserting the
13 following:

14 “(c) STATE APPLICATION.—Each eligible agency de-
15 siring assistance under this part shall submit an applica-
16 tion to the Secretary at such time, in such manner, and
17 accompanied by such information as the Secretary may
18 require. Such application shall describe how activities
19 under this part will be coordinated, to the extent prac-
20 ticable, with activities described in section 122.”.

21 (c) TECH-PREP EDUCATION.—Section 142 (as redес-
22 ignated by subsection (a) of this section) is amended—

23 (1) in subsection (a)—

24 (A) in paragraph (1)—

25 (i) by striking “section 203” and in-
26 serting “section 141”;

1 (ii) by striking “title” and inserting
2 “part”;

3 (iii) by striking “vocational” both
4 places the term appears and inserting “ca-
5 reer”; and

6 (iv) in subparagraph (A), by inserting
7 “, educational service agency,” after “in-
8 termediate educational agency”; and
9 (B) in paragraph (2)—

10 (i) in subparagraph (A), by striking
11 “and”;

12 (ii) in subparagraph (B), by striking
13 the period at the end and inserting a semi-
14 colon; and

15 (iii) by adding at the end the fol-
16 lowing:

17 “(C) employers, including small businesses,
18 or business intermediaries; and

19 “(D) labor organizations.”;

20 (2) in subsection (c)—

21 (A) by striking paragraph (2) and insert-
22 ing the following:

23 “(2) consist of not less than 2 years of sec-
24 ondary school with a common core of technical skills
25 and core academic subjects preceding graduation

1 and 2 years or more of higher education, or an ap-
2 prenticeship program of not less than 2 years fol-
3 lowing secondary instruction, designed to lead to
4 technical skill proficiency, a credential, a certificate,
5 or a degree, in a specific career field;”;

6 (B) in paragraph (3)(B), by inserting “in-
7 cluding through the use of articulation agree-
8 ments, and” after “career fields;”;

9 (C) by striking paragraph (4) and insert-
10 ing the following:

11 “(4) include in-service professional development
12 for teachers, faculty, principals, and administrators
13 that—

14 “(A) supports effective implementation of
15 tech-prep programs;

16 “(B) supports joint training in the tech-
17 prep consortium;

18 “(C) supports the needs, expectations, and
19 methods of business and all aspects of an in-
20 dustry;

21 “(D) supports the use of contextual and
22 applied curricula, instruction, and assessment;

23 “(E) supports the use and application of
24 technology; and

1 “(F) assists in accessing and utilizing
2 data, including labor market indicators, achieve-
3 ment, and assessments;”;

4 (D) in paragraph (5)—

5 (i) by striking “training” and insert-
6 ing “professional development”;

7 (ii) in subparagraph (B), by inserting
8 “, which may include through the use of
9 graduation and career plans” after “pro-
10 grams”;

11 (iii) in subparagraph (D), by striking
12 “and”;

13 (iv) in subparagraph (E), by inserting
14 “and” after the semicolon; and

15 (v) by adding at the end the following:
16 “(F) provide comprehensive career guid-
17 ance and academic counseling to participating
18 students, including special populations;”;

19 (E) in paragraph (6)—

20 (i) by inserting “(including pre-ap-
21 prenticeship programs)” after “programs”;

22 and

23 (ii) by striking “and” after the semi-
24 colon;

1 (F) in paragraph (7), by striking the pe-
2 riod at the end and inserting “; and”; and

3 (G) by adding at the end the following:

4 “(8) coordinate with activities conducted under
5 this title.”; and

6 (3) in subsection (d)—

7 (A) in paragraph (2), by striking “and”
8 after the semicolon;

9 (B) in paragraph (3), by striking the pe-
10 riod at the end and inserting a semicolon; and

11 (C) by adding at the end the following:

12 “(4) improve career guidance and academic
13 counseling for participating students through the de-
14 velopment and implementation of graduation and ca-
15 reer plans; and

16 “(5) develop curriculum that supports effective
17 transitions between secondary and postsecondary ca-
18 reer and technical education programs.”.

19 (d) CONSORTIUM APPLICATIONS.—Section 143 (as
20 redesignated by subsection (a) of this section) is
21 amended—

22 (1) in subsection (a), by striking “title” and in-
23 serting “part”;

24 (2) in subsection (b)—

25 (A) by striking “5” and inserting “6”; and

1 (B) by striking “title” and inserting
2 “part”;

3 (3) in subsection (d)—

4 (A) in paragraph (1), by inserting “or ad-
5 vanced” after “baccalaureate”;

6 (B) by striking paragraph (4) and insert-
7 ing the following:

8 “(4) provide education and training in areas or
9 skills, including emerging technology, in which there
10 are significant workforce shortages based on the
11 data provided by the entity in the State under sec-
12 tion 118;”;

13 (C) in paragraph (5), by striking the pe-
14 riod at the end and inserting “; and”; and

15 (D) by adding at the end the following:

16 “(6) demonstrate success in, or provide assur-
17 ances of, coordination and integration with eligible
18 recipients described in part C.”; and

19 (4) in subsection (e), by striking “title” and in-
20 serting “part”.

21 (e) AUTHORIZATION OF APPROPRIATIONS.—Section
22 144 (as redesignated by subsection (a) of this section) is
23 amended—

24 (1) by striking “title (other than section 207)”
25 and inserting “part”; and

1 (2) by striking “1999 and each of the 4” and
2 inserting “2006 and each of the 5”.

3 **TITLE II—GENERAL PROVISIONS**

4 **SEC. 201. REDESIGNATION OF TITLE.**

5 (a) FEDERAL ADMINISTRATIVE PROVISIONS.—Title
6 III (20 U.S.C. 2391 et seq.) is amended by redesignating
7 sections 311 through 318 as sections 211 through 218,
8 respectively.

9 (b) STATE ADMINISTRATIVE PROVISIONS.—Title III
10 (20 U.S.C. 2391 et seq.) is amended by redesignating sec-
11 tions 321 through 325 as sections 221 through 225, re-
12 spectively.

13 (c) TITLE HEADING.—The title heading of title III
14 (20 U.S.C. 2391 et seq.) is amended to read as follows:

15 **“TITLE II—GENERAL**
16 **PROVISIONS”.**

17 **SEC. 202. FISCAL REQUIREMENTS.**

18 Section 211 (as redesignated by section 201 of this
19 Act) is amended—

20 (1) by striking “vocational” each place the term
21 appears and inserting “career”; and

22 (2) in subsection (b)—

23 (A) by striking paragraph (1) and insert-
24 ing the following:

25 “(1) DETERMINATION.—

1 “(A) IN GENERAL.—Except as provided in
2 subparagraphs (B) and (C), no payments shall
3 be made under this Act for any fiscal year to
4 a State for activities authorized under title I
5 unless the Secretary determines that the aver-
6 age fiscal effort per student or the aggregate
7 expenditures of such State for career and tech-
8 nical education programs for the 3 fiscal years
9 preceding the fiscal year for which the deter-
10 mination is made, equaled or exceeded such ef-
11 fort or expenditures for career and technical
12 education programs, for the 3 fiscal years pre-
13 ceding the fiscal year for which the determina-
14 tion is made.

15 “(B) COMPUTATION.—In computing the
16 average fiscal effort or aggregate expenditures
17 pursuant to subparagraph (A), the Secretary
18 shall exclude capital expenditures, special one-
19 time project costs, and the cost of pilot pro-
20 grams.

21 “(C) DECREASE IN FEDERAL SUPPORT.—
22 If the amount made available for career and
23 technical education programs under this Act for
24 a fiscal year is less than the amount made
25 available for career and technical education pro-

1 grams under this Act for the preceding fiscal
 2 year, then the average fiscal effort per student
 3 or the aggregate expenditures of a State re-
 4 quired by subparagraph (A) for the 3 preceding
 5 fiscal years shall be decreased by the same per-
 6 centage as the percentage decrease in the
 7 amount so made available.”; and

8 (B) in paragraph (2), by striking “fiscal
 9 effort” both places the term appears and insert-
 10 ing “average fiscal effort”.

11 **SEC. 203. VOLUNTARY SELECTION AND PARTICIPATION.**

12 Section 214 (as redesignated by section 201 of this
 13 Act) is amended by striking “vocational” both places the
 14 term appears and inserting “career”.

15 **SEC. 204. LIMITATION FOR CERTAIN STUDENTS.**

16 Section 215 (as redesignated by section 201 of this
 17 Act) is amended by striking “vocational” and inserting
 18 “career”.

19 **SEC. 205. AUTHORIZATION OF SECRETARY; PARTICIPATION**
 20 **OF PRIVATE SCHOOL PERSONNEL.**

21 Part A of title II (as redesignated by section 201 of
 22 this Act) is amended—

23 (1) by striking section 217;

24 (2) by redesignating section 218 as section 217;

25 and

1 (3) in section 217 (as redesignated by para-
2 graph (2) of this section)—

3 (A) by inserting “principals,” after “for
4 vocational and technical education teachers,”;

5 (B) by inserting “principals,” after “of vo-
6 cational and technical education teachers,”; and

7 (C) by striking “vocational” each place the
8 term appears and inserting “career”.

9 **SEC. 206. STUDENT ASSISTANCE AND OTHER FEDERAL**
10 **PROGRAMS.**

11 Section 225(c) (as redesignated by section 201 of this
12 Act) is amended—

13 (1) in the subsection heading, by striking “VO-
14 CATIONAL” and inserting “CAREER”; and

15 (2) by striking “vocational” both places the
16 term appears and inserting “career”.

17 **SEC. 207. TABLE OF CONTENTS.**

18 Section 1(b) (20 U.S.C. 2301 note) is amended to
19 read as follows:

20 “(b) TABLE OF CONTENTS.—The table of contents
21 for this Act is as follows:.

“Sec. 1. Short title; table of contents.

“Sec. 2. Purpose.

“Sec. 3. Definitions.

“Sec. 4. Transition provisions.

“Sec. 5. Privacy.

“Sec. 6. Limitation.

“Sec. 7. Special rule.

“Sec. 8. Authorization of appropriations.

“TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO
THE STATES

“PART A—ALLOTMENT AND ALLOCATION

- “Sec. 111. Reservations and State allotment.
- “Sec. 112. Within State allocation.
- “Sec. 113. Accountability.
- “Sec. 114. National activities.
- “Sec. 115. Assistance for the outlying areas.
- “Sec. 116. Native American program.
- “Sec. 117. Tribally controlled postsecondary career and technical institutions.
- “Sec. 118. Occupational and employment information.

“PART B—STATE PROVISIONS

- “Sec. 121. State administration.
- “Sec. 122. State plan.
- “Sec. 123. Improvement plans.
- “Sec. 124. State leadership activities.

“PART C—LOCAL PROVISIONS

- “Sec. 131. Distribution of funds to secondary school programs.
- “Sec. 132. Distribution of funds for postsecondary career and technical education programs.
- “Sec. 133. Special rules for career and technical education.
- “Sec. 134. Local plan for career and technical education programs.
- “Sec. 135. Local uses of funds.

“PART D—TECH-PREP EDUCATION

- “Sec. 141. State allotment and application.
- “Sec. 142. Tech-prep education.
- “Sec. 143. Consortium applications.
- “Sec. 144. Authorization of appropriations.

“TITLE II—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

- “Sec. 211. Fiscal requirements.
- “Sec. 212. Authority to make payments.
- “Sec. 213. Construction.
- “Sec. 214. Voluntary selection and participation.
- “Sec. 215. Limitation for certain students.
- “Sec. 216. Federal laws guaranteeing civil rights.
- “Sec. 217. Participation of private school personnel.

“PART B—STATE ADMINISTRATIVE PROVISIONS

- “Sec. 221. Joint funding.
- “Sec. 222. Prohibition on use of funds to induce out-of-State relocation of businesses.
- “Sec. 223. State administrative costs.

“Sec. 224. Limitation on Federal regulations.

“Sec. 225. Student assistance and other Federal programs.”.

Passed the Senate March 10, 2005.

Attest:

Secretary.

109TH CONGRESS
1ST SESSION

S. 250

AN ACT

To amend the Carl D. Perkins Vocational and
Technical Education Act of 1998 to improve the
Act.