

113TH CONGRESS
1ST SESSION

S. 1370

To establish partnerships to create or enhance educational and skills development pathways to 21st century careers, and for other purposes.

IN THE SENATE OF THE UNITED STATES

JULY 25, 2013

Mrs. MURRAY introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To establish partnerships to create or enhance educational and skills development pathways to 21st century careers, and for other purposes.

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 “Promoting Innovations to 21st Century Careers Act”.

6 (b) TABLE OF CONTENTS.—The table of contents of
7 this Act is as follows:

Sec. 1. Short title; table of contents.
Sec. 2. Findings; purposes.
Sec. 3. Definitions.

TITLE I—CAREER PATHWAYS GRANTS

- Sec. 101. State partnership planning grants.
- Sec. 102. State partnership implementation grants.
- Sec. 103. Regional partnership subgrants.
- Sec. 104. State partnership transition grants.

TITLE II—CAREER PATHWAYS PARTNERSHIP SUPPLEMENTAL GRANTS

- Sec. 201. State partnership supplemental grants program authorized.
- Sec. 202. Types of supplemental grants.

TITLE III—GENERAL PROVISIONS

- Sec. 301. Establishment of the National Academic and Career Innovation Center.
- Sec. 302. Accountability and performance measurement.
- Sec. 303. Evaluation and research.
- Sec. 304. Benefits and labor standards.
- Sec. 305. Sunshine provision.
- Sec. 306. Authorization of appropriations and distribution.

1 **SEC. 2. FINDINGS; PURPOSES.**

2 (a) FINDINGS.—Congress finds the following:

3 (1) A highly skilled and agile workforce is nec-
 4 essary to compete in the global economy and main-
 5 tain the standard of living of the United States.

6 (2) According to a 2011 report by the Alliance
 7 for Excellent Education, nearly 7,000 students drop
 8 out of high school every day. Annually, 1,200,000
 9 students will not graduate from high school with
 10 their peers as scheduled.

11 (3) High school dropouts have a high social
 12 cost. According to a 2009 study by Northeastern
 13 University, when compared to high school graduates,
 14 high school dropouts will cost the taxpayers an aver-
 15 age of \$292,000. And for high school dropouts be-

1 tween the ages of 16 and 24, incarceration rates are
2 63 times higher than among college graduates.

3 (4) According to the United States Census Bu-
4 reau, on average a student who drops out of high
5 school will have an annual income \$20,241. That is
6 \$10,386 less than an individual with a high school
7 diploma, and \$36,424 less than an individual with a
8 bachelor's degree.

9 (5) According to the National Center for Edu-
10 cation Statistics, 21 percent of first-year under-
11 graduate students in the 2007–2008 academic
12 school year reported taking at least one remedial
13 course. Twenty-four percent of first-time under-
14 graduate community college students reported tak-
15 ing a least one remedial course.

16 (6) According to a 2011 report by the American
17 College Testing Program (ACT), by 2018,
18 30,000,000 new and replacement jobs will require
19 some postsecondary education. The current decline
20 in postsecondary credential attainment threatens the
21 ability of American businesses to compete globally.
22 Currently, about 90,000,000 Americans (half of the
23 U.S. workforce) lack the skills required to function
24 well in the global economy or to earn family sus-
25 taining wages.

1 (7) According to the findings of a 2006 study
2 conducted by the American College Testing Program
3 (ACT), the skills required for high school students
4 to be ready to successfully enter postsecondary edu-
5 cation and to enter workforce training programs are
6 comparable. The report found that high school grad-
7 uates need a comparable level of readiness in read-
8 ing and mathematics to enter college-level courses
9 without remediation and to enter workforce training
10 programs in jobs that are likely to offer family-sup-
11 porting wages and the potential for career advance-
12 ment.

13 (8) According to a 2003 report for the Edu-
14 cational Testing Service, about 40 percent of Amer-
15 ican adults do not have skills typical of those with
16 some college, but the fastest job growth will occur in
17 those jobs in which incumbent workers currently
18 have skill levels reflecting at least some postsec-
19 ondary education.

20 (9) An increase in a country's overall level of
21 educational attainment leads to an increase in its
22 overall rate of economic growth. According to a 2009
23 Mckinsey & Company report, if the United States
24 had in recent years closed the gap between its edu-
25 cational achievement levels and those of better-per-

1 forming nations such as Finland and Korea, gross
2 domestic product in 2008 could have been
3 \$1,300,000,000 to \$2,300,000,000 higher. This rep-
4 resents 9 to 16 percent of gross domestic product.

5 (10) According to the American College Testing
6 Program's (ACT) analysis of the data from a 2009
7 Organization for Economic Co-operation and Devel-
8 opment report, if current trends in postsecondary cre-
9 dential attainment continue for the United States,
10 the next generation of American workers will be less
11 educated than the previous generation for the first
12 time in the history of the United States.

13 (b) PURPOSES.—The purposes of this Act are—

14 (1) to increase the graduation rate of students
15 from high school;

16 (2) to increase the number of high school stu-
17 dents prepared with 21st century skills for college-
18 level work and workforce development after gradua-
19 tion from secondary school;

20 (3) to improve the long-term labor market pros-
21 pects for young people;

22 (4) to establish State and regional partnerships
23 among education, business, labor, and workforce and
24 economic development leaders for the purposes of—

1 (A) creating or enhancing educational
 2 pathways for high school students to postsec-
 3 ondary education, including registered appren-
 4 ticeship programs, and to 21st century careers;

5 (B) aligning the requirements for success-
 6 fully exiting secondary education and entering
 7 postsecondary education and workforce develop-
 8 ment; and

9 (C) developing a coherent vision for com-
 10 munity development that complements and co-
 11 ordinates ongoing and new efforts in education
 12 and workforce and economic development;

13 (5) to increase the use of industry-based skill
 14 standards, such as those certifications developed by
 15 the Manufacturing Skill Standards Council and the
 16 National Institute for Metalworking Skills; and

17 (6) to increase the number of highly skilled and
 18 agile workers available to employers, particularly in
 19 high skill, high demand industries.

20 **SEC. 3. DEFINITIONS.**

21 In this Act:

22 (1) AT-RISK YOUTH.—The term “at-risk youth”
 23 means a high school student who—

24 (A) is economically disadvantaged, as de-
 25 termined by the student being—

1 (i) eligible for free or reduced price
2 lunch under the Richard B. Russell Na-
3 tional School Lunch Act (42 U.S.C. 1751
4 et seq.);

5 (ii) eligible to receive medical assist-
6 ance under the State Medicaid program es-
7 tablished under title XIX of the Social Se-
8 curity Act (42 U.S.C. 1396 et seq.); or

9 (iii) a member of a family receiving
10 assistance under the State program funded
11 under part A of title IV of the Social Secu-
12 rity Act (42 U.S.C. 601 et seq.);

13 (B) is at risk for academic failure;

14 (C) is a student with disabilities;

15 (D) is a student who is a homeless child or
16 youth, as defined in section 725 of the McKin-
17 ney-Vento Homeless Assistance Act (42 U.S.C.
18 11434a);

19 (E) is a migrant student or a student with
20 limited English proficiency;

21 (F) is a youth offender; or

22 (G) is in foster care or is aging out of the
23 foster care system.

1 (2) BOARD.—The term “Board” means the Na-
2 tional Academic and Career Innovation Center
3 Board established under section 301(d).

4 (3) CAREER PATHWAY.—The term “career
5 pathway” means a rigorous, engaging, and high-
6 quality set of courses and services that—

7 (A) includes an articulated sequence of
8 academic and career courses, including 21st
9 century skills;

10 (B) is aligned with the needs of high skill,
11 high demand industries in a region or State;

12 (C) prepares students for entry into the
13 full range of postsecondary education options,
14 including registered apprenticeships, and ca-
15 reers;

16 (D) provides academic and career coun-
17 seling in student-to-counselor ratios that allow
18 students to make informed decisions about aca-
19 demic and career options;

20 (E) meets State academic standards, State
21 requirements for secondary school graduation
22 and is aligned with requirements for entry into
23 postsecondary education, and applicable indus-
24 try standards; and

1 (F) leads to 2 or more credentials, includ-
 2 ing—

3 (i) a secondary school diploma; and

4 (ii) a postsecondary degree, an ap-
 5 prenticeship or other occupational certifi-
 6 cation, a certificate, or a license.

7 (4) CENTER.—The term “Center” means the
 8 National Academic and Career Innovation Center es-
 9 tablished under section 301.

10 (5) DIRECTOR.—The term “Director” means
 11 the Director of the National Academic and Career
 12 Innovation Center.

13 (6) DROPOUT RECOVERY.—The term “dropout
 14 recovery” means a wide range of effective efforts to
 15 provide former high school students who did not
 16 graduate from secondary school in a standard num-
 17 ber of years with an opportunity to earn a secondary
 18 school diploma and continue onto postsecondary edu-
 19 cation.

20 (7) HIGH SCHOOL STUDENT.—The term “high
 21 school student” means a student who is enrolled in
 22 a public secondary school—

23 (A) in one of grades 9 through 12; or

24 (B) in the case of a student enrolled in a
 25 secondary school approved by a State to issue

1 a regular diploma concurrently with a postsec-
2 ondary degree or with not more than 2 years'
3 worth of postsecondary academic credit, in
4 grade 13.

5 (8) HIGH SKILL, HIGH DEMAND INDUSTRY.—

6 (A) IN GENERAL.—The term “high skill,
7 high demand industry” means an industry
8 that—

9 (i) has a significant current or poten-
10 tial impact on the regional economy over-
11 all;

12 (ii) brings net dollars into a region or
13 is critical to attracting and sustaining
14 businesses within the industry;

15 (iii) stimulates the growth of other
16 supporting businesses, or the growth of
17 other industries or economic sectors within
18 the region;

19 (iv) provides workers with competitive
20 and family-supporting wages and benefits
21 that increase the strength and vitality of
22 the entire regional economy; and

23 (v) provides opportunities for career
24 advancement.

1 (B) DETERMINATION.—The determination
2 of whether an industry is a high skill, high de-
3 mand industry shall be made using State or re-
4 gional business and labor market projections
5 and an analysis of real time data derived from
6 labor market transactions.

7 (9) INSTITUTION OF HIGHER EDUCATION.—The
8 term “institution of higher education” has the
9 meaning given the term in section 101 of the Higher
10 Education Act of 1965 (20 U.S.C. 1001).

11 (10) LOCAL EDUCATIONAL AGENCY.—The term
12 “local educational agency” has the meaning given
13 the term in section 9101 of the Elementary and Sec-
14 ondary Education Act of 1965 (20 U.S.C. 7801).

15 (11) ONE-STOP CENTER.—The term “one-stop
16 center” means a one-stop center described in section
17 134(c) of the Workforce Investment Act of 1998 (29
18 U.S.C. 2864(c)).

19 (12) PATHWAYS GRANTS.—The term “pathways
20 grants” means the grants authorized under title I
21 (excluding section 103) and title II.

22 (13) POSTSECONDARY EDUCATION.—The term
23 “postsecondary education” means—

24 (A) not less than a 1-year program of in-
25 struction offered by an institution of higher

1 education that is acceptable for credit toward
2 an associate or a baccalaureate degree; or

3 (B) a certificate or registered apprentice-
4 ship program at the postsecondary level offered
5 by an institution of higher education or a non-
6 profit educational institution.

7 (14) REGIONAL PARTNERSHIP.—The term “re-
8 gional partnership” means a regional pathways part-
9 nership receiving funds under section 103.

10 (15) REGISTERED APPRENTICESHIP PRO-
11 GRAM.—The term “registered apprenticeship pro-
12 gram” means an industry skills training program at
13 the postsecondary level that combines technical and
14 theoretical training through structured on-the-job
15 learning with related instruction (in classrooms or
16 through distance learning) while an individual is em-
17 ployed, working under the direction of qualified per-
18 sonnel or a mentor, and earning incremental wage
19 increases aligned to enhanced job proficiency, result-
20 ing in the acquisition of a nationally recognized and
21 portable certificate, under a plan approved by the
22 Office of Apprenticeship or a State agency recog-
23 nized by the Department of Labor.

24 (16) SECONDARY SCHOOL.—The term “sec-
25 ondary school” has the meaning given the term in

1 section 9101 of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 7801).

3 (17) STATE.—The term “State” means each of
4 the several States, the District of Columbia, the
5 Commonwealth of Puerto Rico, the United States
6 Virgin Islands, Guam, American Samoa, and the
7 Commonwealth of the Northern Mariana Islands.

8 (18) STATE EDUCATIONAL AGENCY.—The term
9 “State educational agency” has the meaning given
10 the term in section 9101 of the Elementary and Sec-
11 ondary Education Act of 1965 (20 U.S.C. 7801).

12 (19) STATE P-16 OR P-20 COUNCIL.—The term
13 “State P-16 or P-20 Council” means a body of
14 public officials and public and private sector leaders
15 that—

16 (A) is established by a State executive
17 order, statute, or voluntary agreement and may
18 be regularly chaired or co-chaired by the Gov-
19 ernor of the State;

20 (B) sets formal, aligned expectations for a
21 seamless system of education from the earliest
22 years of a child’s development through the kin-
23 dergarten through grade 12 system and into
24 and through postsecondary education;

1 (C) acts as a venue for collaboration across
 2 early learning, including preschool (the “P”)
 3 through the first 4 years of higher education
 4 (the “16”) or through doctoral and professional
 5 schools (the “20”); and

6 (D) receives State, foundation, business, or
 7 other funding to carry out the body’s agenda.

8 (20) STATE PARTNERSHIP.—The term “State
 9 partnership” means a State pathways partnership as
 10 established or appointed under section 101(b)(1).

11 (21) STATE WORKFORCE INVESTMENT
 12 BOARD.—The term “State workforce investment
 13 board” has the meaning given the term “State
 14 board” in section 101 of the Workforce Investment
 15 Act of 1998 (29 U.S.C. 2801).

16 (22) WORK-BASED EXPERIENCE.—The term
 17 “work-based experience” means an activity for high
 18 school students, postsecondary students, or teachers
 19 that provides career knowledge, skills, and abilities,
 20 including job-shadowing and internships.

21 **TITLE I—CAREER PATHWAYS** 22 **GRANTS**

23 **SEC. 101. STATE PARTNERSHIP PLANNING GRANTS.**

24 (a) GRANTS AUTHORIZED.—

1 (1) IN GENERAL.—The Director is authorized
2 to award planning grants to eligible State partner-
3 ships for the purpose of enabling the State partner-
4 ships to complete comprehensive planning to carry
5 out activities establishing career pathways.

6 (2) GRANT PERIOD.—A planning grant awarded
7 under this section shall be for a period of not more
8 than 1 year.

9 (3) MAXIMUM AMOUNT.—A planning grant
10 awarded under this section may not be more than
11 \$250,000.

12 (4) NONRENEWABILITY.—The Director shall
13 not award a State partnership more than 1 planning
14 grant under this section.

15 (b) ELIGIBILITY.—

16 (1) IN GENERAL.—An entity shall be a State
17 pathways partnership for purposes of this Act if the
18 entity—

19 (A) has been established as the State path-
20 ways partnership by the Governor of a State
21 and is composed of the members described in
22 paragraph (3); or

23 (B) has been appointed by the Governor of
24 a State as the State pathways partnership
25 under paragraph (2).

1 (2) APPOINTMENT OF ORGANIZATION.—The
2 Governor may appoint an existing education, work-
3 force, or economic development organization, such as
4 the State workforce investment board, the State P-
5 16 or P-20 Council, a joint labor-management part-
6 nership organization, or a business-education part-
7 nership, as the State pathways partnership for pur-
8 poses of this Act if the organization—

9 (A) includes, or modifies the members of
10 the organization to include, the representatives
11 required under paragraph (3)(A); or

12 (B) establishes a subcommittee that in-
13 cludes such representatives and uses such sub-
14 committee to carry out the duties of the State
15 partnership under this Act.

16 (3) PARTNERS.—

17 (A) REQUIRED PARTNERS.—A State path-
18 ways partnership shall include a representative
19 from each of the following:

20 (i) Public secondary education, who
21 shall be the chief State school officer.

22 (ii) A public 2-year institution of
23 higher education.

24 (iii) A public 4-year institution of
25 higher education.

1 (iv) A business and trade organiza-
2 tion.

3 (v) An economic development entity.

4 (vi) The State workforce investment
5 board.

6 (vii) The State employment security
7 agency.

8 (viii) The recognized State federation
9 of labor.

10 (ix) A joint apprenticeship and train-
11 ing committee.

12 (x) A labor organization that rep-
13 resents teachers.

14 (xi) The State P-16 or P-20 Council,
15 if such a council exists in the State.

16 (B) OTHER PARTNERS.—A State pathways
17 partnership may include other members, such
18 as—

19 (i) additional representatives de-
20 scribed in subparagraph (A);

21 (ii) additional representatives of pub-
22 lic secondary education, such as the chief
23 State school officer responsible for career
24 and technical education; or

1 (iii) nontraditional participants, in-
 2 cluding representatives from philanthropic
 3 organizations or members of regional part-
 4 nerships.

5 (4) STATE AUTHORITY.—The Governor of a
 6 State receiving a planning grant under this section
 7 has the authority to appoint a fiscal and an adminis-
 8 trative agent for the State partnership.

9 (c) APPLICATION.—

10 (1) IN GENERAL.—Each State partnership de-
 11 siring a planning grant under this section shall sub-
 12 mit an application to the Director at such time, in
 13 such manner, and accompanied by such information
 14 as the Director may reasonably require.

15 (2) CONTENTS.—Each application submitted
 16 under this subsection shall—

17 (A) describe the members of the State
 18 partnership;

19 (B) describe the activities for which assist-
 20 ance under this section is sought, including the
 21 process by which the applicable industry stand-
 22 ards for a career pathway supported under the
 23 grant will be identified and considered;

1 (C) describe proposed performance bench-
 2 marks to be used to measure progress under
 3 the planning grant;

4 (D) provide a budget for use of funds to
 5 complete required activities in section (d); and

6 (E) provide such additional assurances and
 7 information as the Director determines to be es-
 8 sential to ensure compliance with the require-
 9 ments of this section.

10 (3) PERFORMANCE BENCHMARKS.—Before a
 11 State partnership receives a planning grant under
 12 this section, the State partnership and the Director
 13 shall jointly determine the performance benchmarks
 14 that shall be established for the purposes of the
 15 planning grant.

16 (d) REQUIRED ACTIVITIES.—A State partnership re-
 17 ceiving funds under this subsection shall carry out all of
 18 the following:

19 (1) Analyze State labor market information in
 20 order to create career pathways and carry out the
 21 purposes of this Act.

22 (2) Identify and agree on State or regional high
 23 skill, high demand industries for the purposes of
 24 planning career pathways.

1 (3) Identify existing Federal, State, and private
2 resources for youth development and plan to lever-
3 age other existing Federal, State, and private re-
4 sources to strengthen partnerships and implementa-
5 tion grant activities.

6 (4)(A) Provide a description of existing (as of
7 the time of the application)—

8 (i) State academic standards for secondary
9 school graduation and industry standards;

10 (ii) State requirements for secondary
11 school graduation and entry requirements for
12 postsecondary education;

13 (iii) State policies or models for career and
14 guidance counseling; and

15 (iv) career pathway-related programs and
16 activities for secondary school students, such as
17 programs of study under the Carl D. Perkins
18 Career and Technical Education Act of 2006
19 (20 U.S.C. 2301 et seq.), or early college or
20 dual enrollment programs.

21 (B) A State partnership may use an already
22 completed review of the information described in
23 subparagraph (A) that has been completed by the
24 State P-16 or P-20 Council, or other entity recog-
25 nized by the State, if the review is not more than

1 2 years old. If the review does not contain all of the
2 information required in clauses (i) through (iv) of
3 subparagraph (A), the State partnership shall com-
4 plete the missing components.

5 (5) Plan for the alignment of State require-
6 ments for secondary school graduation and entry to
7 postsecondary education.

8 (6) Identify possible areas in which statewide
9 teacher and administration professional development
10 or teacher certification related to promising practices
11 in career pathways will be needed and plan for such
12 professional development.

13 (7) Plan for and create a State partnership im-
14 plementation plan to submit to the Center.

15 (8) Determine the criteria for selecting regional
16 partnerships for implementation subgrants in ac-
17 cordance with section 102(e)(1), which—

18 (A) will incorporate the concepts of career
19 pathways and high skill, high demand indus-
20 tries; and

21 (B) may incorporate criteria such as low
22 graduation rates and low academic achievement
23 in the schools served by the regional partner-
24 ship.

1 (e) MATCHING REQUIREMENT.—Each State partner-
 2 ship receiving a planning grant under this section shall
 3 provide an amount, in cash or in-kind, that is not less
 4 than 15 percent of the amount of the grant, to carry out
 5 the activities supported by the grant. The matching re-
 6 quirement under this subsection may be provided from
 7 funds available from other Federal, State, local, or private
 8 sources to carry out such activities.

9 (f) REPORTING REQUIREMENT.—Not later than 1
 10 year after an eligible State partnership receives a planning
 11 grant under this section, the partnership shall submit a
 12 report to the Director on the State’s performance of the
 13 activities described in subsection (d). The report shall in-
 14 clude—

15 (1) a description of the use of funds, including
 16 matching funds required under subsection (e), to
 17 carry out required activities under subsection (d);
 18 and

19 (2) a description of the progress of the State
 20 partnership in meeting the performance benchmarks
 21 under subsection (c)(3).

22 **SEC. 102. STATE PARTNERSHIP IMPLEMENTATION GRANTS.**

23 (a) GRANTS AUTHORIZED.—

24 (1) IN GENERAL.—The Director is authorized
 25 to award implementation grants, on a competitive

1 basis, to eligible State partnerships described in sub-
2 section (c) to enable the State partnerships to estab-
3 lish or enhance career pathways.

4 (2) GRANT PERIOD.—An implementation grant
5 awarded under this section shall be for a period of
6 not more than 5 years.

7 (3) NONRENEWABILITY.—

8 (A) IN GENERAL.—The Director shall not
9 award a State partnership more than 1 imple-
10 mentation grant under this section except as
11 provided in subparagraph (B).

12 (B) EXCEPTION.—In cases where the Di-
13 rector determines that the State partnership is
14 high performing and the activities supported by
15 the State partnership warrant additional grant
16 funding, the Director may continue to provide
17 funding to a State partnership through a tran-
18 sition grant under section 104.

19 (b) USE OF FUNDS.—An eligible State partnership
20 that receives an implementation grant under this sec-
21 tion—

22 (1) may reserve not more than 20 percent of
23 the grant funds to carry out the activities described
24 in paragraphs (2) through (5) of subsection (e); and

1 (2) shall use not less than 80 percent of the
2 grant funds to make subgrants to regional partner-
3 ships in accordance with subsection (e)(1).

4 (c) ELIGIBILITY.—To be eligible for an implementa-
5 tion grant under this section, a State partnership de-
6 scribed in section 101(b) shall have—

7 (1) received a planning grant under section 101
8 and completed all requirements of such grant; or

9 (2) completed a satisfactory application, includ-
10 ing a plan to coordinate with required partners and
11 complete the required activities described in section
12 101(d) during the 5-year period of an implementa-
13 tion grant under this section.

14 (3) STATE PARTNERSHIP AUTHORITY.—A State
15 partnership receiving an implementation grant under
16 this section shall appoint a fiscal and an administra-
17 tive agent for the implementation of such grant.

18 (d) APPLICATION.—

19 (1) IN GENERAL.—Each eligible State partner-
20 ship desiring an implementation grant under this
21 section shall submit an application to the Director at
22 such time, in such manner, and accompanied by
23 such information as the Director may reasonably re-
24 quire.

1 (2) CONTENTS.—Each application submitted
2 under this subsection shall include—

3 (A) a description of the members of the
4 State partnership;

5 (B) a description of how the State partner-
6 ship completed the required activities described
7 in section 101(d), if applicable or, in the case
8 of a State partnership that has not completed
9 such activities, a description of how the State
10 partnership plans to complete such activities,
11 including a description of the process by which
12 career pathways will be selected and any appli-
13 cable industry standards for the career path-
14 ways will be identified and considered;

15 (C) a description of the activities for which
16 assistance under this section is sought, includ-
17 ing a description of the career pathways that
18 will be supported by such activities;

19 (D) a description of how the State partner-
20 ship will coordinate with required partners and
21 complete the required partnership activities de-
22 scribed in subsection (e) over the 5-year dura-
23 tion of an implementation grant awarded under
24 this section;

1 (E) a budget proposal of the cost of the
 2 activities supported by the implementation
 3 grant, and a timeline for the provision of the
 4 matching funds required under subsection (f);

5 (F) proposed performance measures in ac-
 6 cordance with section 302 to be used to assess
 7 and evaluate the progress of the career path-
 8 ways activities of regional partnerships;

9 (G) a description of how the State partner-
 10 ship will collect long-term aggregated data on
 11 students assisted under the implementation
 12 grant, in accordance with section 444 of the
 13 General Education Provisions Act (the Family
 14 Educational Rights and Privacy Act of 1974)
 15 (20 U.S.C. 1232g), for purposes of reporting
 16 progress in grant activities; and

17 (H) such additional assurances as the Di-
 18 rector determines to be essential to ensure com-
 19 pliance with the requirements of this section.

20 (e) REQUIRED ACTIVITIES.—An eligible State part-
 21 nership receiving an implementation grant under this sec-
 22 tion shall—

23 (1) award subgrants to eligible regional part-
 24 nerships in accordance with section 103;

1 (2) develop and implement coherent, early, and
2 sustained statewide academic and career guidance
3 strategies linked to high skill, high demand indus-
4 tries;

5 (3) collect data from regional partnerships on
6 the performance measures selected by the partner-
7 ship and Director in accordance with section 302 for
8 career pathways activities carried out by the regional
9 partnerships;

10 (4) convene the State partnership members on
11 a regular basis, and at least on a semiannual basis;

12 (5) assist regional partnerships to create coher-
13 ent career pathways, including the provision of tech-
14 nical assistance and capacity building activities, such
15 as the dissemination of best practices and tools with-
16 in the State;

17 (6) provide any necessary statewide teacher and
18 school administrator professional development re-
19 lated to career pathways and coordinate with exist-
20 ing professional development efforts or activities;

21 (7) in consultation with regional partnerships,
22 make recommendations on State and local policies to
23 foster the development of career pathways for high
24 school students; and

1 (8) in coordination with regional partnerships,
 2 conduct ongoing studies to continuously improve ca-
 3 reer pathways, including testing innovative ap-
 4 proaches, within the State in order to achieve high
 5 level performance and to maximize coordination of
 6 the studies with the Center's studies under title III.

7 (f) MATCHING REQUIREMENT.—

8 (1) IN GENERAL.—Each State partnership re-
 9 ceiving an implementation grant under this section
 10 shall provide an amount, in cash or in-kind, that is
 11 not less than 25 percent of the amount of the grant,
 12 to carry out the activities supported by the grant.
 13 The matching requirement under this subsection
 14 may be provided from funds available from other
 15 Federal, State, local, or private sources to carry out
 16 such activities.

17 (2) TIMING OF MATCHING CONTRIBUTION.—An
 18 eligible State partnership may satisfy the matching
 19 requirement of an implementation grant awarded
 20 under this section at any time during the 5-year du-
 21 ration of the grant, as specified in the budget pro-
 22 posal that is submitted in the application process
 23 and approved by the Director.

24 (g) REPORTING REQUIREMENT.—For each year of
 25 the grant period, each eligible State partnership receiving

1 an implementation grant under this section shall submit
 2 a report to the Director on the State's performance of the
 3 activities described in subsection (e). Each report shall in-
 4 clude—

5 (1) a description of the use of funds, including
 6 matched funds, to complete required activities under
 7 subsection (d); and

8 (2) a description of the performance of the
 9 State partnership in meeting the performance meas-
 10 ures under section 302.

11 **SEC. 103. REGIONAL PARTNERSHIP SUBGRANTS.**

12 (a) IN GENERAL.—The administrative agent ap-
 13 pointed under section 102(c)(3) by a State partnership re-
 14 ceiving an implementation grant under such section shall,
 15 on behalf of the State partnership, award subgrants, on
 16 a competitive basis, to eligible regional partnerships to en-
 17 able the eligible regional partnerships to establish or en-
 18 hance career pathways.

19 (b) ELIGIBILITY FOR SUBGRANTS.—

20 (1) REQUIRED PARTNERS.—In order for a re-
 21 gional area of a State served by a State partnership
 22 receiving an implementation grant under section 102
 23 to participate in the subgrant program under this
 24 section, the regional area shall form a regional path-

ways partnership that includes a representative from each of the following:

(A) Public secondary education, who may be a representative of a local educational agency.

(B) Postsecondary education, including public 2-year and 4-year postsecondary education institutions.

(C) A business or trade organization.

(D) The local workforce investment board (meaning a local board, as defined in section 101 of the Workforce Investment Act of 1998 (29 U.S.C. 2801)).

(E) An economic development entity.

(F) Local elected officials.

(G) A central labor council.

(H) A labor organization that represents teachers.

(I) High school students and postsecondary education students.

(J) Parents or legal guardians of high school students and postsecondary education students.

(K) A community-based organization that is relevant to career pathways.

1 (2) OTHER PARTNERS.—A regional partnership
2 may include other members, such as additional rep-
3 resentatives described in paragraph (1), representa-
4 tives of educational service agencies, or nontradi-
5 tional participants, including representatives from
6 philanthropic organizations.

7 (3) DESIGNATION.—A regional area may agree
8 to designate an existing education, workforce, or eco-
9 nomic development organization such as a local
10 workforce investment board, regional economic devel-
11 opment authority, joint labor management partner-
12 ship organization, or business-education partnership,
13 as the regional pathways partnership for purposes of
14 this Act if the organization—

15 (A) includes, or modifies the members of
16 the organization to include, the representatives
17 required under paragraph (1); or

18 (B) establishes a subcommittee that in-
19 cludes such representatives and uses such sub-
20 committee to carry out the duties of the re-
21 gional partnership under this Act.

22 (c) REGIONAL PARTNERSHIP AUTHORITY.—A re-
23 gional partnership shall choose an entity to be the fiscal
24 agent and an entity to be the administrative agent for the
25 subgrant funds received under this section.

1 (d) APPLICATION FOR SUBGRANT.—

2 (1) IN GENERAL.—Each regional partnership
3 desiring a subgrant under this section shall submit
4 an application to the State partnership at such time,
5 in such manner, and accompanied by such informa-
6 tion as the State partnership may reasonably re-
7 quire.

8 (2) CONTENTS.—Each application submitted
9 pursuant to this subsection shall include—

10 (A) a description of the activities for which
11 assistance under this section is sought, includ-
12 ing activities to address the needs of at-risk
13 youth;

14 (B)(i) a description of the career pathways,
15 including the applicable industry standards
16 used for the career pathways, that will be sup-
17 ported by such activities, including, as applica-
18 ble, a description of the types of industry cer-
19 tification assessments to be funded under sub-
20 section (f)(1); and

21 (ii) information describing how the part-
22 nership incorporates the concepts of the career
23 pathways and high skill, high demand indus-
24 tries;

1 (C) proposed performance measures in ac-
2 cordance with section 302 to be used to assess
3 and evaluate the progress of the career path-
4 ways activities under this section;

5 (D) a budget for use of funds to complete
6 the required activities in subsection (e);

7 (E) a definition of the geographic bound-
8 aries of the region to be served by the career
9 pathways initiatives, including whether the re-
10 gion is—

11 (i) a local workforce investment area
12 established under section 116 of the Work-
13 force Investment Act of 1998 (29 U.S.C.
14 2831);

15 (ii) an economic development area as
16 defined by the State; or

17 (iii) justified on other criteria, includ-
18 ing—

19 (I) the alignment of labor market
20 areas;

21 (II) school districts and edu-
22 cation service agencies;

23 (III) postsecondary educational
24 institutions and area career and tech-
25 nical schools;

1 (IV) geographic distances; or

2 (V) regional resources that are
3 available to effectively administer the
4 activities carried out under this sec-
5 tion;

6 (F) a description of how meetings of the
7 regional partnership will be convened on a reg-
8 ular basis;

9 (G) an assurance that employers providing
10 student work-based experiences will provide or
11 arrange for the necessary liability coverage as
12 determined by the participating secondary
13 schools; and

14 (H) such additional assurances as the
15 State partnership determines to be essential to
16 ensure compliance with the requirements of this
17 section.

18 (e) USE OF FUNDS.—

19 (1) RESERVATION OF AMOUNTS.—Of the
20 subgrant amount received by an eligible regional
21 partnership under this section—

22 (A) not less than 85 percent of the
23 subgrant funds shall be used to carry out the
24 activities described in subparagraphs (A)
25 through (D) of paragraph (2); and

1 (B) a total of not more than 15 percent of
2 the subgrant funds shall be spent to—

3 (i) carry out the activities described in
4 subparagraphs (E) through (G) of para-
5 graph (2);

6 (ii) pay for the costs associated with
7 the fiscal or administrative agent; or

8 (iii) sustain the regional partnership.

9 (2) REQUIRED ACTIVITIES.—A regional part-
10 nership receiving a subgrant under this section shall
11 use subgrant funds to—

12 (A) establish or enhance career pathways
13 for high school students in high skill, high de-
14 mand industries;

15 (B) establish or designate an intermediary
16 with demonstrated experience in working with
17 schools serving high school students, postsec-
18 ondary education, and the workforce delivery
19 system, and within the partnership area that
20 shall under financial agreement with the re-
21 gional partnership—

22 (i) coordinate career pathways activi-
23 ties;

1 (ii) conduct community outreach and
2 informational activities related to career
3 pathways;

4 (iii) consider the needs of individual
5 school districts in the regional partnership
6 area;

7 (iv) identify academic and career
8 counseling options and resources (such as
9 the one-stop career center career services,
10 including resources and services funded
11 under the Wagner-Peyser Act (29 U.S.C.
12 49 et seq.)) to counsel students and the
13 students' families in the development of ca-
14 reer pathways plans to ensure that stu-
15 dents' course crediting and content re-
16 quirements for secondary school gradua-
17 tion and entrance into postsecondary edu-
18 cation are aligned and that shall have a
19 ratio of students to counselors of not more
20 than 1:150; and

21 (v) develop work-based experiences for
22 high school students and teachers;

23 (C) train and provide professional develop-
24 ment to individuals providing academic and ca-
25 reer counseling options in the area served by

1 the regional partnership, or designate the inter-
 2 mediary described in subparagraph (B) to pro-
 3 vide such training and professional develop-
 4 ment;

5 (D) develop and implement a dropout re-
 6 covery strategy for entry into career pathways
 7 for former high school students who have
 8 dropped out of school;

9 (E) complete a community asset map or
 10 build upon an existing analysis of resources by
 11 workforce boards or other entities to identify
 12 those existing resources that can be leveraged
 13 in a region and the gaps that need to be ad-
 14 dressed to strengthen connections between ef-
 15 fective education and career success;

16 (F) coordinate with existing support serv-
 17 ices for students; and

18 (G) track and report on the progress of the
 19 regional partnership in meeting performance
 20 goals negotiated with the State partnership.

21 (f) OPTIONAL ACTIVITIES.—A regional partnership
 22 receiving a subgrant under this section may—

23 (1) provide funds for student fees and books
 24 and equipment fees associated with completing in-
 25 dustry certification assessments, or examinations for

1 Advanced Placement and International Bacca-
 2 laurate courses, for high school students who are at
 3 or below 200 percent of the Federal poverty level
 4 line, in order to support a career pathway in a high
 5 skill, high demand industry for such students;

6 (2) provide funds for costs associated with stu-
 7 dent work-based experiences in high skill, high de-
 8 mand industries, except that no such funds shall be
 9 used to pay wages;

10 (3) create 1-to-1 mentorships between the most
 11 at-risk youth in a career pathway and responsible,
 12 supportive adults within the region as identified by
 13 the regional partnership;

14 (4) assist students in identifying and com-
 15 pleting financial aid applications for postsecondary
 16 education; and

17 (5) provide funds to expand the scope of career
 18 services for career pathway students offered by one-
 19 stop centers within the region.

20 (g) REPORTING REQUIREMENT.—For each year of
 21 the grant period, each eligible regional partnership receiv-
 22 ing a subgrant under this section shall submit a report
 23 to the State partnership on the partnership’s performance
 24 on the activities described in subsection (e). Each report
 25 shall include—

1 (1) a description of the use of funds, including
 2 any matched funds, to complete the required activi-
 3 ties under subsection (e); and

4 (2) a description of the performance of the
 5 partnership in meeting the performance measures,
 6 as described in section 302 consistent with section
 7 444 of the General Education Provisions Act.

8 **SEC. 104. STATE PARTNERSHIP TRANSITION GRANTS.**

9 (a) GRANTS AUTHORIZED.—

10 (1) IN GENERAL.—The Director is authorized
 11 to award transition grants, on a competitive basis,
 12 to eligible State partnerships described in subsection
 13 (b) to enable the State partnerships to continue suc-
 14 cessful career pathways programs, while increasing
 15 State and regional investment and gradually de-
 16 creasing Federal funds.

17 (2) GRANT PERIOD.—A transition grant award-
 18 ed under this section shall be for a period of not
 19 more than 3 years.

20 (3) NONRENEWABILITY.—The Director shall
 21 not award a State partnership more than 1 transi-
 22 tion grant under this section.

23 (b) ELIGIBILITY.—To be eligible for a transition
 24 grant under this section, a State partnership shall have

1 received an implementation grant under section 102 and
2 satisfactorily completed all requirements of such grant.

3 (c) APPLICATION.—

4 (1) IN GENERAL.—Each eligible State partner-
5 ship desiring a transition grant under this section
6 shall submit an application to the Director at such
7 time, in such manner, and accompanied by such in-
8 formation as the Director may reasonably require.

9 (2) CONTENTS.—Each application submitted
10 under this subsection shall provide—

11 (A) a description of the activities for which
12 assistance under this section is sought;

13 (B) a description of how the State partner-
14 ship has made progress on the activities de-
15 scribed in section 102(e);

16 (C) description of how the State partner-
17 ship will coordinate with required partners and
18 complete the required partnership activities de-
19 scribed in subsection (d) over the duration of a
20 grant awarded under this section;

21 (D) a budget proposal of the cost of the
22 activities supported by the transition grant, and
23 a timeline for the provision of the matching
24 funds required under subsection (e);

1 (E) proposed performance measures in ac-
 2 cordance with section 302 to be used to assess
 3 and evaluate the progress of the activities of
 4 State partnerships under this section; and

5 (F) such additional assurances as the Di-
 6 rector determines to be essential to ensure com-
 7 pliance with the requirements of this section.

8 (d) ACTIVITIES.—A State partnership receiving a
 9 transition grant under this section—

10 (1) shall use grant funds to continue the activi-
 11 ties required under section 102(e); and

12 (2) may use grant funds to expand career ex-
 13 ploration and guidance activities to students in
 14 grades lower than grade 9, with priority given to
 15 serving such students who are at risk of failure to
 16 graduate, based on indicators for middle school stu-
 17 dents predictive of whether or not a student is on
 18 track to graduate from secondary school with a reg-
 19 ular diploma.

20 (e) MATCHING REQUIREMENT.—

21 (1) IN GENERAL.—Each State partnership re-
 22 ceiving a transition grant under this section shall
 23 provide, from funds available from other Federal,
 24 State, local, or private sources to carry out the ac-
 25 tivities supported by the transition grant—

1 (A) for the first year of the grant, an
 2 amount that is not less than 25 percent of the
 3 amount of the grant for such year;

4 (B) for the second year of the grant, an
 5 amount that is not less than 50 percent of the
 6 amount of the grant for such year; and

7 (C) for the third year of the grant, an
 8 amount that is not less than 75 percent of the
 9 amount of the grant for such year.

10 (2) USE AND TYPE OF MATCHING FUNDS.—The
 11 matching funds required under paragraph (1) may
 12 be provided in cash or in-kind and shall be used to
 13 carry out the activities supported by the transition
 14 grant under this section.

15 (f) REPORTING REQUIREMENT.—For each year of
 16 the grant period, each eligible State partnership receiving
 17 a transition grant under this section shall submit a report
 18 to the Director on the State's performance of the activities
 19 described in subsection (d). Each report shall include—

20 (1) a description of the use of funds, including
 21 matched funds, to complete the required activities
 22 described in subsection (d); and

23 (2) a description of the performance of the
 24 State partnership in meeting the performance meas-
 25 ures, as described in section 302.

1 **TITLE II—CAREER PATHWAYS**
 2 **PARTNERSHIP SUPPLE-**
 3 **MENTAL GRANTS**

4 **SEC. 201. STATE PARTNERSHIP SUPPLEMENTAL GRANTS**
 5 **PROGRAM AUTHORIZED.**

6 (a) PURPOSES.—The purposes of this title are—

7 (1) to enhance the capacity of States and re-
 8 gions to offer career pathways to high school stu-
 9 dents;

10 (2) to enhance one-stop career services for
 11 youth to more effectively provide career exploration
 12 and guidance services to high school students and
 13 postsecondary students; and

14 (3) to increase the number of registered ap-
 15 prenticeship programs in high skill, high demand in-
 16 dustries.

17 (b) GRANTS AUTHORIZED.—The Director is author-
 18 ized to award, on a competitive basis, supplemental grants
 19 described in section 202 to States to enable the States
 20 to carry out the activities described in such section.

21 (c) DURATION OF GRANT.—Each eligible State re-
 22 ceiving a grant under this title shall use the grant funds
 23 within a 5-year period, as designated by the Director.

1 (d) NON-RENEWABILITY.—An eligible State may not
 2 receive more than 1 grant under each subsection of section
 3 202.

4 **SEC. 202. TYPES OF SUPPLEMENTAL GRANTS.**

5 (a) CAREER PATHWAYS CURRICULUM DEVELOP-
 6 MENT GRANTS.—

7 (1) PURPOSES.—The purposes of a grant under
 8 this subsection are—

9 (A) to increase the number of innovative,
 10 high quality, rigorous, engaging, and relevant
 11 career pathways curricula available for the pur-
 12 pose of instructing high school students through
 13 the development of new, or enhancement of ex-
 14 isting, model courses of study focused on high
 15 skill, high demand industries;

16 (B) to support the development of career
 17 pathways curricula that develop and reinforce
 18 reading and mathematics skills for high school
 19 students, including through the real world ap-
 20 plication of academics; and

21 (C) to establish teacher training processes
 22 that will provide effective professional develop-
 23 ment in the application of each career pathways
 24 course sequence assisted under this subsection.

25 (2) APPLICATIONS.—

1 (A) IN GENERAL.—The Governor of a
2 State, in partnership with the State partnership
3 serving the State, may submit an application
4 for a curriculum grant under this subsection to
5 the Director at such time, in such manner, and
6 containing such information as the Director
7 may require.

8 (B) PEER REVIEW.—Applications for a
9 curriculum grant under this subsection shall be
10 peer reviewed by a panel of experts in cur-
11 riculum development, career pathways or career
12 and technical education, and workforce develop-
13 ment and industry.

14 (C) CONTENTS.—Each application sub-
15 mitted under this paragraph shall—

16 (i) be submitted during the period
17 that the State partnership serving the
18 State is receiving an implementation grant
19 under section 102;

20 (ii) demonstrate a need for the cur-
21 riculum grant;

22 (iii) describe the activities for which
23 assistance under this subsection is sought,
24 including—

1 (I) how the applicant will carry
2 out the activities described in para-
3 graph (4);

4 (II) how the applicant will in-
5 clude the industry standards of the
6 relevant industries in the development
7 of the curriculum and, in the case of
8 an applicant using grant funds to
9 carry out paragraph (5)(A), the in-
10 dustry certificates to be used;

11 (III) how the applicant will col-
12 laborate with and incorporate input
13 from representatives from the State
14 partnership members in the develop-
15 ment of the curriculum; and

16 (IV) the research or evidence
17 that supports the key curriculum
18 theories and activities of the proposed
19 career pathways curriculum;

20 (iv) include a budget of the cost of the
21 project and a timeline for the provision of
22 the matching funds required under para-
23 graph (6);

24 (v) include a description of the per-
25 formance benchmarks to be used to meas-

1 ure the development, implementation, dis-
 2 tribution, and professional development
 3 concerning career pathways curriculum;

4 (vi) provide an assurance that cur-
 5 ricula and other products or materials de-
 6 veloped under this Act will be made avail-
 7 able to the Center for distribution; and

8 (vii) provide such additional assur-
 9 ances as the Director determines to be es-
 10 sential to ensure compliance with the re-
 11 quirements of this title.

12 (3) FISCAL AND ADMINISTRATION AGENT.—The
 13 Governor of a State receiving a curriculum grant
 14 under this subsection shall appoint the State edu-
 15 cational agency to serve as the fiscal agent and ad-
 16 minister the grant funds.

17 (4) REQUIRED ACTIVITIES.—A State receiving
 18 a curriculum grant under this subsection shall use
 19 the grant funds—

20 (A) to develop a curriculum with industry
 21 engagement that—

22 (i) provides a logical sequence of inte-
 23 grated academic and career-related
 24 coursework focused on a specific high skill,

1 high demand industry and meets regional
2 or national workforce needs;

3 (ii) incorporates rigorous academic
4 content from core academic subjects, as
5 defined in section 9101 of the Elementary
6 and Secondary Education Act of 1965 (20
7 U.S.C. 7801), in a majority of the courses
8 within each curricular sequence of study,
9 so that a majority of courses are eligible
10 for academic credit, and links the material
11 in each course to State academic content
12 standards;

13 (iii) provides academic rigor to career
14 pathways courses;

15 (iv) emphasizes the development of
16 communication skills, such as reading,
17 writing, speaking, mathematic, and science
18 skills across all courses and provides for
19 the development of work readiness skills
20 and 21st century work skills, including
21 problem solving skills, communication
22 skills, analytic skills, time management,
23 teamwork, and technological prowess;

24 (v) provides knowledge of all aspects
25 of an industry;

- 1 (vi) uses best practices within cur-
2 riculum development theory, including rig-
3 orous standards, higher order thinking
4 skills, real world applications, project-based
5 learning, contextual learning, and other
6 practices;
- 7 (vii) incorporates opportunities for
8 work-based experience within each career
9 pathways course sequence; and
- 10 (viii) prepares high school students
11 for postsecondary education and skills de-
12 velopment programs;
- 13 (B) to create curriculum materials and in-
14 structional resources that will support the
15 teaching and learning of the career pathways
16 curriculum developed under this subsection; and
- 17 (C) to develop a statewide teacher profes-
18 sional development implementation plan that
19 will describe the model of professional develop-
20 ment used for teacher training, including
21 courses that will increase the capacity of teach-
22 ers to effectively implement the career pathways
23 curriculum developed under this subsection, and
24 a description of the costs of such a program.

1 (5) OPTIONAL USE OF FUNDS.—In addition to
2 the required activities under subsection (g), a State
3 receiving a grant under this subsection may use the
4 grant funds—

5 (A) to create career and technical edu-
6 cation course sequences that lead to an industry
7 certificate;

8 (B) to develop and include transitional
9 mathematics and reading courses for students
10 who struggle to meet the academic require-
11 ments necessary to enter and successfully com-
12 plete postsecondary education or workforce de-
13 velopment; or

14 (C) to provide options for high school stu-
15 dents to concurrently earn college credit
16 through establishing college course articulation
17 agreements.

18 (6) MATCHING REQUIREMENT.—Each State
19 partnership receiving a curriculum grant under this
20 subsection shall provide an amount, in cash or in-
21 kind, that is not less than 25 percent of the amount
22 of the grant, to carry out the activities supported by
23 the grant. The matching requirement under this
24 subsection may be provided from funds available

1 from other Federal, State, local, or private sources
2 to carry out such activities.

3 (7) EVALUATION AND REPORTING REQUIRE-
4 MENT.—Each State partnership in a State receiving
5 a curriculum grant under this subsection shall annu-
6 ally report to the Director regarding—

7 (A) the progress made on the activities de-
8 scribed in paragraph (4), including the progress
9 made in the development and distribution of the
10 career pathways curriculum assisted through
11 the grant;

12 (B) the data and information gathered to
13 benchmark appropriate outcomes of the cur-
14 riculum development, implementation, distribu-
15 tion, and professional development, which may
16 include student outcomes;

17 (C) the use of grant funds, including
18 matched funds, by the State; and

19 (D) the State's progress on the perform-
20 ance benchmarks described in paragraph (2)(C)
21 that are established with the agreement of the
22 Director.

23 (8) RULE OF CONSTRUCTION.—Nothing in this
24 section shall be construed to authorize an officer or
25 employee of the Federal Government to mandate, di-

1 rect, or control a State’s, local educational agency’s,
 2 or school’s specific instructional content, academic
 3 achievement standards or assessments, curriculum,
 4 or program of instruction.

5 (b) CAREER PATHWAYS CAPACITY EXPANSION AND
 6 MODERNIZATION GRANTS.—

7 (1) PURPOSE.—The purpose of this subsection
 8 is to enable States to better prepare students for
 9 postsecondary education and careers in State and re-
 10 gional high skill, high demand industries by pro-
 11 viding eligible States with grants in order to expand,
 12 enhance, and modernize school facilities and equip-
 13 ment to reflect the requirements of State and re-
 14 gional high skill, high demand industries.

15 (2) DEFINITION OF QUALIFYING REGION.—In
 16 this subsection, the term “qualifying region” means
 17 a region of a State that has a regional partnership
 18 that has—

19 (A) previously received a partnership im-
 20 plementation subgrant under section 103; and

21 (B) a low graduation rate, compared to the
 22 State average, or a high percentage of at-risk
 23 youth, compared to the State average.

24 (3) APPLICATION.—

1 (A) IN GENERAL.—A Governor of a State,
2 in partnership with the State partnership serv-
3 ing the State, desiring an expansion and mod-
4 ernization grant under this section shall submit
5 an application to the Director at such time, in
6 such manner, and accompanied by such infor-
7 mation as the Director may reasonably require.

8 (B) CONTENTS.—Each application sub-
9 mitted under subparagraph (A) shall—

10 (i) be submitted during the period
11 that the State partnership serving the
12 State is receiving an implementation grant
13 under section 102;

14 (ii) demonstrate a need for the expan-
15 sion, enhancement, or modernization of ex-
16 isting facilities or equipment as of the date
17 of the application, in qualifying regions;

18 (iii) describe the activities for which
19 assistance under this subsection is sought;

20 (iv) describe creative arrangements to
21 maximize the use of the facilities and
22 equipment that are expanded, enhanced, or
23 modernized with grant funds under this
24 subsection, by sharing the facilities and

equipment with other schools or postsecondary programs;

(v) include a budget of the cost of the project and a timeline for the provision of the matching funds required under paragraph (6);

(vi) describe the performance benchmarks to be used to measure the State's progress in implementing a grant under this subsection; and

(vii) provide such additional assurances as the Director determines to be essential to ensure compliance with the requirements of this title.

(4) FISCAL AND ADMINISTRATION AGENT.—The Governor of a State receiving an expansion and modernization grant under this subsection shall appoint the State facilities authority or State agency responsible for school construction and renovation to serve as the fiscal agent and administer the grant funds.

(5) REQUIRED ACTIVITIES.—A State receiving an expansion and modernization grant under this subsection shall use the grant funds to—

1 (A) make necessary expansions or enhance-
2 ments to existing facilities in qualifying regions;
3 and

4 (B) modernize equipment essential to in-
5 struction within the career pathways cur-
6 riculum.

7 (6) NON-FEDERAL FUNDS MATCHING REQUIRE-
8 MENT.—Each State partnership receiving an expan-
9 sion and modernization grant under this subsection
10 shall provide, from non-Federal sources, an amount
11 that is not less than 50 percent of the amount of the
12 grant, to carry out the activities supported by the
13 grant. The matching requirement under this para-
14 graph may be provided in cash or in-kind.

15 (7) EVALUATION AND REPORTING REQUIRE-
16 MENTS.—Each State partnership in a State receiv-
17 ing an expansion and modernization grant under
18 this subsection shall annually submit a report to the
19 Director regarding—

20 (A) the State's progress made on the ac-
21 tivities described in paragraph (5);

22 (B) the use of grant funds by the State;
23 and

24 (C) the State's progress on the perform-
25 ance benchmarks described in paragraph (3)(B)

1 that are established with the agreement of the
2 Director.

3 (c) REGISTERED APPRENTICESHIP GRANTS IN HIGH
4 SKILL, HIGH DEMAND INDUSTRIES.—

5 (1) PURPOSE.—The purpose of this subsection
6 is to enable States to expand or create registered ap-
7 prenticeship programs in high skill, high demand in-
8 dustries.

9 (2) APPLICATION.—

10 (A) IN GENERAL.—The Governor, in part-
11 nership with the State partnership serving the
12 State, may submit an application for an ap-
13 prenticeship grant under this subsection to the
14 Director at such time, in such manner, and
15 containing such information as the Director
16 may require.

17 (B) CONTENTS.—Each application sub-
18 mitted under subparagraph (A) shall—

19 (i) be submitted during the period
20 that the State partnership serving the
21 State is receiving an implementation grant
22 under section 102;

23 (ii) demonstrate a need for creation or
24 expansion of registered apprenticeship pro-

grams in high skill, high demand industries;

(iii) describe the activities for which assistance under this subsection is sought;

(iv) describe the performance benchmarks to be used to measure the development, implementation, and distribution concerning registered apprenticeship programs;

(v) include a budget of the cost of the project and a timeline for the provision of the matching funds required under paragraph (5); and

(vi) provide such additional assurances as the Director determines to be essential to ensure compliance with the requirements of this title.

(3) FISCAL AND ADMINISTRATION AGENT.—In the case of a State receiving an apprenticeship grant under this subsection—

(A) that has a State apprenticeship council recognized by the Department of Labor, the State apprenticeship council administrative agency shall serve as the fiscal agent and administer the grant funds; or

1 (B) where the Office of Apprenticeship of
2 the Department of Labor administers the reg-
3 istered apprenticeship program, the Governor of
4 the State shall appoint the appropriate State
5 agency to serve as the fiscal agent and admin-
6 ister the grant funds.

7 (4) REQUIRED ACTIVITIES.—An eligible State
8 receiving an apprenticeship grant under this sub-
9 section shall use the grant funds for activities nec-
10 essary to create or expand registered apprenticeship
11 programs in high skill, high demand industries, in-
12 cluding—

13 (A) developing and administering a new or
14 enhancing an existing registered apprenticeship
15 program in a high skill, high demand industry
16 as identified by the State;

17 (B) registering the apprenticeship program
18 with the Department of Labor;

19 (C) providing or arranging for equipment
20 necessary for training in the registered appren-
21 ticeship program;

22 (D) developing skills-based theoretical and
23 technical classroom and on-the-job curricula;

1 (E) identifying and training, as appro-
2 priate, instructors for the registered apprentice-
3 ship program; and

4 (F) conducting outreach and marketing
5 about the registered apprenticeship program to
6 interested stakeholders, including secondary
7 schools serving high school students.

8 (5) PROHIBITED USE.—A State partnership re-
9 ceiving an apprenticeship grant under this sub-
10 section shall not use any Federal funds provided
11 under the grant to pay wages or provide benefits to
12 workers.

13 (6) NON-FEDERAL FUNDS MATCHING REQUIRE-
14 MENT.—Each State partnership receiving an ap-
15 prenticeship grant under this subsection shall pro-
16 vide, from non-Federal sources, an amount that is
17 not less than 25 percent of the amount of the grant,
18 to carry out the activities supported by the grant.
19 The matching requirement under this paragraph
20 may be provided in cash or in-kind.

21 (7) EVALUATION AND REPORTING REQUIRE-
22 MENT.—Each State partnership in a State receiving
23 an apprenticeship grant under this subsection shall
24 annually submit a report to the Director regard-
25 ing—

1 (A) the progress made on the activities de-
 2 scribed in paragraph (4);

3 (B) the use of grant funds, including
 4 matched funds, by the State; and

5 (C) the State's progress on the perform-
 6 ance benchmarks described in paragraph (2)(B)
 7 that are established with the agreement of the
 8 Director.

9 (d) YOUTH ONE-STOP CAREER SERVICES ENHANCE-
 10 MENT GRANT.—

11 (1) PURPOSE.—The purpose of this subsection
 12 is to enable States to make career services available
 13 through one-stop centers—

14 (A) more welcoming and user-friendly for
 15 secondary school students; and

16 (B) more accessible to such students while
 17 in school.

18 (2) APPLICATION.—

19 (A) IN GENERAL.—The Governor of a
 20 State, in partnership with the State partnership
 21 serving the State, may submit an application
 22 for a career services enhancement grant under
 23 this subsection to the Director at such time, in
 24 such manner, and containing such information
 25 as the Director may require.

1 (B) CONTENTS.—Each application sub-
2 mitted under subparagraph (A) shall—

3 (i) be submitted during the period
4 that the State partnership serving the
5 State is receiving an implementation grant
6 under section 102;

7 (ii) demonstrate a need for the en-
8 hancement or expansion of one-stop career
9 guidance and exploration services for high
10 school students;

11 (iii) describe the activities for which
12 assistance under this subsection is sought;

13 (iv) describe the performance bench-
14 marks to be used to measure the State's
15 progress in implementing a grant under
16 this subsection;

17 (v) include a budget of the cost of the
18 project and a timeline for the provision of
19 the matching funds required under para-
20 graph (5); and

21 (vi) provide such additional assur-
22 ances as the Director determines to be es-
23 sential to ensure compliance with the re-
24 quirements of this subsection.

1 (3) FISCAL AND ADMINISTRATION AGENT.—The
 2 Governor of a State receiving a career services en-
 3 hancement grant under this subsection shall appoint
 4 the State workforce investment board or the State
 5 workforce administrative entity as the fiscal agent
 6 and the entity responsible for administering the
 7 grant. The State workforce investment board shall
 8 give preference for resources available under this
 9 grant to one-stop centers in regions with regional
 10 partnerships receiving a subgrant under section 103.

11 (4) REQUIRED ACTIVITIES.—A State receiving
 12 a career services enhancement grant under this sub-
 13 section shall use the grant funds to expand or en-
 14 hance career guidance and exploration services for
 15 students provided through one-stop centers, includ-
 16 ing resources funded under the Wagner-Peyser Act
 17 (29 U.S.C. 49 et seq.), by—

18 (A) enhancing services for students partici-
 19 pating in career pathways, such as enhancing—

20 (i) job search and placement assist-
 21 ance and, as appropriate, career coun-
 22 seling;

23 (ii) the provision of employment sta-
 24 tistics information, including the provision
 25 of accurate information related to local, re-

gional, and national labor market areas,
which may include—

(I) job vacancy listings in the
labor market area;

(II) information on the job skills
necessary to obtain those jobs; and

(III) information related to local
occupations in demand and the earn-
ings and skill requirements of such oc-
cupations;

(iii) the provision of performance in-
formation and program cost information
on eligible providers of training described
in section 122 of the Workforce Invest-
ment Act of 1998 (29 U.S.C. 2842);

(iv) comprehensive and specialized as-
sessments of skill levels and development
of plans to identify and attain career goals;

(v) individual counseling and career
planning; and

(vi) short-term prevocational services,
such as the development of learning skills,
presentation skills, resume writing skills,
interviewing skills, punctuality, and profes-
sional conduct, among others, to prepare

1 individuals for unsubsidized employment;
 2 or

3 (B) providing one-stop center career serv-
 4 ices in proximity to high school students, sub-
 5 ject to the requirements of section 134(c) of the
 6 Workforce Investment Act of 1998 (29 U.S.C.
 7 2864(c)).

8 (5) MATCHING REQUIREMENT.—Each State
 9 partnership receiving a career services enhancement
 10 grant under this subsection shall provide an amount,
 11 in cash or in-kind, that is not less than 50 percent
 12 of the amount of the grant, to carry out the activi-
 13 ties supported by the grant. The matching require-
 14 ment under this subsection may be provided from
 15 funds available from other Federal, State, local, or
 16 private sources to carry out such activities.

17 (6) EVALUATION AND REPORTING REQUIRE-
 18 MENT.—Each eligible State partnership in a State
 19 receiving a career services enhancement grant under
 20 this subsection shall submit a report to the Director
 21 regarding—

22 (A) the progress made on the activities de-
 23 scribed in paragraph (4);

24 (B) the use of grant funds, including
 25 matched funds, by the State partnership; and

(C) the State’s progress on the performance benchmarks described in paragraph (2)(B) that are established with the agreement of the Director.

TITLE III—GENERAL PROVISIONS

SEC. 301. ESTABLISHMENT OF THE NATIONAL ACADEMIC AND CAREER INNOVATION CENTER.

(a) PURPOSE.—The purpose of this section is to establish a National Academic and Career Innovation Center that—

(1) encourages innovations to address the constant changes in the highly competitive global economy;

(2) serves as a national resource for State partnerships and regional partnerships in the United States by—

(A) disseminating information on research and best practices regarding the development of career pathways;

(B) disseminating demonstrated curricula developed by States; and

(C) supporting the efforts of State partnerships and regional partnerships to offer career pathways of proven effectiveness;

1 (3) designs and conducts performance evalua-
2 tions of career pathways activities, to determine
3 whether the short- and long-term goals of the activi-
4 ties are being met; and

5 (4) administers, oversees, and evaluates all ca-
6 reer pathways grants.

7 (b) ESTABLISHMENT.—

8 (1) IN GENERAL.—There is established the Na-
9 tional Academic and Career Innovation Center,
10 which shall be administered under the terms of an
11 interagency agreement entered into by the Secretary
12 of Education, the Secretary of Labor, and the Sec-
13 retary of Commerce (in this section referred to as
14 the “Interagency Group”).

15 (2) OFFICES.—The Center shall have offices
16 separate from the offices of the Department of Edu-
17 cation, the Department of Labor, and the Depart-
18 ment of Commerce.

19 (3) RECOMMENDATIONS.—The Interagency
20 Group shall consider the recommendations of the
21 Board, established under subsection (d), in planning
22 the goals of the Center and in implementing any
23 programs to achieve such goals.

24 (c) DUTIES.—

1 (1) IN GENERAL.—In order to serve as a na-
2 tional resource for States and regions creating and
3 implementing career pathways in the United States,
4 the Center is authorized—

5 (A) to administer and oversee grants and
6 contracts under this Act;

7 (B) to conduct evaluations and research in
8 accordance with section 303 to determine the
9 effectiveness of the career pathways initiative
10 under this Act;

11 (C) to make findings as to whether the
12 goals of the career pathways initiatives under
13 this Act have been met by the grant programs
14 created under this Act;

15 (D) to work with State partnerships and
16 regional partnerships to develop performance
17 measures, in accordance with section 302, to
18 determine whether the short- and long-term
19 goals of the activities being funded by the ca-
20 reer pathways grants described in this Act are
21 being met;

22 (E) to advise Congress and the Depart-
23 ments of Labor, Education, and Commerce on
24 the development and continuous improvement
25 of career pathways;

1 (F) to communicate and coordinate with
 2 the Departments of Labor, Education, and
 3 Commerce on related activities administered by
 4 one or more of the Departments; and

5 (G) to disseminate information, through
 6 online and other resources that are easily acces-
 7 sible, that shall—

8 (i) consist of—

9 (I) model career pathways cur-
 10 rricula developed under section 202(a);
 11 and

12 (II) proven best practices and ca-
 13 reer resources, including multi-media
 14 information and products identified by
 15 the Center, other entities, and reposi-
 16 tories of information; and

17 (ii) facilitate the ability of secondary
 18 schools serving high school students or
 19 other educational entities to access and im-
 20 plement model career pathways curricula if
 21 the schools or entities so choose.

22 (2) GRANTS AND CONTRACTS.—The Center
 23 may award grants to, or enter into contracts or co-
 24 operative agreements with, individuals, public or pri-

1 vate institutions, agencies, or organizations, to carry
2 out the activities of the Center.

3 (3) DISCLOSURES.—The Center shall publicly
4 disclose, through an easily accessible website, the
5 Center’s justification for the Center’s decision to ap-
6 prove or reject each application for a grant under
7 this Act and, in the case of an application that is
8 approved, the amount of the grant awarded.

9 (4) PROHIBITION ON REQUIRED USE OF A CUR-
10 RICULUM.—The Director shall not—

11 (A) use online resources supported under
12 this section to develop a national curriculum; or

13 (B) require States to use any model career
14 pathways curriculum included in the online re-
15 sources.

16 (d) NATIONAL ACADEMIC AND CAREER INNOVATION
17 CENTER BOARD.—

18 (1) ESTABLISHMENT.—

19 (A) IN GENERAL.—There shall be a Na-
20 tional Academic and Career Innovation Center
21 Board, which shall consist of 15 individuals ap-
22 pointed by the President with the advice and
23 consent of the Senate.

24 (B) COMPOSITION.—The Board shall be
25 comprised of individuals who are not otherwise

officers or employees of the Federal Government and who are representative of—

- (i) public secondary education;
- (ii) public postsecondary education, including 2-year and 4-year institutions of higher education;
- (iii) businesses and trade organizations that demonstrate an interest in career pathways;
- (iv) high school students or postsecondary students, including at-risk youth;
- (v) workforce development;
- (vi) economic development;
- (vii) State and local governments;
- (viii) parents or legal guardians of students; and
- (ix) labor organizations.

(2) DUTIES.—The Board shall—

(A) make recommendations concerning the appointment of the Director and staff of the Center;

(B) advise the Center and the Interagency Group on a vision of career pathways that—

- (i) create opportunities for high school students to make successful transitions to

1 postsecondary education and employment
 2 and improve the long-term economic pros-
 3 perity for themselves and their families;
 4 and

5 (ii) play an integral part in the larger
 6 workforce and economic development sys-
 7 tems;

8 (C) provide independent advice on the op-
 9 eration of the Center; and

10 (D) receive reports from the Interagency
 11 Group and the Director.

12 (3) APPOINTMENTS.—

13 (A) IN GENERAL.—Each member of the
 14 Board shall be appointed for a term of 5 years,
 15 except that the initial terms for members may
 16 be 1, 2, or 3 years in order to establish a rota-
 17 tion in which $\frac{1}{3}$ of the members are selected in
 18 each of the first 3 years of a 5-year cycle.

19 (B) TERM LIMIT.—Any such member may
 20 be appointed for not more than 1 full term.

21 (C) VACANCIES.—Any vacancy in the
 22 Board shall not affect the powers of the Board,
 23 but shall be filled in the same manner as the
 24 original appointment.

1 (D) ELECTION OF OFFICERS.—The Board
2 shall elect a Chairperson and Vice Chairperson
3 of the Board from among the members of the
4 Board.

5 (E) MEETINGS.—The Board shall meet at
6 the call of the Chairperson or a majority of the
7 members of the Board.

8 (e) DIRECTOR.—The Board, after considering rec-
9 ommendations made by the Interagency Group, shall ap-
10 point and fix the pay of a Director.

11 (f) GIFTS, BEQUESTS, AND DEVISES.—

12 (1) IN GENERAL.—The Center may accept, ad-
13 minister, and use for the purposes of the Center
14 gifts or donations of services, money, or property,
15 whether real or personal, tangible or intangible.

16 (2) RULES.—The Board shall establish written
17 rules setting forth the criteria to be used by the
18 Center in determining whether the acceptance of
19 contributions of services, money, or property whether
20 real or personal, tangible or intangible, would reflect
21 unfavorably upon the ability of the Center or any
22 employee to carry out the responsibilities of the Cen-
23 ter or employee, or official duties, in a fair and ob-
24 jective manner, or would compromise the integrity or

1 the appearance of the integrity of the Center's pro-
 2 grams or any official involved in those programs.

3 (g) FUNDING.—Any amounts appropriated to the
 4 Secretary of Education, the Secretary of Labor, the Sec-
 5 retary of Commerce, or the head of any other department
 6 that participates in the Center, for the purposes that the
 7 Center is authorized to perform under this Act, may be
 8 provided to the Center for such purposes.

9 **SEC. 302. ACCOUNTABILITY AND PERFORMANCE MEASURE-**
 10 **MENT.**

11 (a) PURPOSE.—The purpose of this section is to es-
 12 tablish an accountability system, comprised of the activi-
 13 ties described in this section, in order to—

14 (1) assess the effectiveness of State and re-
 15 gional activities assisted under this Act to help high
 16 school students successfully transition from sec-
 17 ondary school to postsecondary education and em-
 18 ployment primarily in high skill, high demand indus-
 19 tries by acquiring the skills and knowledge that lead
 20 to long-term career success;

21 (2) improve the State and regional career path-
 22 ways activities assisted under this Act;

23 (3) assess the effectiveness of State and re-
 24 gional career pathways activities in creating a highly

1 skilled and agile workforce that meets 21st century
 2 skill demands;

3 (4) maximize the return on investment of Fed-
 4 eral funds in State and regional career pathways ac-
 5 tivities assisted under this Act; and

6 (5) assess the effectiveness of State and re-
 7 gional career pathways in connecting efforts in edu-
 8 cation, economic, and workforce development.

9 (b) PERFORMANCE MEASURES.—

10 (1) IN GENERAL.—For each State partnership
 11 and regional partnership, performance measures
 12 shall consist of the indicators of performance de-
 13 scribed in paragraph (2) and the level of perform-
 14 ance described in paragraph (3).

15 (2) INDICATORS OF PERFORMANCE.—The indi-
 16 cators of performance shall consist of the following:

17 (A) INTERIM INDICATORS.—

18 (i) Student participation in a career
 19 pathway.

20 (ii) Student attainment of a secondary
 21 school diploma, disaggregated by the sub-
 22 groups described in section
 23 1111(b)(2)(C)(v)(II) of the Elementary
 24 and Secondary Education Act of 1965 (20
 25 U.S.C. 6311(b)(2)(C)(v)(II)).

1 (iii) Student participation in a career
 2 pathway and attainment of a secondary
 3 school diploma, disaggregated by the sub-
 4 groups described in such section
 5 1111(b)(2)(C)(v)(II).

6 (B) TRANSITIONAL INDICATORS.—

7 (i) Student acquisition of a secondary
 8 school diploma and entrance into postsec-
 9 ondary education or employment.

10 (ii) Student acquisition of a secondary
 11 school diploma and entrance into postsec-
 12 ondary education or employment related to
 13 a high skill, high demand industry.

14 (iii) Attainment of 1 or more recog-
 15 nized credentials, which may include a cer-
 16 tificate, license, journey-status card, or as-
 17 sociate degree or baccalaureate degree.

18 (iv) Attainment of 1 or more recog-
 19 nized credentials, which may include a cer-
 20 tificate, license, journey-status card, or as-
 21 sociate degree or baccalaureate degree re-
 22 lated to a high skill, high demand industry.

23 (C) LONG-TERM INDICATORS.—

24 (i) Employment of individuals who
 25 participated in a career pathway and at-

1 tained a secondary school diploma or a cre-
2 dential.

3 (ii) Employment of individuals who
4 participated in a career pathway and at-
5 tained a secondary school diploma or a cre-
6 dential related to a high skill, high demand
7 industry.

8 (iii) The initial wage or salary level of
9 individuals who participated in a career
10 pathway and attained a secondary school
11 diploma.

12 (iv) The initial wage or salary level of
13 individuals who participated in a career
14 pathway and attained a secondary school
15 diploma and a credential.

16 (D) ADDITIONAL INDICATORS.—A State
17 partnership may identify in the State imple-
18 mentation application additional indicators that
19 regional partnerships receiving a subgrant from
20 the State partnership shall use to evaluate ca-
21 reer pathways activities supported by the
22 subgrant.

23 (3) LEVEL OF PERFORMANCE.—For each indi-
24 cator of performance, there shall be a level of per-
25 formance expressed in objective, quantifiable, and

1 measurable form and in a way to show the progress
2 of the State toward continuously improving perform-
3 ance.

4 (4) STATE PERFORMANCE MEASURES.—

5 (A) IN GENERAL.—Each State partnership
6 that receives an implementation grant under
7 section 102 or a transition grant under section
8 104 shall reach agreement with the Director on
9 the performance measures for the years covered
10 by the implementation grant or the transition
11 grant as a condition of receiving the grant. The
12 performance measures shall take into account
13 the State's economic conditions, student charac-
14 teristics, graduation rates, and the activities or
15 services provided supported by the grants.

16 (B) ADJUSTMENTS.—If unanticipated cir-
17 cumstances arise in a State resulting in a sig-
18 nificant change in the State's economic condi-
19 tions, student characteristics, secondary school
20 graduation rates, or activities or services pro-
21 vided, the State partnership Governor may re-
22 quest that the Director adjust the level of per-
23 formance for the State.

24 (5) REGIONAL PERFORMANCE MEASURES.—

1 (A) IN GENERAL.—Each regional partner-
2 ship that receives a career pathways subgrant
3 under section 103 shall reach agreement with
4 the State partnership on the regional levels of
5 performance for each core indicator and any ad-
6 ditional indicators that the State partnership
7 may establish in accordance with this sub-
8 section for the years covered by the grant as a
9 condition of receiving the subgrant. The per-
10 formance measures shall take into account the
11 economic conditions, student characteristics,
12 graduation rates, and activities or services pro-
13 vided within the region.

14 (B) ADJUSTMENTS.—If unanticipated cir-
15 cumstances arise in a region, resulting in a sig-
16 nificant change in the economic conditions, stu-
17 dent characteristics, graduation rates, or activi-
18 ties or services provided, the regional partner-
19 ship may request that the State partnership ad-
20 just the level of performance.

21 (6) CALCULATION RULES.—

22 (A) WAGE RECORDS.—In measuring
23 progress in labor market-related core indicators,
24 a State partnership or regional partnership
25 shall use wage records, consistent with State

1 law and by making arrangements through the
2 Secretary of Labor, to ensure that the wage
3 records of any State or region are available to
4 any other State or region to the extent required
5 by the other State or region to complete the an-
6 nual report required under this section.

7 (B) REENTERING STUDENTS.—If a stu-
8 dent exits the education system at any point
9 during secondary school or postsecondary edu-
10 cation, a State partnership or regional partner-
11 ship shall include the student in the required
12 performance data if the student reenrolls in
13 public education before the student attains the
14 age of 24.

15 (c) REPORTS.—

16 (1) IN GENERAL.—Each State partnership that
17 receives a grant under this Act shall annually, for
18 each year of the grant, provide a report to the Cen-
19 ter that includes the progress of the State in accom-
20 plishing the performance measures or benchmarks
21 for the State, which annual report shall include—

22 (A) information on the progress each re-
23 gion receiving a career pathways subgrant made
24 in accomplishing its performance measures;

1 (B) the costs of the career pathways activi-
2 ties supported under the implementation grant
3 under section 102 and any supplemental grants
4 received by the State under title II, including—

5 (i) the type of cost, such as cash, per-
6 sonnel, equipment, supplies, or materials,
7 or other cost; and

8 (ii) the sources used to pay such
9 costs, such as funding from other Federal,
10 State, or local public programs or private
11 sector or philanthropic contributions, and
12 the dollar value of the resources leveraged
13 to cover such costs and support the activi-
14 ties; and

15 (C) any fiscal and management account-
16 ability information required by the Center,
17 using sound financial and management prac-
18 tices.

19 (2) VALID AND RELIABLE INFORMATION.—In
20 preparing the State reports under this subsection,
21 each State partnership shall establish procedures,
22 consistent with guidelines issued by the Center, to
23 ensure that the information contained in the reports
24 is valid and reliable.

1 (d) FERPA.—In carrying out the requirements of
 2 this section, each State, State partnership, and regional
 3 partnership shall comply with section 444 of the General
 4 Education Provisions Act (the Family Educational Rights
 5 and Privacy Act of 1974) (20 U.S.C. 1232g).

6 (e) AVAILABILITY OF INFORMATION.—The Director
 7 shall make the information in the State partnership re-
 8 ports required under this section available, through publi-
 9 cation and other appropriate methods, to—

10 (1) the Secretary of Commerce, the Secretary of
 11 Education, and the Secretary of Labor;

12 (2) the Committee on Health, Education,
 13 Labor, and Pensions of the Senate and the Com-
 14 mittee on Education and Labor of the House of
 15 Representatives; and

16 (3) the public.

17 **SEC. 303. EVALUATION AND RESEARCH.**

18 (a) IN GENERAL.—The Director is authorized to con-
 19 duct evaluation and research, either directly or through
 20 grants or contracts, to determine the effectiveness of the
 21 career pathway initiatives under this Act in meeting the
 22 purposes of this Act. Research topics may include—

23 (1) effective activities and interventions to en-
 24 gage high school students and help the students

1 transition to postsecondary education and careers,
2 including improving outcomes for at-risk youth;

3 (2) effective improvements to data systems to
4 better enable States and regions to measure student
5 academic and career longitudinal outcomes; and

6 (3) the taxpayer return on investment in the ca-
7 reer pathways initiative under this Act and the par-
8 ticipant return on investment in the career pathways
9 initiatives under this Act.

10 (b) AWARD BASIS.—Each grant or contract awarded
11 under subsection (a) that is in an amount that exceeds
12 \$200,000 shall be awarded only on a competitive basis,
13 except that a noncompetitive award of more than
14 \$200,000 may be made in the case of a project that is
15 funded jointly with other public or private entities that
16 provide a substantial portion of assistance under the grant
17 or contract for the project.

18 (c) PEER REVIEW.—The Center shall utilize a peer
19 review process—

20 (1) to review all applications for research and
21 evaluation grants and contracts in excess of
22 \$500,000; and

23 (2) to review and designate the exemplary and
24 promising career pathways curricula, practices, and
25 model approaches.

1 (d) METHODOLOGY.—Evaluations conducted under
 2 this section shall utilize appropriate methodology and re-
 3 search designs.

4 (e) DISTRIBUTION.—Not later than 60 days after the
 5 completion of a final research or evaluation report under
 6 this subsection, the Director shall—

7 (1) make the final report available to the public
 8 and to the States; and

9 (2) submit the final report, accompanied by the
 10 recommendations of the Center, as appropriate to
 11 the Secretary of Commerce, the Secretary of Edu-
 12 cation, and the Secretary of Labor, and the appro-
 13 priate committees of Congress.

14 (f) AFFECT ON OTHER PROGRAMS.—The Secretary
 15 of Commerce, the Secretary of Education, and the Sec-
 16 retary of Labor shall take the findings of the evaluation
 17 and research described in this section and the reports
 18 under section 302(f) into account.

19 **SEC. 304. BENEFITS AND LABOR STANDARDS.**

20 (a) IN GENERAL.—The provisions of subsection
 21 (a)(1), paragraphs (2), (3), and (4) of subsection (b), and
 22 subsection (c), of section 181 of the Workforce Investment
 23 Act of 1988 (29 U.S.C. 2931) that apply to individuals
 24 participating in activities under title I of that Act (29

1 U.S.C. 2801 et seq.), shall apply in the same manner to
 2 individuals participating in programs under this Act.

3 (b) REFERENCES.—For purposes of the application
 4 described in subsection (a), a reference to—

5 (1) funds or a recipient of funds under that
 6 title shall be considered to be a reference to funds
 7 or a recipient of funds under this Act;

8 (2) a requirement or violation of that title shall
 9 be considered to be a reference to a requirement or
 10 violation of this Act; and

11 (3) the Secretary of Labor shall be considered
 12 to be a reference to the Center.

13 **SEC. 305. SUNSHINE PROVISION.**

14 Each State partnership and regional partnership re-
 15 ceiving a grant or subgrant under this Act shall make
 16 available to the public—

17 (1) on a regular basis through open meetings—

18 (A) information about the activities of the
 19 State partnership or regional partnership, re-
 20 spectively, including information on the State
 21 plan under section 101 and how to provide com-
 22 ments prior to the State partnership's submis-
 23 sion of the plan; and

1 (B) information about the membership of
 2 the State partnership or regional partnership,
 3 respectively; and

4 (2) upon request, the minutes of the formal
 5 meetings of the State partnership or regional part-
 6 nership, respectively.

7 **SEC. 306. AUTHORIZATION OF APPROPRIATIONS AND DIS-**
 8 **TRIBUTION.**

9 (a) AUTHORIZATION OF APPROPRIATIONS.—There is
 10 authorized to be appropriated to the Center to carry out
 11 the activities described in this Act, such sums as may be
 12 necessary for each of the fiscal years 2014 through 2022.

13 (b) DISTRIBUTION.—

14 (1) IN GENERAL.—Of the amount appropriated
 15 under subsection (a) for fiscal year 2014, the Center
 16 shall use—

17 (A) \$12,000,000 to carry out section 101;

18 (B) a total of \$600,000,000 to carry out
 19 sections 102, 103, and 104;

20 (C) \$300,000,000 to carry out section 201;

21 and

22 (D) \$18,000,000 to carry out title III.

23 (2) RATABLE REDUCTION.—In the event that
 24 the amounts appropriated under this section for fis-
 25 cal year 2014 is less than the amounts required to

- 1 carry out paragraph (1), the Center shall ratably re-
- 2 duce each such amount for such fiscal year.

○