

Calendar No. 517

115TH CONGRESS
2D SESSION**S. 3217**

To reauthorize the Carl D. Perkins Career and Technical Education Act
of 2006.

IN THE SENATE OF THE UNITED STATES

JULY 16, 2018

Mr. ALEXANDER, from the Committee on Health, Education, Labor, and Pen-
sions, reported the following original bill; which was read twice and
placed on the calendar

A BILL

To reauthorize the Carl D. Perkins Career and Technical
Education Act of 2006.

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.**

4 This Act may be cited as the “Strengthening Career
5 and Technical Education for the 21st Century Act”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.

- Sec. 4. Effective date.
- Sec. 5. Table of contents of the Carl D. Perkins Career and Technical Education Act of 2006.
- Sec. 6. Purpose.
- Sec. 7. Definitions.
- Sec. 8. Transition provisions.
- Sec. 9. Prohibitions.
- Sec. 10. Authorization of appropriations.

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO
THE STATES

PART A—ALLOTMENT AND ALLOCATION

- Sec. 110. Reservations and State allotment
- Sec. 111. Within State allocation.
- Sec. 112. Accountability.
- Sec. 113. National activities.
- Sec. 114. Assistance for the outlying areas.
- Sec. 115. Native American Programs.
- Sec. 116. Tribally controlled postsecondary career and technical institutions.
- Sec. 117. 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 education programs.
- Sec. 132. Special rules for career and technical education.
- Sec. 133. Local application for career and technical education programs.
- Sec. 134. Local uses of funds.

TITLE II—GENERAL PROVISIONS

- Sec. 201. Federal and State administrative provisions.

TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT

- Sec. 301. State responsibilities.

1 SEC. 3. REFERENCES.

2 Except as otherwise expressly provided, whenever in
3 this Act an amendment or repeal is expressed in terms
4 of an amendment to, or repeal of, a section or other provi-
5 sion, the reference shall be considered to be made to a
6 section or other provision of the Carl D. Perkins Career

1 and Technical Education Act of 2006 (20 U.S.C. 2301
2 et seq.).

3 **SEC. 4. EFFECTIVE DATE.**

4 This Act, and the amendments made by this Act,
5 shall take effect beginning on July 1, 2019.

6 **SEC. 5. TABLE OF CONTENTS OF THE CARL D. PERKINS CA-**
7 **REER AND TECHNICAL EDUCATION ACT OF**
8 **2006.**

9 Section 1(b) is amended to read as follows:

10 “(b) TABLE OF CONTENTS.—The table of contents
11 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. Prohibitions.

“Sec. 9. 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 programs.

“Sec. 117. Tribally controlled postsecondary career and technical institutions.

“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 education programs.

- “Sec. 132. Distribution of funds for postsecondary education programs.
 “Sec. 133. Special rules for career and technical education.
 “Sec. 134. Local application for career and technical education programs.
 “Sec. 135. Local uses of funds.

“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 and children.
 “Sec. 218. Limitation on Federal regulations.
 “Sec. 219. Study on programs of study aligned to high-skill, high-wage occupations.

“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. Student assistance and other Federal programs.”.

1 **SEC. 6. PURPOSE.**

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

3 (1) in the matter preceding paragraph (1)—

4 (A) by striking “academic and career and
 5 technical skills” and inserting “academic knowl-
 6 edge and technical and employability skills”;
 7 and

8 (B) by inserting “and programs of study”
 9 after “technical education programs”;

10 (2) in paragraph (1), by striking “high demand
 11 occupations” and inserting “in-demand occupa-
 12 tions”;

1 (3) in paragraph (3), by striking “, including
2 tech prep education”;

3 (4) in paragraph (4), by inserting “and pro-
4 grams of study” after “technical education pro-
5 grams”;

6 (5) in paragraph (6), by striking “and” after
7 the semicolon;

8 (6) in paragraph (7), by striking the period at
9 the end and inserting “; and”; and

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

11 “(8) increasing the employment opportunities
12 for populations who are chronically unemployed or
13 underemployed, including individuals with disabili-
14 ties, individuals from economically disadvantaged
15 families, out-of-workforce individuals, youth who are
16 in, or have aged out of, the foster care system, and
17 homeless individuals.”.

18 **SEC. 7. DEFINITIONS.**

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

20 (1) by striking paragraphs (10), (16), (23),
21 (24), (25), (26), and (32);

22 (2) by redesignating paragraphs (8), (9), (11),
23 (12), (13), (14), (15), (17), (18), (19), (20), (21),
24 (22), (27), (28), (29), (30), (31), (33), and (34) as
25 paragraphs (9), (10), (17), (18), (20), (21), (24),

1 (28), (30), (31), (33), (34), (39), (44), (45), (48),
2 (49), (50), (51), and (52), respectively;

3 (3) in paragraph (2), by striking “, including
4 information as described in section 118”.

5 (4) in paragraph (3)—

6 (A) in subparagraph (B), by striking “5
7 different occupational fields to individuals” and
8 inserting “3 different fields, especially in in-de-
9 mand industry sectors or occupations, that are
10 available to all students”; and

11 (B) in subparagraph (D), by striking “not
12 fewer than 5 different occupational fields” and
13 inserting “not fewer than 3 different occupa-
14 tional fields”;

15 (5) in paragraph (5)—

16 (A) in subparagraph (A)—

17 (i) by amending clause (i) to read as
18 follows:

19 “(i) provides individuals with rigorous
20 academic content and relevant technical
21 knowledge and skills needed to prepare for
22 further education and careers in current or
23 emerging professions, including in in-de-
24 mand industry sectors or occupations,
25 which shall be, at the secondary level,

1 aligned with the challenging State aca-
2 demic standards adopted by a State under
3 section 1111(b)(1) of the Elementary and
4 Secondary Education Act of 1965;”;

5 (ii) in clause (ii), by striking “, an in-
6 dustry-recognized credential, a certificate,
7 or an associate degree” and inserting “or
8 a recognized postsecondary credential,
9 which may include an industry-recognized
10 credential, a certificate, or an associate de-
11 gree”; and

12 (iii) in clause (iii), by striking “and”
13 at the end;

14 (B) in subparagraph (B)—

15 (i) by inserting “, work-based, or
16 other” after “competency-based”;

17 (ii) by striking “contributes to the”
18 and inserting “supports the development
19 of”;

20 (iii) by striking “general”; and

21 (iv) by striking the period at the end
22 and inserting a semicolon; and

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

24 “(C) to the extent practicable, coordinate
25 between secondary and postsecondary education

1 programs through programs of study, which
2 may include articulation agreements, early col-
3 lege high school programs, dual or concurrent
4 enrollment program opportunities, or other
5 credit transfer agreements that provide postsec-
6 ondary credit or advanced standing; and

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

12 (6) in paragraph (7)—

13 (A) in subparagraph (A)—

14 (i) by striking “(and parents, as ap-
15 propriate)” and inserting “(and, as appro-
16 priate, parents and out-of-school youth)”;

17 (ii) by inserting “exploration opportu-
18 nities” after “regarding career awareness”;

19 and

20 (iii) by striking “and” after the semi-
21 colon;

22 (B) in subparagraph (B)—

23 (i) by inserting “to students (and, as
24 appropriate, parents and out-of-school
25 youth)” after “provides information”; and

1 (ii) by striking “financial aid,” and all
2 that follows through the end of the sub-
3 paragraph and inserting “financial aid, job
4 training, secondary and postsecondary op-
5 tions (including associate and baccalaureate degree programs), dual or concur-
6 rent enrollment programs, work-based
7 learning opportunities, early college high
8 schools, financial literacy, and support
9 services, as appropriate; and”;

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

11 “(C) may provide assistance for special
12 populations with respect to direct support serv-
13 ices that enable students to persist in and com-
14 plete career and technical education, programs
15 of study, or career pathways.”;

16 (7) by inserting after paragraph (7) the fol-
17 lowing:

18 “(8) CAREER PATHWAYS.—The term ‘career
19 pathways’ has the meaning given the term in section
20 3 of the Workforce Innovation and Opportunity Act
21 (29 U.S.C. 3102).”;

22 (8) by inserting after paragraph (10) (as redesi-
23 gnated by paragraph (2)) the following:
24

1 “(11) CREDIT TRANSFER AGREEMENT.—The
2 term ‘credit transfer agreement’ means a formal
3 agreement, such as an articulation agreement,
4 among and between secondary and postsecondary
5 education institutions or systems that grant students
6 transcribed postsecondary credit, which may include
7 credit granted to students in dual or concurrent en-
8 rollment programs or early college high school, dual
9 credit, articulated credit, and credit granted on the
10 basis of performance on technical or academic as-
11 sessments.

12 “(12) CTE CONCENTRATOR.—The term ‘CTE
13 concentrator’ means—

14 “(A) at the secondary school level, a stu-
15 dent served by an eligible recipient who has
16 completed at least 2 courses in a single career
17 and technical education program or program of
18 study; and

19 “(B) at the postsecondary level, a student
20 enrolled in an eligible recipient who has—

21 “(i) earned at least 12 cumulative
22 credits within a career and technical edu-
23 cation program or program of study; or

1 “(ii) completed such a program if the
2 program encompasses fewer than 12 cred-
3 its or the equivalent in total.

4 “(13) CTE PARTICIPANT.—The term ‘CTE
5 participant’ means an individual who completes not
6 less than one course or earns not less than one cred-
7 it in a career and technical education program or
8 program of study of an eligible recipient.

9 “(14) DIRECTOR.—The term ‘Director’ means
10 the Director of the Institute of Education Sciences.

11 “(15) DUAL OR CONCURRENT ENROLLMENT
12 PROGRAM.—The term ‘dual or concurrent enrollment
13 program’ has the meaning given the term in section
14 8101 of the Elementary and Secondary Education
15 Act of 1965.

16 “(16) EARLY COLLEGE HIGH SCHOOL.—The
17 term ‘early college high school’ has the meaning
18 given the term in section 8101 of the Elementary
19 and Secondary Education Act of 1965.”;

20 (9) by inserting after paragraph (18) (as reded-
21 ignated by paragraph (2)) the following:

22 “(19) ELIGIBLE ENTITY.—The term ‘eligible
23 entity’ means a consortium, group, or partnership
24 that includes the following:

1 “(A) Representatives of not less than 2 of
2 the following entities, 1 of which shall serve as
3 the fiscal agent for the consortium, group, or
4 partnership:

5 “(i) A local educational agency or a
6 consortium of such agencies.

7 “(ii) An educational service agency
8 serving secondary school students.

9 “(iii) An area career and technical
10 education school or a consortium of such
11 schools.

12 “(iv) An Indian Tribe, Tribal organi-
13 zation, or Tribal educational agency.

14 “(v) An institution of higher edu-
15 cation whose most common degree awarded
16 is an associate degree, or a consortium of
17 such institutions.

18 “(vi) An institution of higher edu-
19 cation whose most common degree awarded
20 is a bachelor’s or higher degree, or a con-
21 sortium of such institutions.

22 “(vii) A State educational agency.

23 “(B) One or more business or industry
24 representative partners, which may include rep-
25 resentatives of local or regional businesses or

1 industries, including industry or sector partner-
2 ships in the local area, local workforce develop-
3 ment boards, or labor organizations.

4 “(C) One or more stakeholders, which may
5 include—

6 “(i) parents and students;

7 “(ii) representatives of local agencies
8 serving out-of-school youth, homeless chil-
9 dren and youth, and at-risk youth (as de-
10 fined in section 1432 of the Elementary
11 and Secondary Education Act of 1965 (20
12 U.S.C. 6472));

13 “(iii) representatives of Indian tribes
14 and Tribal organizations, where applicable;

15 “(iv) representatives of minority-serv-
16 ing institutions (as described in para-
17 graphs (1) through (7) of section 371(a) of
18 the Higher Education Act of 1965 (20
19 U.S.C. 1067q(a)), where applicable;

20 “(v) representatives of special popu-
21 lations;

22 “(vi) representatives of adult career
23 and technical education providers; or

24 “(vii) other relevant community stake-
25 holders.”;

1 (10) by amending paragraph (20) (as redesignated by paragraph (2)) to read as follows:

2 “(20) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—

3 “(A) a consortium of 2 or more of the entities described in subparagraphs (B) through (F);

4 “(B) a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree;

5 “(C) a local educational agency providing education at the postsecondary level;

6 “(D) an area career and technical education school providing education at the postsecondary level;

7 “(E) an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State;

8 “(F) a postsecondary educational institution controlled by the Bureau of Indian Edu-

1 cation or operated by or on behalf of any Indian
2 Tribe that is eligible to contract with the Sec-
3 retary of the Interior for the administration of
4 programs under the Indian Self-Determination
5 and Education Assistance Act (25 U.S.C. 5301
6 et seq.) or the Act of April 16, 1934 (25 U.S.C.
7 5342 et seq.);

8 “(G) a tribally controlled college or univer-
9 sity; or

10 “(H) an educational service agency.”;

11 (11) in paragraph (21) (as redesignated by
12 paragraph (2)), by inserting “an Indian Tribe, Trib-
13 al organization, or Tribal educational agency” after
14 “service agency,”;

15 (12) by inserting after paragraph (21) (as re-
16 redesignated by paragraph (2)) the following:

17 “(22) ENGLISH LEARNER.—The term ‘English
18 learner’ means—

19 “(A) a secondary school student who is an
20 English learner, as defined in section 8101 of
21 the Elementary and Secondary Education Act
22 of 1965; or

23 “(B) an adult or an out-of-school youth
24 who has limited ability in speaking, reading,

1 writing, or understanding the English language
2 and—

3 “(i) whose native language is a lan-
4 guage other than English; or

5 “(ii) who lives in a family environment
6 or community in which a language other
7 than English is the dominant language.

8 “(23) EVIDENCE-BASED.—The term ‘evidence-
9 based’ has the meaning given the term in section
10 8101(21)(A) of the Elementary and Secondary Edu-
11 cation Act of 1965.”;

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

14 “(25) HIGH SCHOOL.—The term ‘high school’
15 has the meaning given the term in section 8101 of
16 the Elementary and Secondary Education Act of
17 1965.

18 “(26) IN-DEMAND INDUSTRY SECTOR OR OCCU-
19 PATION.—The term ‘in-demand industry sector or
20 occupation’ has the meaning given the term in sec-
21 tion 3 of the Workforce Innovation and Opportunity
22 Act (29 U.S.C. 3102).

23 “(27) INDIAN; INDIAN TRIBE.—The terms ‘In-
24 dian’ and ‘Indian Tribe’ have the meanings given
25 the terms ‘Indian’ and ‘Indian tribe’, respectively, in

1 section 4 of the Indian Self-Determination and Edu-
2 cation Assistance Act (25 U.S.C. 5304).”;

3 (14) by inserting after paragraph (28) (as re-
4 designated by paragraph (2)) the following:

5 “(29) INDUSTRY OR SECTOR PARTNERSHIP.—
6 The term ‘industry or sector partnership’ has the
7 meaning given the term in section 3 of the Work-
8 force Innovation and Opportunity Act (29 U.S.C.
9 3102).”;

10 (15) by inserting after paragraph (31) (as re-
11 designated by paragraph (2)) the following:

12 “(32) LOCAL WORKFORCE DEVELOPMENT
13 BOARD.—The term ‘local workforce development
14 board’ means a local workforce development board
15 established under section 107 of the Workforce In-
16 novation and Opportunity Act (29 U.S.C. 3122).”;

17 (16) in paragraph (33) (as redesignated by
18 paragraph (2)), by striking “including” and insert-
19 ing “such as”;

20 (17) by inserting after paragraph (34) (as re-
21 designated by paragraph (2)) the following:

22 “(35) OUT-OF-SCHOOL YOUTH.—The term ‘out-
23 of-school youth’ has the meaning given the term in
24 section 3 of the Workforce Innovation and Oppor-
25 tunity Act (29 U.S.C. 3102).

1 “(36) OUT-OF-WORKFORCE INDIVIDUAL.—The
2 term ‘out-of-workforce individual’ means—

3 “(A) an individual who is a displaced
4 homemaker, as defined in section 3 of the
5 Workforce Innovation and Opportunity Act (29
6 U.S.C. 3102); or

7 “(B) an individual who—

8 “(i)(I) has worked primarily without
9 remuneration to care for a home and fam-
10 ily, and for that reason has diminished
11 marketable skills; or

12 “(II) is a parent whose youngest de-
13 pendent child will become ineligible to re-
14 ceive assistance under part A of title IV of
15 the Social Security Act (42 U.S.C. 601 et
16 seq.) not later than 2 years after the date
17 on which the parent applies for assistance
18 under such title; and

19 “(ii) is unemployed or underemployed
20 and is experiencing difficulty in obtaining
21 or upgrading employment.

22 “(37) PARAPROFESSIONAL.—The term ‘para-
23 professional’ has the meaning given the term in sec-
24 tion 8101 of the Elementary and Secondary Edu-
25 cation Act of 1965.

1 “(38) PAY FOR SUCCESS INITIATIVE.—

2 “(A) IN GENERAL.—Subject to subpara-
3 graph (B), the term ‘pay for success initiative’
4 means a performance-based grant, contract, or
5 cooperative agreement awarded by a State or
6 local public entity (such as a local educational
7 agency) to a public or private nonprofit entity—

8 “(i) in which a commitment is made
9 to pay for improved outcomes that result
10 in increased public value and social benefit
11 to students and the public sector, such as
12 improved student outcomes as evidenced by
13 the indicators of performance described in
14 section 113(b)(2) and direct cost savings
15 or cost avoidance to the public sector; and

16 “(ii) that includes—

17 “(I) a feasibility study on the ini-
18 tiative describing how the proposed
19 intervention is based on evidence of
20 effectiveness;

21 “(II) a rigorous, third-party eval-
22 uation that uses experimental or
23 quasi-experimental design or other re-
24 search methodologies that allow for
25 the strongest possible causal infer-

1 ences to determine whether the initia-
2 tive has met its proposed outcomes;

3 “(III) an annual, publicly avail-
4 able report on the progress of the ini-
5 tiative; and

6 “(IV) a requirement that pay-
7 ments are made to the recipient of a
8 grant, contract, or cooperative agree-
9 ment only when agreed upon outcomes
10 are achieved, except that the entity
11 may make payments to the third
12 party conducting the evaluation de-
13 scribed in subclause (II).

14 “(B) EXCLUSION.—The term ‘pay for suc-
15 cess initiative’ does not include any initiative
16 that—

17 “(i) reduces the special education or
18 related services that a student would other-
19 wise receive under the Individuals with
20 Disabilities Education Act; or

21 “(ii) otherwise reduces the rights of a
22 student or the obligations of an entity
23 under the Individuals with Disabilities
24 Education Act, the Rehabilitation Act of
25 1973 (29 U.S.C. 701 et seq.), the Ameri-

1 cans with Disabilities Act of 1990 (42
2 U.S.C. 12101 et seq.), or any other law.”.

3 (18) in paragraph (39)(C) (as redesignated by
4 paragraph (2)), by striking “apprenticeship” and in-
5 serting “other skilled training”;

6 (19) by inserting after paragraph (39) (as re-
7 designated by paragraph (2)) the following:

8 “(40) PROFESSIONAL DEVELOPMENT.—The
9 term ‘professional development’ has the meaning
10 given the term in section 8101 of the Elementary
11 and Secondary Education Act of 1965.

12 “(41) PROGRAM OF STUDY.—The term ‘pro-
13 gram of study’ means a coordinated, nonduplicative
14 sequence of secondary and postsecondary academic
15 and technical content that—

16 “(A) incorporates challenging State aca-
17 demic standards, including those adopted by a
18 State under section 1111(b)(1) of the Elemen-
19 tary and Secondary Education Act of 1965;

20 “(B) addresses both academic and tech-
21 nical knowledge and skills, including employ-
22 ability skills;

23 “(C) is aligned with the needs of industries
24 in the economy of the State, region, Tribal com-
25 munity, or local area;

1 “(D) progresses in specificity (beginning
2 with all aspects of an industry or career cluster
3 and leading to more occupation-specific instruc-
4 tion);

5 “(E) has multiple entry and exit points
6 that incorporate credentialing; and

7 “(F) culminates in the attainment of a rec-
8 ognized postsecondary credential.

9 “(42) QUALIFIED INTERMEDIARY.—The term
10 ‘qualified intermediary’ means a nonprofit entity,
11 which may be part of an industry or sector partner-
12 ship, that demonstrates expertise in building, con-
13 necting, sustaining, and measuring partnerships
14 with entities such as employers, schools, community-
15 based organizations, postsecondary institutions, so-
16 cial service organizations, economic development or-
17 ganizations, Indian tribes or Tribal organizations,
18 and workforce systems to broker services, resources,
19 and supports to youth and the organizations and
20 systems that are designed to serve youth, includ-
21 ing—

22 “(A) connecting employers to classrooms;

23 “(B) assisting in the design and implemen-
24 tation of career and technical education pro-
25 grams and programs of study;

1 “(C) delivering professional development;

2 “(D) connecting students to internships

3 and other work-based learning opportunities;

4 and

5 “(E) developing personalized student sup-

6 ports.

7 “(43) RECOGNIZED POSTSECONDARY CREDEN-

8 TIAL.—The term ‘recognized postsecondary creden-

9 tial’ has the meaning given the term in section 3 of

10 the Workforce Innovation and Opportunity Act (29

11 U.S.C. 3102).”;

12 (20) by inserting after paragraph (45) (as re-

13 designated by paragraph (2)) the following:

14 “(46) SPECIALIZED INSTRUCTIONAL SUPPORT

15 PERSONNEL.—The term ‘specialized instructional

16 support personnel’ has the meaning given the term

17 in section 8101 of the Elementary and Secondary

18 Education Act of 1965.

19 “(47) SPECIALIZED INSTRUCTIONAL SUPPORT

20 SERVICES.—The term ‘specialized instructional sup-

21 port services’ has the meaning given the term in sec-

22 tion 8101 of the Elementary and Secondary Edu-

23 cation Act of 1965.”;

24 (21) in paragraph (48) (as redesignated by

25 paragraph (2))—

1 (A) in subparagraph (B), by striking “fos-
2 ter children” and inserting “low-income youth
3 and adults”;

4 (B) by striking subparagraph (E) and in-
5 serting the following:

6 “(E) out-of-workforce individuals;”;

7 (C) in subparagraph (F), by striking “indi-
8 viduals with limited English proficiency.” and
9 inserting “English learners;”; and

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

11 “(G) homeless individuals described in sec-
12 tion 725 of the McKinney-Vento Homeless As-
13 sistance Act (42 U.S.C. 11434a);

14 “(H) youth who are in, or have aged out
15 of, the foster care system; and

16 “(I) youth with a parent who—

17 “(i) is a member of the armed forces
18 (as such term is defined in section
19 101(a)(4) of title 10, United States Code);
20 and

21 “(ii) is on active duty (as such term
22 is defined in section 101(d)(1) of such
23 title).”;

24 (22) in paragraph (50) (as redesignated by
25 paragraph (2)), by inserting “(including paraprofes-

1 sionals and specialized instructional support per-
2 sonnel)” after “supportive personnel”;

3 (23) in paragraph (52) (as redesignated by
4 paragraph (2))—

5 (A) in subparagraph (A), by striking “In-
6 dian tribe or Indian tribes” and inserting “In-
7 dian Tribe or Indian Tribes”; and

8 (B) in subparagraph (D)—

9 (i) by striking “tribal” and inserting
10 “Tribal”; and

11 (ii) by inserting “or tribal lands”
12 after “reservations”; and

13 (24) by adding at the end the following:

14 “(53) TRIBAL ORGANIZATION.—The term ‘Trib-
15 al organization’ has the meaning given the term
16 ‘tribal organization’ in section 4 of the Indian Self-
17 Determination and Education Assistance Act (25
18 U.S.C. 5304).

19 “(54) UNIVERSAL DESIGN FOR LEARNING.—
20 The term ‘universal design for learning’ has the
21 meaning given the term in section 8101 of the Ele-
22 mentary and Secondary Education Act of 1965.

23 “(55) WORK-BASED LEARNING.—The term
24 ‘work-based learning’ means sustained interactions
25 with industry or community professionals in real

1 workplace settings, to the extent practicable, or sim-
2 ulated environments at an educational institution
3 that foster in-depth, firsthand engagement with the
4 tasks required in a given career field, that are
5 aligned to curriculum and instruction.”.

6 **SEC. 8. TRANSITION PROVISIONS.**

7 Section 4 (20 U.S.C. 2303) is amended—

8 (1) by striking “the Secretary determines to be
9 appropriate” and inserting “are necessary”;

10 (2) by striking “Carl D. Perkins Career and
11 Technical Education Improvement Act of 2006”
12 each place it appears and inserting “Strengthening
13 Career and Technical Education for the 21st Cen-
14 tury Act”; and

15 (3) by striking “1998” and inserting “2006”.

16 **SEC. 9. PROHIBITIONS.**

17 Section 8 (20 U.S.C. 2306a) is amended—

18 (1) in subsection (a), by striking “Federal Gov-
19 ernment to mandate,” and all that follows through
20 the period at the end and inserting “Federal Gov-
21 ernment—

22 “(1) to condition or incentivize the receipt of
23 any grant, contract, or cooperative agreement, or the
24 receipt of any priority or preference under such
25 grant, contract, or cooperative agreement, upon a

1 State, local educational agency, eligible agency, eligi-
2 ble recipient, eligible entity, or school’s adoption or
3 implementation of specific instructional content, aca-
4 demic standards and assessments, curricula, or pro-
5 gram of instruction (including any condition, pri-
6 ority, or preference to adopt the Common Core State
7 Standards developed under the Common Core State
8 Standards Initiative, any other academic standards
9 common to a significant number of States, or any
10 assessment, instructional content, or curriculum
11 aligned to such standards);

12 “(2) through grants, contracts, or other cooper-
13 ative agreements, to mandate, direct, or control a
14 State, local educational agency, eligible agency, eligi-
15 ble recipient, eligible entity, or school’s specific in-
16 structional content, academic standards and assess-
17 ments, curricula, or program of instruction (includ-
18 ing any requirement, direction, or mandate to adopt
19 the Common Core State Standards developed under
20 the Common Core State Standards Initiative, any
21 other academic standards common to a significant
22 number of States, or any assessment, instructional
23 content, or curriculum aligned to such standards); or

24 “(3) except as required under sections 112(b),
25 211(b), and 223—

1 “(A) to mandate, direct, or control the al-
2 location of State or local resources; or

3 “(B) to mandate that a State or a political
4 subdivision of a State spend any funds or incur
5 any costs not paid for under this Act.”;

6 (2) by amending subsection (d) to read as fol-
7 lows:

8 “(d) RULE OF CONSTRUCTION.—Nothing in this sec-
9 tion affects the applicability of subchapter II of chapter
10 5, and chapter 7, of title 5, United States Code, (com-
11 monly known as the “Administrative Procedure Act”) or
12 chapter 8 of title 5, United States Code, commonly known
13 as the “Congressional Review Act”).”; and

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

15 “(f) CONGRESSIONAL NOTICE AND COMMENT.—

16 “(1) NOTICE TO CONGRESS.—Not less than 15
17 business days prior to issuing a notice of proposed
18 rulemaking related to this Act in the Federal Reg-
19 ister, the Secretary shall provide to the Committee
20 on Health, Education, Labor, and Pensions of the
21 Senate, the Committee on Education and the Work-
22 force of the House of Representatives, and other rel-
23 evant congressional committees, notice of the Sec-
24 retary’s intent to issue a notice of proposed rule-
25 making that shall include—

1 “(A) a copy of the proposed regulation;

2 “(B) the need to issue the regulation;

3 “(C) a description of how the regulation is
4 consistent with the scope of this Act;

5 “(D) the anticipated burden (including the
6 time, cost, and paperwork burden) the regula-
7 tion will impose on an eligible agency, institu-
8 tion, or recipient that may be impacted by the
9 regulation, including the potential impact on
10 rural areas;

11 “(E) the anticipated benefits to an eligible
12 agency, institution, or recipient that may be im-
13 pacted by the regulation, including in rural
14 areas; and

15 “(F) any regulations that will be repealed
16 when the new regulation is issued.

17 “(2) COMMENT PERIOD FOR CONGRESS.—The
18 Secretary shall—

19 “(A) before issuing any notice of proposed
20 rulemaking under this subsection, provide Con-
21 gress with a comment period of 15 business
22 days to make comments on the proposed regula-
23 tion, beginning on the date that the Secretary
24 provides the notice of intent to the appropriate

1 committees of Congress under paragraph (1);
2 and

3 “(B) include and seek to address all com-
4 ments submitted by members of Congress in
5 the public rulemaking record for the regulation
6 published in the Federal Register.

7 “(3) COMMENT AND REVIEW PERIOD; EMER-
8 GENCY SITUATIONS.—The comment and review pe-
9 riod for any proposed regulation shall be not less
10 than 60 days unless an emergency requires a shorter
11 period, in which case the Secretary shall—

12 “(A) designate the proposed regulation as
13 an emergency with an explanation of the emer-
14 gency in the notice to Congress under para-
15 graph (1);

16 “(B) publish the length of the comment
17 and review period in such notice and in the
18 Federal Register; and

19 “(C) conduct immediately thereafter re-
20 gional meetings to review such proposed regula-
21 tion before issuing any final regulation.”.

22 **SEC. 10. AUTHORIZATION OF APPROPRIATIONS.**

23 Section 9 (20 U.S.C. 2307) is amended to read as
24 follows:

1 **“SEC. 9. AUTHORIZATION OF APPROPRIATIONS.**

2 “There are authorized to be appropriated to carry out
3 this Act (other than sections 114 and 117)—

4 “(1) \$1,229,568,538 for fiscal year 2019;

5 “(2) \$1,246,782,498 for fiscal year 2020;

6 “(3) \$1,264,237,452 for fiscal year 2021;

7 “(4) \$1,281,936,777 for fiscal year 2022;

8 “(5) \$1,299,883,892 for fiscal year 2023; and

9 “(6) \$1,318,082,266 for fiscal year 2024.”.

10 **TITLE I—CAREER AND TECH-**
11 **NICAL EDUCATION ASSIST-**
12 **ANCE TO THE STATES**

13 **PART A—ALLOTMENT AND ALLOCATION**

14 **SEC. 110. RESERVATIONS AND STATE ALLOTMENT.**

15 Section 111 (20 U.S.C. 2321) is amended to read as
16 follows:

17 **“SEC. 111. RESERVATIONS AND STATE ALLOTMENT.**

18 “(a) RESERVATIONS AND STATE ALLOTMENT.—

19 “(1) RESERVATIONS.—From the amount appro-
20 priated under section 9 for each fiscal year, the Sec-
21 retary shall reserve—

22 “(A) 0.13 percent to carry out section 115;

23 and

24 “(B) 1.50 percent to carry out section 116,

25 of which—

1 “(i) 1.25 percent of the sum shall be
2 available to carry out section 116(b); and

3 “(ii) 0.25 percent of the sum shall be
4 available to carry out section 116(h).

5 “(2) FOUNDATIONAL GRANT.—

6 “(A) IN GENERAL.—From the remainder
7 of the amount appropriated under section 9 and
8 not reserved under paragraph (1) for a fiscal
9 year, the Secretary shall allot to a State for the
10 fiscal year an amount equal to the amount the
11 State received in fiscal year 2018.

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

18 “(3) ADDITIONAL FUNDS.—Subject to para-
19 graph (4), from the additional funds remaining from
20 the amount appropriated under section 9 and not ex-
21 pended under paragraphs (1) and (2) for a fiscal
22 year, the Secretary shall allot to a State for the fis-
23 cal year—

24 “(A) an amount that bears the same ratio
25 to 50 percent of the sum being allotted as the

1 product of the population aged 15 to 19, inclu-
2 sive, in the State in the fiscal year preceding
3 the fiscal year for which the determination is
4 made and the State's allotment ratio bears to
5 the sum of the corresponding products for all
6 the States;

7 “(B) an amount that bears the same ratio
8 to 20 percent of the sum being allotted as the
9 product of the population aged 20 to 24, inclu-
10 sive, in the State in the fiscal year preceding
11 the fiscal year for which the determination is
12 made and the State's allotment ratio bears to
13 the sum of the corresponding products for all
14 the States;

15 “(C) an amount that bears the same ratio
16 to 15 percent of the sum being allotted as the
17 product of the population aged 25 to 65, inclu-
18 sive, in the State in the fiscal year preceding
19 the fiscal year for which the determination is
20 made and the State's allotment ratio bears to
21 the sum of the corresponding products for all
22 the States; and

23 “(D) an amount that bears the same ratio
24 to 15 percent of the sum being allotted as the
25 amounts allotted to the State under subpara-

1 graphs (A), (B), and (C) for such years bears
2 to the sum of the amounts allotted to all the
3 States under subparagraphs (A), (B), and (C)
4 for such year.

5 “(4) MINIMUM ALLOTMENT FOR YEARS WITH
6 ADDITIONAL FUNDS.—

7 “(A) IN GENERAL.—Subject to subpara-
8 graph (B), for a fiscal year for which there are
9 additional funds described in paragraph (3), no
10 State shall receive for such fiscal year under
11 paragraph (3) less than 1/2 of 1 percent of the
12 additional funds available for such fiscal year.
13 Amounts necessary for increasing such pay-
14 ments to States to comply with the preceding
15 sentence shall be obtained by ratably reducing
16 the amounts to be paid to other States.

17 “(B) SPECIAL RULE.—In the case of a
18 qualifying State, the minimum allotment under
19 subparagraph (A) for a fiscal year for the quali-
20 fying State shall be the lesser of—

21 “(i) 1/2 of 1 percent of the additional
22 funds available for such fiscal year; and

23 “(ii) the product of—

24 “(I) 1/3 of the additional funds;
25 multiplied by

1 “(II) the quotient of—

2 “(aa) the qualifying State’s
3 ratio described in subparagraph
4 (C) for the fiscal year for which
5 the determination is made; di-
6 vided by

7 “(bb) the sum of all such ra-
8 tios for all qualifying States for
9 the fiscal year for which the de-
10 termination is made.

11 “(C) RATIO.—For purposes of subpara-
12 graph (B)(ii)(II)(aa), the ratio for a qualifying
13 State for a fiscal year shall be 1.00 less the
14 quotient of—

15 “(i) the amount the qualifying State
16 is allotted under paragraph (3) for the fis-
17 cal year; divided by

18 “(ii) 1/2 of 1 percent of the amount
19 appropriated under paragraph (3) for the
20 fiscal year for which the determination is
21 made.

22 “(D) DEFINITIONS.—In this paragraph,
23 the term ‘qualifying State’ means a State (ex-
24 cept the United States Virgin Islands) that, for
25 the fiscal year for which a determination under

1 this paragraph is made, would receive, under
2 the allotment formula under paragraph (3)
3 (without the application of this paragraph), an
4 amount that would be less than the amount the
5 State would receive under subparagraph (A) for
6 such fiscal year.

7 “(b) REALLOTMENT.—If the Secretary determines
8 that any amount of any State’s allotment under subsection
9 (a) for any fiscal year will not be required for such fiscal
10 year for carrying out the activities for which such amount
11 has been allotted, the Secretary shall make such amount
12 available for reallocation. Any such reallocation among
13 other States shall occur on such dates during the same
14 year as the Secretary shall fix, and shall be made on the
15 basis of criteria established by regulation. No funds may
16 be reallocated for any use other than the use for which the
17 funds were appropriated. Any amount reallocated to a State
18 under this subsection for any fiscal year shall remain
19 available for obligation during the succeeding fiscal year
20 and shall be deemed to be part of the State’s allotment
21 for the year in which the amount is obligated.

22 “(c) ALLOTMENT RATIO.—

23 “(1) IN GENERAL.—The allotment ratio for any
24 State shall be 1.00 less the product of—

25 “(A) 0.50; and

1 “(B) the quotient obtained by dividing the
2 per capita income for the State by the per cap-
3 ita income for all the States (exclusive of the
4 Commonwealth of Puerto Rico and the United
5 States Virgin Islands), except that—

6 “(i) the allotment ratio in no case
7 shall be more than 0.60 or less than 0.40;
8 and

9 “(ii) the allotment ratio for the Com-
10 monwealth of Puerto Rico and the United
11 States Virgin Islands shall be 0.60.

12 “(2) PROMULGATION.—The allotment ratios
13 shall be promulgated by the Secretary for each fiscal
14 year between October 1 and December 31 of the fis-
15 cal year preceding the fiscal year for which the de-
16 termination is made. Allotment ratios shall be com-
17 puted on the basis of the average of the appropriate
18 per capita incomes for the 3 most recent consecutive
19 fiscal years for which satisfactory data are available.

20 “(3) DEFINITION OF PER CAPITA INCOME.—
21 For the purpose of this section, the term ‘per capita
22 income’ means, with respect to a fiscal year, the
23 total personal income in the calendar year ending in
24 such year, divided by the population of the area con-
25 cerned in such year.

1 “(4) POPULATION DETERMINATION.—For the
2 purposes of this section, population shall be deter-
3 mined by the Secretary on the basis of the latest es-
4 timates available to the Department of Education.

5 “(d) DEFINITION OF STATE.—For the purpose of
6 this section, the term ‘State’ means each of the several
7 States of the United States, the District of Columbia, the
8 Commonwealth of Puerto Rico, and the United States Vir-
9 gin Islands.”.

10 **SEC. 111. WITHIN STATE ALLOCATION.**

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

12 (1) in subsection (a)—

13 (A) in paragraph (1), by striking “10 per-
14 cent” and inserting “15 percent”;

15 (B) in paragraph (2)—

16 (i) in subparagraph (A)—

17 (I) by striking “1 percent” and
18 inserting “2 percent”;

19 (II) by striking “State correc-
20 tional institutions and institutions”
21 and inserting “State correctional in-
22 stitutions, juvenile justice facilities,
23 and educational institutions”; and

24 (III) by striking “and” after the
25 semicolon; and

1 (ii) by inserting after subparagraph
2 (B) the following:

3 “(C) an amount shall be made available for
4 the recruitment of special populations to enroll
5 in career and technical education programs,
6 which shall be not less than the lesser of—

7 “(i) an amount equal to 0.1 percent;

8 or

9 “(ii) \$50,000; and”;

10 (C) in paragraph (3)(B), by striking “a
11 local plan;” and inserting “local applications;”;
12 and

13 (2) in subsection (c), by striking “section 135”
14 and all that follows through the end and inserting
15 “section 135 in—

16 “(A) rural areas;

17 “(B) areas with high percentages of CTE
18 concentrators or CTE participants;

19 “(C) areas with high numbers of CTE con-
20 centrators or CTE participants; and

21 “(D) areas with disparities or gaps in per-
22 formance as described in section
23 113(b)(3)(C)(ii)(II).”.

24 **SEC. 112. ACCOUNTABILITY.**

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

1 (1) in subsection (b)—

2 (A) in the subsection heading, by inserting
3 “DETERMINED” after “STATE”;

4 (B) in paragraph (1)—

5 (i) in the matter preceding subpara-
6 graph (A), by inserting “State determined”
7 before “performance”;

8 (ii) by striking subparagraph (B) and
9 redesignating subparagraph (C) as sub-
10 paragraph (B);

11 (iii) in subparagraph (A), by inserting
12 “and” after the semicolon; and

13 (iv) in subparagraph (B), as so redesi-
14 gnated—

15 (I) by striking “a State adjusted
16 level of performance” and inserting “a
17 State determined level of perform-
18 ance”; and

19 (II) by striking “, and State lev-
20 els of performance described in para-
21 graph (3)(B) for each additional indi-
22 cator of performance”; and

23 (C) by striking paragraph (2) and insert-
24 ing the following:

25 “(2) INDICATORS OF PERFORMANCE.—

1 “(A) CORE INDICATORS OF PERFORMANCE
2 FOR CTE CONCENTRATORS AT THE SECONDARY
3 LEVEL.—Each eligible agency shall identify in
4 the State plan core indicators of performance
5 for CTE concentrators at the secondary level
6 that are valid and reliable, and that include, at
7 a minimum, measures of each of the following:

8 “(i) The percentage of CTE con-
9 centrators who graduate high school, as
10 measured by—

11 “(I) the four-year adjusted co-
12 hort graduation rate (defined in sec-
13 tion 8101 of the Elementary and Sec-
14 ondary Education Act of 1965); and

15 “(II) at the State’s discretion,
16 the extended-year adjusted cohort
17 graduation rate defined in such sec-
18 tion 8101.

19 “(ii) CTE concentrator proficiency in
20 the challenging State academic standards
21 adopted by the State under section
22 1111(b)(1) of the Elementary and Sec-
23 ondary Education Act of 1965, as meas-
24 ured by the academic assessments de-
25 scribed in section 1111(b)(2) of such Act.

1 “(iii) The percentage of CTE con-
2 centrators who, in the second quarter fol-
3 lowing the program year after exiting from
4 secondary education, are in postsecondary
5 education or advanced training.

6 “(iv) The percentage of CTE con-
7 centrators who, in the second quarter fol-
8 lowing the program year after exiting from
9 secondary education, are in military service
10 or a service program that receives assist-
11 ance under title I of the National and
12 Community Service Act of 1990 (42
13 U.S.C. 12511 et seq.), are volunteers as
14 described in section 5(a) of the Peace
15 Corps Act (22 U.S.C. 2504(a)), or are em-
16 ployed (including those who are employed
17 in high-skill, high-wage, or in-demand sec-
18 tors or occupations).

19 “(v) Indicators of career and technical
20 education program quality as follows:

21 “(I) That shall include at least 1
22 of the following:

23 “(aa) The percentage of
24 CTE concentrators, as defined in
25 section 3(12)(A), graduating

1 from high school having attained
2 a recognized postsecondary cre-
3 dential.

4 “(bb) The percentage of
5 CTE concentrators, as defined in
6 section 3(12)(A), graduating
7 from high school having attained
8 postsecondary credits in the rel-
9 evant career and technical edu-
10 cation program or program of
11 study earned through a dual or
12 concurrent enrollment program
13 or another credit transfer agree-
14 ment.

15 “(cc) The percentage of
16 CTE concentrators, as defined in
17 section 3(12)(A), graduating
18 from high school having partici-
19 pated in work-based learning.

20 “(II) That may include any other
21 measure of student success in career
22 and technical education that is state-
23 wide, valid, and reliable, and com-
24 parable across the State.

1 “(vi) The percentage of CTE con-
2 centrators, as defined in section 3(12)(A),
3 in career and technical education programs
4 and programs of study that lead to non-
5 traditional fields.

6 “(B) CORE INDICATORS OF PERFORMANCE
7 FOR CTE CONCENTRATORS AT THE POSTSEC-
8 ONDARY LEVEL.—Each eligible agency shall
9 identify in the State plan core indicators of per-
10 formance for CTE concentrators at the postsec-
11 ondary level that are valid and reliable, and
12 that include, at a minimum, measures of each
13 of the following:

14 “(i) The percentage of CTE con-
15 centrators who, during the second quarter
16 after program completion, remain enrolled
17 in postsecondary education (disaggregated
18 by postsecondary award level, including
19 certificate, associate, or baccalaureate de-
20 gree), or in advanced training.

21 “(ii) The percentage of CTE con-
22 centrators who, during the second quarter
23 after program completion, are in military
24 service or a service program that receives
25 assistance under title I of the National and

1 Community Service Act of 1990 (42
2 U.S.C. 12511 et seq.), are volunteers as
3 described in section 5(a) of the Peace
4 Corps Act (22 U.S.C. 2504(a)), or have
5 placement or retention in employment (in-
6 cluding those individuals who are employed
7 in a high-skill, high-wage, or in-demand
8 sector or occupation).

9 “(iii) The percentage of CTE con-
10 centrators who receive a recognized post-
11 secondary credential during participation
12 in or within 1 year of program completion.

13 “(iv) The percentage of CTE con-
14 centrators in career and technical edu-
15 cation programs and programs of study
16 that lead to non-traditional fields.

17 “(C) ALIGNMENT OF PERFORMANCE INDI-
18 CATORS.—In developing core indicators of per-
19 formance under subparagraphs (A) and (B), an
20 eligible agency shall, to the greatest extent pos-
21 sible, align the indicators so that substantially
22 similar information gathered for other State
23 and Federal programs, or for any other pur-
24 pose, may be used to meet the requirements of
25 this section.”;

1 (D) in paragraph (3)—

2 (i) in the paragraph heading, by in-
3 serting “DETERMINED” after “STATE”;

4 (ii) by amending subparagraph (A) to
5 read as follows:

6 “(A) STATE DETERMINED LEVELS OF PER-
7 FORMANCE FOR CORE INDICATORS OF PER-
8 FORMANCE.—

9 “(i) IN GENERAL.—

10 “(I) LEVELS DETERMINED BY
11 THE ELIGIBLE AGENCY.—Each eligi-
12 ble agency, with input from eligible
13 recipients, shall establish in the State
14 plan submitted under section 122, for
15 each year covered by the State plan,
16 State determined levels of perform-
17 ance for each of the core indicators
18 described under subparagraphs (A)
19 and (B) of paragraph (2) for career
20 and technical education activities au-
21 thorized under this title. The level of
22 performance for a core indicator shall
23 be the same for all CTE concentrators
24 in the State.

1 “(II) TECHNICAL ASSISTANCE.—

2 The Secretary may assist an eligible
3 agency in establishing the State deter-
4 mined levels of performance under
5 this subparagraph only at the request
6 of that eligible agency.

7 “(III) REQUIREMENTS.—Such
8 State determined levels of perform-
9 ance shall, at a minimum—

10 “(aa) be expressed in a per-
11 centage or numerical form, so as
12 to be objective, quantifiable, and
13 measurable;

14 “(bb) require the State to
15 continually make meaningful
16 progress toward improving the
17 performance of all career and
18 technical education students, in-
19 cluding the subgroups of students
20 described in section
21 1111(h)(1)(C)(ii) of the Elemen-
22 tary and Secondary Education
23 Act of 1965, and special popu-
24 lations, as described in section
25 3(48); and

1 “(cc) have been subject to
2 the public comment process de-
3 scribed in subparagraph (B), and
4 the eligible agency has provided a
5 written response;

6 “(dd) when adjusted pursu-
7 ant to clause (ii), take into ac-
8 count how the levels of perform-
9 ance involved compare with the
10 State levels of performance estab-
11 lished for other States, consid-
12 ering factors including the char-
13 acteristics of actual (as opposed
14 to anticipated) CTE concentra-
15 tors when the CTE concentrators
16 entered the program, and the
17 services or instruction to be pro-
18 vided;

19 “(ee) when adjusted under
20 clause (ii), be higher than the av-
21 erage actual performance of the
22 2 most recently completed pro-
23 gram years, except in the case of
24 unanticipated circumstances that

1 require revisions in accordance
2 with clause (iii); and

3 “(ff) take into account the
4 extent to which the State deter-
5 mined levels of performance ad-
6 vance the eligible agency’s goals,
7 as set forth in the State plan.

8 “(ii) ALLOWABLE ADJUSTMENT OF
9 STATE DETERMINED LEVELS OF PERFORM-
10 ANCE FOR SUBSEQUENT YEARS.—Prior to
11 the third program year covered by the
12 State plan, each eligible agency may revise
13 the State determined levels of performance
14 for any of the core indicators of perform-
15 ance for the subsequent program years
16 covered by the State plan, and submit the
17 revised State determined levels of perform-
18 ance to the Secretary in a manner con-
19 sistent with the requirements described in
20 subclause (III) of clause (i) and the proce-
21 dure described in section 122(f). If the eli-
22 gible agency adjusts any levels of perform-
23 ance, the eligible agency shall adjust those
24 levels in accordance with clause (i), and
25 address written comments of stakeholders

1 as described in subparagraph (B). The
2 State determined adjusted levels of per-
3 formance identified under this clause shall
4 be considered to be the State determined
5 levels of performance for the State for
6 such years and shall be incorporated into
7 the State plan.

8 “(iii) UNANTICIPATED CIR-
9 CUMSTANCES.—If unanticipated cir-
10 cumstances arise in a State or changes
11 occur related to improvements in data or
12 measurement approaches, the eligible agen-
13 cy, at the end of the program year, may
14 revise the State determined levels of per-
15 formance required under this subpara-
16 graph. Any such revision shall be carried
17 out in the manner described in clause (ii).
18 After public comment, as described in sub-
19 paragraph (B), the eligible agency shall
20 submit such revised levels of performance
21 with evidence supporting the revision in a
22 manner consistent with the procedure de-
23 scribed in section 122(f).”;

24 (iii) by striking subparagraph (B) and
25 inserting the following:

1 “(B) PUBLIC COMMENT.—

2 “(i) IN GENERAL.—Each eligible
3 agency shall develop the levels of perform-
4 ance under subparagraph (A) in consulta-
5 tion with the stakeholders identified in sec-
6 tion 122(c)(1)(A).

7 “(ii) WRITTEN COMMENTS.—Not less
8 than 60 days prior to submission of the
9 State plan, the eligible agency shall provide
10 such stakeholders with the opportunity to
11 provide written comments to the eligible
12 agency, which shall be included in the
13 State plan, regarding how the levels of per-
14 formance described under subparagraph
15 (A)—

16 “(I) meet the requirements of the
17 law;

18 “(II) support the improvement of
19 performance of all CTE concentrators,
20 including subgroups of students, as
21 described in section 1111(h)(1)(C)(ii)
22 of the Elementary and Secondary
23 Education Act of 1965, and special
24 populations, as described in section
25 3(48); and

1 “(III) support the needs of the
2 local education and business commu-
3 nity.

4 “(iii) ELIGIBLE AGENCY RESPONSE.—
5 Each eligible agency shall provide, in the
6 State plan, a written response to the com-
7 ments provided by stakeholders under
8 clause (ii).”; and

9 (iv) by adding at the end the fol-
10 lowing:

11 “(C) STATE REPORT.—

12 “(i) IN GENERAL.—Each eligible
13 agency that receives an allotment under
14 section 111 shall annually prepare and
15 submit to the Secretary a report regard-
16 ing—

17 “(I) the progress of the State in
18 achieving the State determined levels
19 of performance on the core indicators
20 of performance; and

21 “(II) the actual levels of perform-
22 ance for all CTE concentrators, and
23 for each of the subgroups of students,
24 as described in section
25 1111(h)(1)(C)(ii) of the Elementary

1 and Secondary Education Act of
2 1965, and special populations, as de-
3 scribed in section 3(48).

4 “(ii) DATA.—Except as provided in
5 subparagraph (E), each eligible agency
6 that receives an allotment under section
7 111 shall—

8 “(I) disaggregate data for each
9 of the indicators of performance under
10 paragraph (2)—

11 “(aa) for subgroups of stu-
12 dents, as described in section
13 1111(h)(1)(C)(ii) of the Elemen-
14 tary and Secondary Education
15 Act of 1965, and special popu-
16 lations, as described in section
17 3(48), that are served under this
18 Act; and

19 “(bb) by the career and
20 technical education programs or
21 programs of study of the CTE
22 concentrators, except that in a
23 case in which reporting by such
24 program or program of study is
25 impractical, the data may be

1 disaggregated by the career clus-
2 ters of the CTE concentrators, if
3 appropriate; and

4 “(II) identify and quantify any
5 disparities or gaps in performance on
6 the State determined levels of per-
7 formance under subparagraph (A) be-
8 tween any such subgroup or special
9 population and the performance of all
10 CTE concentrators served by the eligi-
11 ble agency under this Act, which shall
12 include a quantifiable description of
13 the progress each such subgroup or
14 special population of students served
15 by the eligible agency under this Act
16 has made in meeting the State deter-
17 mined levels of performance.

18 “(iii) NONDUPLICATION.—The Sec-
19 retary shall ensure that each eligible agen-
20 cy does not report duplicative information
21 under this section.

22 “(iv) INFORMATION DISSEMINA-
23 TION.—The Secretary shall—

24 “(I) make the information con-
25 tained in such reports available to the

1 general public through a variety of
2 formats, including electronically
3 through the Internet;

4 “(II) disseminate State-by-State
5 comparisons of the information con-
6 tained in such reports; and

7 “(III) provide the appropriate
8 committees of Congress with copies of
9 such reports.

10 “(D) STATE DISSEMINATION OF ACTUAL
11 LEVELS OF PERFORMANCE.—At the end of each
12 program year, the eligible agency shall dissemi-
13 nate the actual levels of performance described
14 in subparagraph (C)(i)(II)—

15 “(i) widely, including to students, par-
16 ents, and educators;

17 “(ii) through a variety of means, in-
18 cluding by electronic means; and

19 “(iii) in user-friendly formats and lan-
20 guages that are easily accessible, as deter-
21 mined by the eligible agency.

22 “(E) RULES FOR REPORTING DATA.—The
23 disaggregation of data under this paragraph
24 shall not be required when the number of stu-
25 dents in a category is insufficient to yield sta-

1 tistically reliable information or when the re-
 2 sults would reveal personally identifiable infor-
 3 mation about an individual student.”; and

4 (E) in paragraph (4)—

5 (i) in subparagraph (A)—

6 (I) in the subparagraph heading,
 7 by striking “ADJUSTED”;

8 (II) by striking clauses (iii) and
 9 (v), and redesignating clauses (iv) and
 10 (vi) as clauses (iii) and (v), respec-
 11 tively;

12 (III) in clause (i)—

13 (aa) in the matter preceding
 14 subclause (I)—

15 (AA) by striking “State
 16 adjusted levels of perform-
 17 ance” and inserting “State
 18 determined levels of per-
 19 formance for each year of
 20 the plan”; and

21 (BB) by striking “local
 22 adjusted levels” and insert-
 23 ing “local levels” each place
 24 the term appears;

25 (bb) in subclause (I)—

1 (AA) by striking “con-
2 sistent with the State levels
3 of performance established
4 under paragraph (3), so as”
5 and inserting “consistent
6 with the form expressed in
7 the State determined levels,
8 so as”; and
9 (BB) by striking “and”
10 after the semicolon; and
11 (cc) in subclause (II), by
12 striking “continually make
13 progress toward improving the
14 performance of career and tech-
15 nical education students.” and
16 inserting “continually make
17 meaningful progress toward im-
18 proving the performance of all
19 CTE concentrators, including
20 subgroups of students described
21 in section 1111(h)(1)(C)(ii) of
22 the Elementary and Secondary
23 Education Act of 1965 and spe-
24 cial populations, as described in
25 section 3(48);”; and

1 (dd) by adding at the end
2 the following:

3 “(III) when adjusted as described
4 in clause (iii), be higher than the av-
5 erage actual performance levels of the
6 previous 2 program years, except in a
7 case in which unanticipated cir-
8 cumstances arise with respect to the
9 eligible recipient and that eligible re-
10 cipient meets the requirements for re-
11 visions under clause (iv);

12 “(IV) when adjusted as described
13 in clause (iii), take into account how
14 the local levels of performance com-
15 pare with the local levels of perform-
16 ance established for other eligible re-
17 cipients, considering factors including
18 the characteristics of actual (as op-
19 posed to anticipated) CTE concentra-
20 tors at the time those CTE concentra-
21 tors entered the program, and the
22 services or instruction to be provided;
23 and

1 “(V) set the local levels of per-
2 formance using valid and reliable data
3 that measures—

4 “(aa) the differences within
5 the State in actual economic con-
6 ditions (including differences in
7 unemployment rates and job
8 losses or gains in particular in-
9 dustries); and

10 “(bb) the abilities of the
11 State and the eligible recipient to
12 collect and access valid, reliable,
13 and cost-effective data.”;

14 (IV) in clause (ii)—

15 (aa) in the clause heading,
16 by striking “PLAN” and inserting
17 “APPLICATION”;

18 (bb) by striking “plan” and
19 inserting “application”; and

20 (cc) by striking “the first 2”
21 and inserting “each of the”;

22 (V) by amending clause (iii), as
23 redesignated by subclause (II), to read
24 as follows:

1 “(iii) ALLOWABLE ADJUSTMENTS OF
2 LOCAL LEVELS OF PERFORMANCE FOR
3 SUBSEQUENT YEARS.—Prior to the third
4 program year covered by the local applica-
5 tion, the eligible recipient may, if the eligi-
6 ble recipient reaches an agreement with
7 the eligible agency, adjust the local levels
8 of performance for any of the core indica-
9 tors of performance for the subsequent
10 program years covered by the local applica-
11 tion, in accordance with that agreement
12 and with this subparagraph. The local ad-
13 justed levels of performance agreed to
14 under this clause shall be considered to be
15 the local levels of performance for the eligi-
16 ble recipient for such years and shall be in-
17 corporated into the local application.”; and

18 (VI) in clause (v), as redesignig-
19 nated by subclause (II), by striking
20 “If unanticipated circumstances arise
21 with respect to an eligible recipient re-
22 sulting in a significant change in the
23 factors described in clause (v), the eli-
24 gible recipient may request that the
25 local adjusted levels of performance

1 agreed to under clause (iii) or (iv) be
2 revised.” and inserting “If unantici-
3 pated circumstances arise, or changes
4 occur related to improvements in data
5 or measurement approaches, the eligi-
6 ble recipient may request that the
7 local levels of performance agreed to
8 under clauses (i) and (iii) be revised.”;
9 (ii) by striking subparagraph (B) and
10 redesignating subparagraph (C) as sub-
11 paragraph (B); and
12 (iii) in subparagraph (B), as redesignig-
13 nated by clause (ii)—
14 (I) in clause (i), by striking “the
15 data described in clause (ii)(I), re-
16 garding the progress of such recipient
17 in achieving the local adjusted levels
18 of performance” and inserting “the
19 data on the actual performance levels
20 described in clause (ii), including the
21 progress of such recipient in achieving
22 the local levels of performance”;
23 (II) in clause (ii)—
24 (aa) in subclause (I)—

1 (AA) by striking “sec-
2 tion 1111(h)(1)(C)(i)” and
3 inserting “section
4 1111(h)(1)(C)(ii)”;

5 (BB) by striking “sec-
6 tion 3(29)” and inserting
7 “section 3(48)”; and

8 (CC) by striking “and”
9 after the semicolon; and
10 (bb) in subclause (II)—

11 (AA) by inserting “, as
12 described in paragraph
13 3(C)(ii)(II),” after “gaps in
14 performance”;

15 (BB) by inserting “as
16 described in subclause (I)
17 (including special popu-
18 lations)” after “category of
19 students”;

20 (CC) by striking “all
21 students” and inserting “all
22 CTE concentrators”;

23 (DD) by striking the
24 period at the end and insert-
25 ing “; and”; and

1 (EE) by adding at the
2 end the following:

3 “(III) disaggregate data by the
4 career and technical education pro-
5 grams or programs of study of the
6 CTE concentrators, except that in a
7 case in which reporting by such pro-
8 gram or program of study is imprac-
9 tical, the data may be disaggregated
10 by the career clusters of the CTE con-
11 centrators, if appropriate.”;

12 (III) in clause (iii), by striking
13 “subsection (c)(3)” and inserting
14 “paragraph (3)(C)(iii)”;

15 (IV) in clause (iv), by striking
16 “clause (ii)” and inserting “this para-
17 graph”;

18 (V) by striking clause (v) and in-
19 serting the following:

20 “(v) AVAILABILITY.—The report de-
21 scribed in clause (i) shall be made available
22 by the eligible recipient through a variety
23 of formats, including electronically through
24 the Internet, to students, parents, edu-
25 cators, and the public, and the information

1 contained in such report shall be in a for-
2 mat that is understandable and uniform,
3 and to the extent practicable, provided in
4 a language that students, parents, and
5 educators can understand.”; and

6 (2) by striking subsection (c).

7 **SEC. 113. NATIONAL ACTIVITIES.**

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

9 (1) in subsection (a)(1)—

10 (A) by striking “The Secretary shall” the
11 first place it appears and inserting “The Sec-
12 retary shall, in consultation with the Director,”;
13 and

14 (B) by inserting “from eligible agencies
15 under section 113(b)(3)(C)” after “pursuant to
16 this title”;

17 (2) by amending subsection (b) to read as fol-
18 lows:

19 “(b) REASONABLE COST.—The Secretary shall take
20 such action as may be necessary to secure at reasonable
21 cost the information required by this title. To ensure rea-
22 sonable cost, the Secretary, in consultation with the Na-
23 tional Center for Education Statistics and the Office of
24 Career, Technical, and Adult Education shall determine

1 the methodology to be used and the frequency with which
2 such information is to be collected.”;

3 (3) in subsection (c)—

4 (A) in paragraph (1), by striking “Sec-
5 retary may” and inserting “Secretary shall”;

6 (B) in paragraph (2)—

7 (i) in subparagraph (B), by inserting
8 “, acting through the Director,” after “de-
9 scribe how the Secretary”; and

10 (ii) in subparagraph (C), by inserting
11 “, in consultation with the Director,” after
12 “Secretary”;

13 (4) in subsection (d)—

14 (A) in paragraph (1)—

15 (i) in subparagraph (A)—

16 (I) by inserting “, acting through
17 the Director,” after “The Secretary”;

18 (II) by inserting “and the plan
19 developed under subsection (c)” after
20 “described in paragraph (2)”; and

21 (III) by striking “assessment”
22 each place such term appears and in-
23 serting “evaluation”;

24 (ii) in subparagraph (B)—

- 1 (I) in clause (v), by striking “;
2 and” and inserting a semicolon;
- 3 (II) in clause (vi)—
- 4 (aa) by inserting “qualified”
5 before “intermediaries”; and
- 6 (bb) by striking the period
7 at the end and inserting “, which
8 may include individuals with ex-
9 pertise in addressing inequities in
10 access to, and in opportunities
11 for, academic and technical skill
12 attainment;”; and
- 13 (III) by adding at the end the
14 following:
- 15 “(vii) representatives of Indian Tribes
16 and Tribal organizations; and
- 17 “(viii) representatives of special popu-
18 lations.”; and
- 19 (iii) in subparagraph (C)—
- 20 (I) by inserting “the Director,”
21 after “the Secretary,”; and
- 22 (II) by striking “assessment”
23 and inserting “evaluation”;
- 24 (B) in paragraph (2)—

- 1 (i) in the heading, by striking “AND
2 ASSESSMENT”;
- 3 (ii) in subparagraph (A)—
- 4 (I) by striking “subsection (e),
5 the Secretary” and inserting “sub-
6 section (f), the Secretary, acting
7 through the Director,”;
- 8 (II) by striking “an independent
9 evaluation and assessment” and in-
10 sserting “a series of research and eval-
11 uation initiatives for each year for
12 which funds are appropriated to carry
13 out this Act, which are aligned with
14 the plan in subsection (e)(2),”;
- 15 (III) by striking “Carl D. Per-
16 kins Career and Technical Education
17 Improvement Act of 2006” and in-
18 sserting “Strengthening Career and
19 Technical Education for the 21st Cen-
20 tury Act”;
- 21 (IV) by inserting “to institutions
22 of higher education or a consortia of
23 one or more institutions of higher
24 education and one or more private

1 nonprofit organizations or
2 agencies” after “basis”; and

3 (V) by adding at the end the fol-
4 lowing: “Whenever possible, data used
5 for the evaluation for a fiscal year
6 shall be data from the most recent fis-
7 cal year for which such data are avail-
8 able, and from the 5-year period pre-
9 ceding that fiscal year.”; and

10 (iii) by amending subparagraph (B) to
11 read as follows:

12 “(B) CONTENTS.—The evaluation required
13 under subparagraph (A) shall include descrip-
14 tions and evaluations of—

15 “(i) the extent and success of the inte-
16 gration of challenging State academic
17 standards adopted under section
18 1111(b)(1) of the Elementary and Sec-
19 ondary Education Act of 1965 and career
20 and technical education for students par-
21 ticipating in career and technical education
22 programs, including a review of the effect
23 of such integration on the academic and
24 technical proficiency achievement of such
25 students, including—

1 “(I) the number of such students
2 that receive a regular high school di-
3 ploma, as such term is defined under
4 section 8101 of the Elementary and
5 Secondary Education Act of 1965 or
6 a State-defined alternative diploma
7 described in section
8 8101(25)(A)(ii)(I)(bb) of such Act;

9 “(II) the number of such stu-
10 dents that are high school students
11 that receive a recognized postsec-
12 ondary credential; and

13 “(III) the number of such stu-
14 dents that are high school students
15 that earn credit toward a recognized
16 postsecondary credential;

17 “(ii) the extent to which career and
18 technical education programs and pro-
19 grams of study prepare students, including
20 special populations, for subsequent employ-
21 ment in high-skill, high-wage occupations
22 (including those in which mathematics and
23 science skills are critical, which may in-
24 clude computer science), or for participa-
25 tion in postsecondary education;

1 “(iii) employer involvement in, benefit
2 from, and satisfaction with, career and
3 technical education programs and pro-
4 grams of study and career and technical
5 education students’ preparation for em-
6 ployment;

7 “(iv) efforts to expand access to ca-
8 reer and technical education programs of
9 study for all students;

10 “(v) innovative approaches to work-
11 based learning programs that increase par-
12 ticipation and alignment with employment
13 in high-growth industries, including in
14 rural and low-income areas;

15 “(vi) the effectiveness of different de-
16 livery systems and approaches for career
17 and technical education, including com-
18 prehensive high schools, technical high
19 schools, area technical centers, career
20 academies, community and technical col-
21 leges, early college high schools, pre-ap-
22 prenticeship programs, voluntary after-
23 school programs, and individual course of-
24 ferings, including dual or concurrent en-
25 rollment program courses, as well as com-

1 munication strategies for promoting career
2 and technical education opportunities in-
3 volving teachers, school counselors, and
4 parents or other guardians;

5 “(vii) the extent to which career and
6 technical education programs supported by
7 this Act are grounded on evidence-based
8 research;

9 “(viii) the impact of the amendments
10 to this Act made under the Strengthening
11 Career and Technical Education for the
12 21st Century Act, including comparisons,
13 where appropriate, of—

14 “(I) the use of the comprehensive
15 needs assessment under section
16 134(c);

17 “(II) the implementation of pro-
18 grams of study; and

19 “(III) coordination of planning
20 and program delivery with other rel-
21 evant laws, including the Workforce
22 Innovation and Opportunity Act (29
23 U.S.C. 3101 et seq.) and the Elemen-
24 tary and Secondary Education Act of
25 1965;

1 “(ix) changes in career and technical
2 education program accountability as de-
3 scribed in section 113 and any effects of
4 such changes on program delivery and pro-
5 gram quality;

6 “(x) changes in student enrollment
7 patterns; and

8 “(xi) efforts to reduce disparities or
9 performance gaps described in section
10 113(b)(3)(C)(ii)(II).”; and

11 (iv) in subparagraph (C)—

12 (I) in clause (i)—

13 (aa) in the matter preceding
14 subclause (I), by inserting “, in
15 consultation with the Director,”
16 after “The Secretary”; and

17 (bb) by striking subclauses
18 (I) and (II) and inserting the fol-
19 lowing:

20 “(I) not later than 2 years after
21 the date of enactment of the
22 Strengthening Career and Technical
23 Education for the 21st Century Act,
24 an interim report regarding the eval-
25 uation and summary of research ac-

1 activities carried out under this section
2 that builds on studies and analyses
3 existing as of such date of enactment;

4 “(II) not later than 4 years after
5 the date of enactment of the
6 Strengthening Career and Technical
7 Education for the 21st Century Act, a
8 final report summarizing the studies
9 and analyses that relate to the evalua-
10 tion and summary of research activi-
11 ties carried out under this section;
12 and

13 “(III) a biennial update to such
14 final report for succeeding years.”;

15 (II) in clause (ii), by inserting
16 “the Director,” after “the President,
17 the Secretary,” each place the term
18 appears; and

19 (III) by adding after clause (ii)
20 the following:

21 “(iii) DISSEMINATION.—In addition to
22 submitting the reports required under
23 clause (i), the Secretary shall disseminate
24 the results of the evaluation widely and on
25 a timely basis in order to increase the un-

1 derstanding among State and local officials
2 and educators of the effectiveness of pro-
3 grams and activities supported under the
4 Act and of the career and technical edu-
5 cation programs and programs of study
6 that are most likely to produce positive
7 educational and employment outcomes.”;

8 (C) in subparagraph (3)(A), by striking
9 “State adjusted levels of performance described
10 in section 113(b)” and inserting “State deter-
11 mined levels of performance described in section
12 113(b), as long as such information does not
13 reveal any personally identifiable information”;
14 and

15 (D) by striking paragraphs (4) and (5)
16 and inserting the following:

17 “(4) RESEARCH.—

18 “(A) IN GENERAL.—From amounts made
19 available under subsection (f), the Secretary,
20 after consultation with the Director, the Com-
21 missioner for Education Research, and the
22 States, and with input from the independent
23 advisory panel established under subsection
24 (d)(1)(A), shall award grants, on a competitive
25 basis, to institutions of higher education, or to

1 consortia of one or more institutions of higher
2 education and one or more private nonprofit or-
3 ganizations or agencies, to carry out one or
4 more of the activities described in subparagraph
5 (B).

6 “(B) GRANT ACTIVITIES.—An institution
7 or consortium receiving a grant under this
8 paragraph shall use grant funds to carry out
9 one or more of the following activities:

10 “(i) Evidence-based research and eval-
11 uation for the purpose of developing, im-
12 proving, and identifying the most success-
13 ful methods for—

14 “(I) eliminating inequities in ac-
15 cess to, and in opportunities for,
16 learning, skill development, or effec-
17 tive teaching in career and technical
18 education programs; and

19 “(II) addressing the education,
20 employment, and training needs of
21 CTE participants, including special
22 populations, in career and technical
23 education programs or programs of
24 study.

1 “(ii) Research on, and evaluation of,
2 the impact of changes made by the
3 Strengthening Career and Technical Edu-
4 cation for the 21st Century Act, including
5 State-by-State comparisons, where appro-
6 priate, of—

7 “(I) the use of the needs assess-
8 ment under section 134(e);

9 “(II) the implementation of pro-
10 grams of study;

11 “(III) how States have imple-
12 mented provisions of the Act, includ-
13 ing both fiscal and programmatic ele-
14 ments;

15 “(IV) career and technical edu-
16 cation funding and finance models;
17 and

18 “(V) coordination with other rel-
19 evant laws, including the Workforce
20 Innovation and Opportunity Act (29
21 U.S.C. 3101 et seq.), the Elementary
22 and Secondary Education Act of
23 1965, and the Higher Education Act
24 of 1965.

1 “(iii) Research and analyses that pro-
2 vide longitudinal information with respect
3 to career and technical education programs
4 and programs of study and student
5 achievement.

6 “(iv) To carry out, evaluate, or re-
7 search innovative methods that support
8 high-quality implementation of career and
9 technical education programs and pro-
10 grams of study and student achievement
11 related to career and technical education,
12 including—

13 “(I) creating or expanding dual
14 or concurrent enrollment program ac-
15 tivities and early college high schools;

16 “(II) awarding of academic credit
17 or academic alignment for industry
18 recognized credentials, competency-
19 based education, or work-based learn-
20 ing;

21 “(III) making available open,
22 searchable, and comparable informa-
23 tion on the quality of industry recog-
24 nized credentials, including the related
25 skills or competencies, attainment by

1 CTE concentrators, related employ-
2 ment and earnings outcomes, labor
3 market value, and use by employers;
4 or

5 “(IV) initiatives to facilitate the
6 transition of sub-baccalaureate career
7 and technical education students into
8 baccalaureate degree programs, in-
9 cluding barriers affecting rural stu-
10 dents and special populations.

11 “(C) REPORT.—Each institution or consor-
12 tium receiving a grant under this paragraph
13 shall annually prepare a report containing in-
14 formation about the key research findings of
15 such entity under this paragraph and shall sub-
16 mit copies of the report to the Secretary, the
17 Director, the relevant committees of Congress,
18 the Library of Congress, and each eligible agen-
19 cy.

20 “(D) DISSEMINATION.—Each institution
21 or consortium receiving a grant under this
22 paragraph shall conduct dissemination and
23 training activities based on the research carried
24 out under this paragraph on a timely basis, in-
25 cluding through dissemination networks and, as

1 appropriate and relevant, technical assistance
2 providers within the Department.”;

3 (5) by redesignating subsection (e) as sub-
4 section (f);

5 (6) by inserting after subsection (d) the fol-
6 lowing:

7 “(e) INNOVATION AND MODERNIZATION.—

8 “(1) GRANT PROGRAM.—To identify, support,
9 and rigorously evaluate evidence-based and innova-
10 tive strategies and activities to improve and mod-
11 ernize career and technical education and align
12 workforce skills with labor market needs as part of
13 the State plan under section 122 and local applica-
14 tion under section 134 and the requirements of this
15 subsection, the Secretary may use not more than 20
16 percent of the amounts appropriated under sub-
17 section (f) to award grants to eligible entities, eligi-
18 ble institutions, or eligible recipients to carry out the
19 activities described in paragraph (7).

20 “(2) NON-FEDERAL MATCH.—

21 “(A) MATCHING FUNDS REQUIRED.—Ex-
22 cept as provided under subparagraph (B), to re-
23 ceive a grant under this subsection, an eligible
24 entity, eligible institution, or eligible recipient
25 shall, through cash or in-kind contributions,

1 provide matching funds from non-Federal
2 sources in an amount equal to not less than 50
3 percent of the funds provided under such grant.

4 “(B) EXCEPTION.—The Secretary may
5 waive the matching fund requirement under
6 subparagraph (A) if the eligible entity, eligible
7 institution, or eligible recipient demonstrates
8 exceptional circumstances.

9 “(3) APPLICATION.—To receive a grant under
10 this subsection, an eligible entity, eligible institution,
11 or eligible recipient shall submit an application to
12 the Secretary at such time, in such manner, and
13 containing such information as the Secretary may
14 require, including, at a minimum—

15 “(A) an identification and designation of
16 the agency, institution, or school responsible for
17 the administration and supervision of the pro-
18 gram assisted under this paragraph;

19 “(B) a description of the budget for the
20 project, the source and amount of the matching
21 funds required under paragraph (2)(A), and
22 how the applicant will continue the project after
23 the grant period ends, if applicable;

24 “(C) a description of how the applicant will
25 use the grant funds, including how such funds

1 will directly benefit students, including special
2 populations, served by the applicant;

3 “(D) a description of how the program as-
4 sisted under this subsection will be coordinated
5 with the activities carried out under section 124
6 or 135;

7 “(E) a description of how the career and
8 technical education programs or programs of
9 study to be implemented with grant funds re-
10 flect the needs of regional, State, or local em-
11 ployers, as demonstrated by the comprehensive
12 needs assessment under section 134(c);

13 “(F) a description of how the program as-
14 sisted under this subsection will be evaluated
15 and how that evaluation may inform the report
16 described in subsection (d)(2)(C); and

17 “(G) an assurance that the applicant
18 will—

19 “(i) provide information to the Sec-
20 retary, as requested, for evaluations that
21 the Secretary may carry out; and

22 “(ii) make data available to third par-
23 ties for validation, in accordance with ap-
24 plicable data privacy laws, including sec-
25 tion 444 of the General Education Provi-

1 sions Act (20 U.S.C. 1232g, commonly
2 known as the ‘Family Educational Rights
3 and Privacy Act of 1974’).

4 “(4) PRIORITY.—In awarding grants under this
5 subsection, the Secretary shall give priority to appli-
6 cations from eligible entities, eligible institutions, or
7 eligible recipients that will predominantly serve stu-
8 dents from low-income families.

9 “(5) GEOGRAPHIC DIVERSITY.—

10 “(A) IN GENERAL.—In awarding grants
11 under this subsection, the Secretary shall award
12 no less than 25 percent of the total available
13 funds for any fiscal year to eligible entities, eli-
14 gible institutions, or eligible recipients pro-
15 posing to fund career and technical education
16 activities that serve—

17 “(i) a local educational agency with
18 an urban-centric district locale code of 32,
19 33, 41, 42, or 43, as determined by the
20 Secretary;

21 “(ii) an institution of higher education
22 primarily serving the one or more areas
23 served by such a local educational agency;

1 “(iii) a consortium of such local edu-
2 cational agencies or such institutions of
3 higher education;

4 “(iv) a partnership between—

5 “(I) an educational service agen-
6 cy or a nonprofit organization; and

7 “(II) such a local educational
8 agency or such an institution of high-
9 er education; or

10 “(v) a partnership between—

11 “(I) a grant recipient described
12 in clause (i) or (ii); and

13 “(II) a State educational agency.

14 “(B) EXCEPTION.—Notwithstanding sub-
15 paragraph (A), the Secretary shall reduce the
16 amount of funds made available under such
17 clause if the Secretary does not receive a suffi-
18 cient number of applications of sufficient qual-
19 ity.

20 “(6) DURATION.—

21 “(A) IN GENERAL.—Grants awarded under
22 this subsection shall be for a period of not more
23 than 3 years.

24 “(B) EXTENSION.—The Secretary may ex-
25 tend such grants for not more than 1 additional

1 2-year period if the grantee demonstrates to the
2 Secretary that the grantee is achieving the
3 grantee’s program objectives and, as applicable,
4 has improved education outcomes for career
5 and technical education students, including spe-
6 cial populations.

7 “(7) USES OF FUNDS.—An eligible entity, eligi-
8 ble institution, or eligible recipient that is awarded
9 a grant under this subsection shall use the grant
10 funds to create, develop, implement, replicate, or
11 take to scale evidence-based, field-initiated innova-
12 tions to modernize and improve effectiveness and
13 alignment of career and technical education and to
14 improve student outcomes in career and technical
15 education, and rigorously evaluate such innovations,
16 through one or more of the following activities:

17 “(A) Designing and implementing courses
18 or programs of study aligned to labor market
19 needs in new or emerging fields and working
20 with industry to upgrade equipment, tech-
21 nology, and related curriculum used in career
22 and technical education programs, which—

23 “(i) is needed for the development, ex-
24 pansion, and implementation of State-ap-

1 proved career and technical education pro-
2 grams of study; and

3 “(ii) includes the development or ac-
4 quisition of instructional materials associ-
5 ated with the equipment and technology
6 purchased by an eligible entity, eligible in-
7 stitution, or eligible recipient through the
8 grant.

9 “(B) Improving career and technical edu-
10 cation outcomes of students served by eligible
11 entities, eligible institutions, or eligible recipi-
12 ents through activities such as—

13 “(i) supporting the development and
14 enhancement of innovative delivery models
15 for career and technical education related
16 work-based learning, including school-
17 based simulated work sites, mentoring,
18 work site visits, job shadowing, project-
19 based learning, and skills-based and paid
20 internships;

21 “(ii) increasing the effective use of
22 technology within career and technical edu-
23 cation programs and programs of study;

24 “(iii) supporting new models for inte-
25 grating academic content at the secondary

1 and postsecondary level in career and tech-
2 nical education; or

3 “(iv) integrating science, technology,
4 engineering, and mathematics fields, in-
5 cluding computer science education, with
6 career and technical education.

7 “(C) Improving the transition of stu-
8 dents—

9 “(i) from secondary education to post-
10 secondary education or employment
11 through programs, activities, or services
12 that may include the creation, develop-
13 ment, or expansion of dual or concurrent
14 enrollment programs, articulation agree-
15 ments, credit transfer agreements, and
16 competency-based education; or

17 “(ii) from the completion of one post-
18 secondary program to another postsec-
19 ondary program that awards a recognized
20 postsecondary credential.

21 “(D) Supporting the development and en-
22 hancement of innovative delivery models for ca-
23 reer and technical education.

24 “(E) Working with industry to design and
25 implement courses or programs of study aligned

1 to labor market needs in new or emerging
2 fields.

3 “(F) Supporting innovative approaches to
4 career and technical education by redesigning
5 the high school experience for students, which
6 may include evidence-based transitional support
7 strategies for students who have not met post-
8 secondary education eligibility requirements.

9 “(G) Creating or expanding recruitment,
10 retention, or professional development activities
11 for career and technical education teachers, fac-
12 ulty, school leaders, administrators, specialized
13 instructional support personnel, career guidance
14 and academic counselors, and paraprofessionals,
15 which may include—

16 “(i) providing resources and training
17 to improve instruction for, and provide ap-
18 propriate accommodations to, special popu-
19 lations;

20 “(ii) externships or site visits with
21 business and industry;

22 “(iii) the integration of coherent and
23 rigorous academic content standards and
24 career and technical education curricula,
25 including through opportunities for appro-

1 priate academic and career and technical
2 education teachers to jointly develop and
3 implement curricula and pedagogical strat-
4 egies;

5 “(iv) mentoring by experienced teach-
6 ers;

7 “(v) providing resources or assistance
8 with meeting State teacher licensure and
9 credential requirements; or

10 “(vi) training for career guidance and
11 academic counselors at the secondary level
12 to improve awareness of postsecondary
13 education and postsecondary career op-
14 tions, and improve the ability of such coun-
15 selors to communicate to students the ca-
16 reer opportunities and employment trends.

17 “(H) Improving CTE concentrator employ-
18 ment outcomes in non-traditional fields.

19 “(I) Supporting the use of career and tech-
20 nical education programs and programs of
21 study in a coordinated strategy to address iden-
22 tified employer needs and workforce shortages,
23 such as shortages in the early childhood, ele-
24 mentary school, and secondary school education
25 workforce.

1 “(J) Providing integrated student support
2 that addresses the comprehensive needs of stu-
3 dents, such as incorporating accelerated and
4 differentiated learning opportunities supported
5 by evidence-based strategies for special popu-
6 lations.

7 “(K) Establishing an online portal for ca-
8 reer and technical education students, including
9 special populations, preparing for postsecondary
10 career and technical education, which may in-
11 clude opportunities for mentoring, gaining fi-
12 nancial literacy skills, and identifying career op-
13 portunities and interests, and a platform to es-
14 tablish online savings accounts to be used exclu-
15 sively for postsecondary career and technical
16 education programs and programs of study.

17 “(L) Developing and implementing a pay
18 for success initiative.

19 “(8) EVALUATION.—Each eligible entity, eligi-
20 ble institution, or eligible recipient receiving a grant
21 under this subsection shall provide for an inde-
22 pendent evaluation of the activities carried out using
23 such grant and submit to the Secretary an annual
24 report that includes—

1 “(A) a description of how funds received
2 under this paragraph were used;

3 “(B) the performance of the eligible entity,
4 eligible institution, or eligible recipient with re-
5 spect to, at a minimum, the performance indi-
6 cators described under section 113, as applica-
7 ble, and disaggregated by—

8 “(i) subgroups of students described
9 in section 1111(c)(2)(B) of the Elementary
10 and Secondary Education Act of 1965;

11 “(ii) special populations; and

12 “(iii) as appropriate, each career and
13 technical education program and program
14 of study; and

15 “(C) a quantitative analysis of the effec-
16 tiveness of the project carried out under this
17 paragraph.”; and

18 (7) by amending subsection (f), as redesignated
19 by paragraph (5), to read as follows:

20 “(f) AUTHORIZATION OF APPROPRIATIONS.—There
21 are authorized to be appropriated to carry out this sec-
22 tion—

23 “(1) \$7,651,051 for fiscal year 2019;

24 “(2) \$7,758,166 for fiscal year 2020;

25 “(3) \$7,866,780 for fiscal year 2021;

- 1 “(4) \$7,976,915 for fiscal year 2022;
2 “(5) \$8,088,592 for fiscal year 2023; and
3 “(6) \$8,201,832 for fiscal year 2024.”.

4 **SEC. 114. ASSISTANCE FOR THE OUTLYING AREAS.**

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

- 6 (1) in subsection (a)(3), by striking “subject to
7 subsection (d)” and inserting “subject to subsection
8 (b)”;
- 9 (2) by striking subsections (b) and (c); and
- 10 (3) by redesignating subsection (d) as sub-
11 section (b).

12 **SEC. 115. NATIVE AMERICAN PROGRAMS.**

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

- 14 (1) in subsection (a)—
- 15 (A) in paragraph (1), in the paragraph
16 heading, by striking “NATIVE” and inserting
17 “NATIVE”;
- 18 (B) by striking paragraph (3);
- 19 (C) by redesignating paragraphs (4) and
20 (5) as paragraphs (3) and (4), respectively;
- 21 (D) in paragraph (3) (as redesignated by
22 subparagraph (C)), in the paragraph heading,
23 by striking “HAWAIIAN” and inserting “HAWAI-
24 IAN”; and

1 (E) in paragraph (4) (as redesignated by
2 subparagraph (C))—

3 (i) in the paragraph heading, by strik-
4 ing “HAWAIIAN” and inserting “HAWAI-
5 IAN”; and

6 (ii) by inserting “(20 U.S.C. 7517)”
7 after “Act”;

8 (2) in subsection (b)—

9 (A) in paragraph (1)—

10 (i) by striking “tribes” and inserting
11 “Tribes”; and

12 (ii) by striking “tribal” and inserting
13 “Tribal”;

14 (B) in paragraph (2)—

15 (i) by striking the paragraph heading
16 and inserting “INDIAN TRIBES AND TRIB-
17 AL ORGANIZATIONS.—”;

18 (ii) by striking “Indian tribe or tribal
19 organization” and inserting “Indian Tribe
20 or Tribal organization”;

21 (iii) by striking “450f” and inserting
22 “5321”; and

23 (iv) by striking “455–457” and insert-
24 ing “5345–5347”;

25 (C) in paragraph (3)—

- 1 (i) in the paragraph heading, by strik-
2 ing “BUREAU OF INDIAN AFFAIRS” and in-
3 sserting “BUREAU OF INDIAN EDUCATION”;
- 4 (ii) by striking “tribe” and inserting
5 “Tribe”;
- 6 (iii) by striking “tribal” and inserting
7 “Tribal”; and
- 8 (iv) by striking “Bureau of Indian Af-
9 fairs” and inserting “Bureau of Indian
10 Education”;
- 11 (D) in paragraph (4)—
- 12 (i) by striking “Bureau of Indian Af-
13 fairs” each place the term appears and in-
14 sserting “Bureau of Indian Education”; and
- 15 (ii) by striking “Assistant Secretary
16 of the Interior for Indian Affairs” and in-
17 sserting “Director of the Bureau of Indian
18 Education”;
- 19 (E) in paragraph (5)(A), by striking “In-
20 dian tribes, tribal organizations, and individual
21 tribal members” and inserting “Indian Tribes,
22 Tribal organizations, and individual Tribal
23 members”; and
- 24 (F) in paragraph (6)—

1 (i) by striking “tribe” each place the
2 term appears and inserting “Tribe”; and

3 (ii) by striking “tribal” each place the
4 term appears and inserting “Tribal”;

5 (3) in subsection (c)—

6 (A) by redesignating paragraph (2) as
7 paragraph (3); and

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

10 “(2) SPECIAL RULE.—Notwithstanding section
11 3(5)(A)(iii), funds made available under this section
12 may be used to provide preparatory, refresher, and
13 remedial education services that are designed to en-
14 able students to achieve success in career and tech-
15 nical education programs or programs of study.”;

16 (4) in subsection (d), by striking “tribe” each
17 place the term appears and inserting “Tribe”;

18 (5) in subsection (e)(1), by striking “tribal”
19 and inserting “Tribal”;

20 (6) in subsection (f), by striking “tribe” and in-
21 serting “Tribe”; and

22 (7) in subsection (g), by striking “tribe” each
23 place the term appears and inserting “Tribe”.

1 **SEC. 116. TRIBALLY CONTROLLED POSTSECONDARY CA-**
 2 **REER AND TECHNICAL INSTITUTIONS.**

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

4 (1) in subsection (a)(2), by striking “(25
 5 U.S.C. 640a et seq.)” and inserting “(Public Law
 6 92–189; 85 Stat. 646)”;

7 (2) in subsection (d), by striking “(25 U.S.C.
 8 640a et seq.)” and inserting “(Public Law 92–189;
 9 85 Stat. 646)”;

10 (3) in subsection (f)(3), by striking “tribe” each
 11 place the term appears and inserting “Tribe”;

12 (4) in subsection (h)—

13 (A) in the paragraph heading, by striking
 14 “INDIAN TRIBE” and inserting “INDIAN
 15 TRIBE”; and

16 (B) by striking “terms ‘Indian’ and ‘In-
 17 dian tribe’ have the meanings given the terms
 18 in” and inserting “terms ‘Indian’ and ‘Indian
 19 Tribe’ have the meanings given the terms ‘In-
 20 dian’ and ‘Indian tribe’, respectively, in”; and

21 (5) by striking subsection (i) and inserting the
 22 following:

23 “(i) **AUTHORIZATION OF APPROPRIATIONS.**—There
 24 are authorized to be appropriated to carry out this sec-
 25 tion—

26 “(1) \$9,762,539 for fiscal year 2019;

- 1 “(2) \$9,899,215 for fiscal year 2020;
2 “(3) \$10,037,804 for fiscal year 2021;
3 “(4) \$10,178,333 for fiscal year 2022;
4 “(5) \$10,320,829 for fiscal year 2023; and
5 “(6) \$10,465,321 for fiscal year 2024.”.

6 **SEC. 117. OCCUPATIONAL AND EMPLOYMENT INFORMA-**
7 **TION.**

8 Section 118 (20 U.S.C. 2328) is repealed.

9 **PART B—STATE PROVISIONS**

10 **SEC. 121. STATE ADMINISTRATION.**

11 Section 121(a)(2) (20 U.S.C. 2341(a)(2)) is amended
12 by striking “parents” and all that follows through the end
13 of the paragraph and inserting “teachers, faculty, special-
14 ized instructional support personnel, paraprofessionals,
15 school leaders, authorized public chartering agencies and
16 charter school leaders (consistent with State law), employ-
17 ers, representatives of business (including small busi-
18 nesses), labor organizations, eligible recipients, local pro-
19 gram administrators, State and local officials, Indian
20 Tribes or Tribal organizations present in the State, par-
21 ents, students, and community organizations;”.

22 **SEC. 122. STATE PLAN.**

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

24 (1) in subsection (a)—

25 (A) in paragraph (1)—

1 (i) by striking “a State plan for a 6-
2 year period,” and inserting “every 4 years
3 a State plan for a 4-year period, consistent
4 with subsection (b),”; and

5 (ii) by striking “Carl D. Perkins Ca-
6 reer and Technical Education Improve-
7 ment Act of 2006” and inserting
8 “Strengthening Career and Technical Edu-
9 cation for the 21st Century Act”;

10 (B) in paragraph (2)(B), by striking “6-
11 year period” and inserting “4-year period”;

12 (C) in paragraph (3), by striking “(includ-
13 ing charter school” and all that follows through
14 “and community organizations)” and inserting
15 “(including teachers, faculty, specialized in-
16 structional support personnel, paraprofes-
17 sionals, school leaders, authorized public char-
18 tering agencies and charter school leaders (con-
19 sistent with State law), employers, labor organi-
20 zations, parents, students, Indian Tribes and
21 Tribal organizations that may be present in the
22 State, and community organizations)”;

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

24 “(4) PUBLIC COMMENT.—Each eligible agency
25 shall make the State plan publicly available for pub-

1 lic comment for a period of not less than 30 days,
2 by electronic means and in an easily accessible for-
3 mat, prior to submission to the Secretary for ap-
4 proval under this subsection. In the plan the eligible
5 agency files under this subsection, the eligible agen-
6 cy shall provide an assurance that public comments
7 were taken into account in the development of the
8 State plan.

9 “(5) SUBMISSION OF SUBSEQUENT PLANS.—
10 Any State plan submitted by an eligible agency after
11 the first 4-year State plan is submitted under this
12 section shall be submitted not later than 120 days
13 prior to the end of the 4-year period covered by the
14 preceding State plan.”; and

15 (2) by striking subsections (b) through (e) and
16 inserting the following:

17 “(b) OPTIONS FOR SUBMISSION OF STATE PLAN.—

18 “(1) COMBINED PLAN.—The eligible agency
19 may submit a combined plan that meets the require-
20 ments of this section and the requirements of section
21 103 of the Workforce Innovation and Opportunity
22 Act (29 U.S.C. 3113).

23 “(2) NOTICE TO SECRETARY.—The eligible
24 agency shall inform the Secretary of whether the eli-

1 gible agency intends to submit a combined plan de-
2 scribed in paragraph (1) or a single plan.

3 “(c) PLAN DEVELOPMENT.—

4 “(1) IN GENERAL.—The eligible agency shall—

5 “(A) develop the State plan in consultation
6 with—

7 “(i) representatives of secondary and
8 postsecondary career and technical edu-
9 cation programs, including eligible recipi-
10 ents and representatives of 2-year minor-
11 ity-serving institutions and historically
12 Black colleges and universities and tribally
13 controlled colleges or universities in States
14 where such institutions are in existence,
15 adult career and technical education pro-
16 viders, and charter school representatives
17 in States where such schools are in exist-
18 ence, which shall include teachers, faculty,
19 school leaders, specialized instructional
20 support personnel, career and academic
21 guidance counselors, and paraprofessionals;

22 “(ii) interested community representa-
23 tives, including parents, students, and
24 community organizations;

1 “(iii) representatives of the State
2 workforce development board established
3 under section 101 of the Workforce Inno-
4 vation and Opportunity Act (29 U.S.C.
5 3111) (referred to in this section as the
6 ‘State board’);

7 “(iv) members and representatives of
8 special populations;

9 “(v) representatives of business and
10 industry (including representatives of small
11 business), which shall include representa-
12 tives of industry and sector partnerships in
13 the State, as appropriate, and representa-
14 tives of labor organizations in the State;

15 “(vi) representatives of agencies serv-
16 ing out-of-school youth, homeless children
17 and youth, and at-risk youth, including the
18 State Coordinator for Education of Home-
19 less Children and Youths established or
20 designated under section 722(d)(3) of the
21 McKinney-Vento Homeless Assistance Act
22 (42 U.S.C. 11432(d)(3));

23 “(vii) representatives of Indian Tribes
24 and Tribal organizations located in, or pro-
25 viding services in, the State; and

1 “(viii) individuals with disabilities;
2 and

3 “(B) consult the Governor of the State,
4 and the heads of other State agencies with au-
5 thority for career and technical education pro-
6 grams that are not the eligible agency, with re-
7 spect to the development of the State plan.

8 “(2) ACTIVITIES AND PROCEDURES.—The eligi-
9 ble agency shall develop effective activities and pro-
10 cedures, including access to information needed to
11 use such procedures, to allow the individuals and en-
12 tities described in paragraph (1) to participate in
13 State and local decisions that relate to development
14 of the State plan.

15 “(3) CONSULTATION WITH THE GOVERNOR.—
16 The consultation described in paragraph (1)(B) shall
17 include meetings of officials from the eligible agency
18 and the Governor’s office and shall occur—

19 “(A) during the development of such plan;
20 and

21 “(B) prior to submission of the plan to the
22 Secretary.

23 “(d) PLAN CONTENTS.—The State plan shall in-
24 clude—

1 “(1) a summary of State-supported workforce
2 development activities (including education and
3 training) in the State, including the degree to which
4 the State’s career and technical education programs
5 and programs of study are aligned with and address
6 the education and skill needs of the employers in the
7 State identified by the State board;

8 “(2) the State’s strategic vision and set of goals
9 for preparing an educated and skilled workforce (in-
10 cluding special populations) and for meeting the
11 skilled workforce needs of employers, including in
12 existing and emerging in-demand industry sectors
13 and occupations as identified by the State, and how
14 the State’s career and technical education programs
15 will help to meet these goals;

16 “(3) a strategy for any joint planning, align-
17 ment, coordination, and leveraging of funds—

18 “(A) between the State’s career and tech-
19 nical education programs and programs of
20 study with the State’s workforce development
21 system, to achieve the strategic vision and goals
22 described in paragraph (2), including the core
23 programs defined in section 3 of the Workforce
24 Innovation and Opportunity Act (29 U.S.C.
25 3102) and the elements related to system align-

1 ment under section 102(b)(2)(B) of such Act
2 (29 U.S.C. 3112(b)(2)(B)); and

3 “(B) for programs carried out under this
4 title with other Federal programs, which may
5 include programs funded under the Elementary
6 and Secondary Education Act of 1965 and the
7 Higher Education Act of 1965;

8 “(4) a description of the career and technical
9 education programs or programs of study that will
10 be supported, developed, or improved at the State
11 level, including descriptions of—

12 “(A) the programs of study to be devel-
13 oped at the State level and made available for
14 adoption by eligible recipients;

15 “(B) the process and criteria to be used
16 for approving locally developed programs of
17 study or career pathways, including how such
18 programs address State workforce development
19 and education needs and the criteria to assess
20 the extent to which the local application under
21 section 132 will—

22 “(i) promote continuous improvement
23 in academic achievement and technical skill
24 attainment;

1 “(ii) expand access to career and tech-
2 nical education for special populations; and

3 “(iii) support the alignment of em-
4 ployability skills;

5 “(C) how the eligible agency will—

6 “(i) make information on approved
7 programs of study and career pathways
8 (including career exploration, work-based
9 learning opportunities, early college high
10 schools, and dual or concurrent enrollment
11 program opportunities) and guidance and
12 advisement resources, available to students
13 (and parents, as appropriate), representa-
14 tives of secondary and postsecondary edu-
15 cation, and special populations, and to the
16 extent practicable, provide that information
17 and those resources in a language stu-
18 dents, parents, and educators can under-
19 stand;

20 “(ii) facilitate collaboration among eli-
21 gible recipients in the development of ca-
22 reer and technical education programs and
23 programs of study and career pathways to
24 ensure nonduplication of eligible recipients’

1 development of programs of study and ca-
2 reer pathways;

3 “(iii) use State, regional, or local
4 labor market data to determine alignment
5 of eligible recipients’ programs of study to
6 the needs of the State, regional, or local
7 economy, including in-demand industry
8 sectors and occupations identified by the
9 State board, and to align career and tech-
10 nical education with such needs, as appro-
11 priate;

12 “(iv) ensure equal access to approved
13 career and technical education programs of
14 study and activities assisted under this Act
15 for special populations;

16 “(v) coordinate with the State board
17 to support the local development of career
18 pathways and articulate processes by which
19 career pathways will be developed by local
20 workforce development boards, as appro-
21 priate;

22 “(vi) support effective and meaningful
23 collaboration between secondary schools,
24 postsecondary institutions, and employers
25 to provide students with experience in, and

1 understanding of, all aspects of an indus-
2 try, which may include work-based learning
3 such as internships, mentorships, simu-
4 lated work environments, and other hands-
5 on or inquiry-based learning activities; and

6 “(vii) improve outcomes and reduce
7 performance gaps for CTE concentrators,
8 including those who are members of special
9 populations; and

10 “(D) how the eligible agency may include
11 the opportunity for secondary school students to
12 participate in dual or concurrent enrollment
13 programs, early college high school, or com-
14 petency-based education;

15 “(5) a description of the criteria and process
16 for how the eligible agency will approve eligible re-
17 cipients for funds under this Act, including how—

18 “(A) each eligible recipient will promote
19 academic achievement;

20 “(B) each eligible recipient will promote
21 skill attainment, including skill attainment that
22 leads to a recognized postsecondary credential;
23 and

24 “(C) each eligible recipient will ensure the
25 comprehensive needs assessment under section

1 134(c) takes into consideration local economic
2 and education needs, including, where appro-
3 priate, in-demand industry sectors and occupa-
4 tions;

5 “(6) a description of how the eligible agency
6 will support the recruitment and preparation of
7 teachers, including special education teachers, fac-
8 ulty, school principals, administrators, specialized in-
9 structional support personnel, and paraprofessionals
10 to provide career and technical education instruc-
11 tion, leadership, and support, including professional
12 development that provides the knowledge and skills
13 needed to work with and improve instruction for spe-
14 cial populations;

15 “(7) a description of how the eligible agency
16 will use State leadership funds under section 124;

17 “(8) a description of how funds received by the
18 eligible agency through the allotment made under
19 section 111 will be distributed—

20 “(A) among career and technical education
21 at the secondary level, or career and technical
22 education at the postsecondary and adult level,
23 or both, including how such distribution will
24 most effectively provide students with the skills
25 needed to succeed in the workplace; and

1 “(B) among any consortia that may be
2 formed among secondary schools and eligible in-
3 stitutions, and how funds will be distributed
4 among the members of the consortia, including
5 the rationale for such distribution and how it
6 will most effectively provide students with the
7 skills needed to succeed in the workplace;

8 “(9) a description of the eligible agency’s pro-
9 gram strategies for special populations, including a
10 description of how individuals who are members of
11 special populations—

12 “(A) will be provided with equal access to
13 activities assisted under this Act;

14 “(B) will not be discriminated against on
15 the basis of status as a member of a special
16 population;

17 “(C) will be provided with programs de-
18 signed to enable individuals who are members
19 of special populations to meet or exceed State
20 determined levels of performance described in
21 section 113, and prepare special populations for
22 further learning and for high-skill, high-wage,
23 or in-demand industry sectors or occupations;

24 “(D) will be provided with appropriate ac-
25 commodations; and

1 “(E) will be provided instruction and work-
2 based learning opportunities in integrated set-
3 tings that support competitive, integrated em-
4 ployment;

5 “(10) a description of the procedure the eligible
6 agency will adopt for determining State determined
7 levels of performance described in section 113,
8 which, at a minimum, shall include—

9 “(A) a description of the process for public
10 comment under section 113(b)(3)(B) as part of
11 the development of the State determined levels
12 of performance under section 113(b);

13 “(B) an explanation of the State deter-
14 mined levels of performance; and

15 “(C) a description of how the State deter-
16 mined levels of performance set by the eligible
17 agency align with the levels, goals, and objec-
18 tives of other Federal and State laws;

19 “(11) a description of how the eligible agency
20 will address disparities or gaps in performance, as
21 described in section 113(b)(3)(C)(ii)(II), in each of
22 the plan years, and if no meaningful progress has
23 been achieved prior to the third program year, a de-
24 scription of the additional actions the eligible agency
25 will take to eliminate these disparities or gaps;

1 “(12) describes how the eligible agency will in-
2 volve parents, academic and career and technical
3 education teachers, administrators, faculty, career
4 guidance and academic counselors, local business
5 (including small businesses), labor organizations,
6 and representatives of Indian Tribes and Tribal or-
7 ganizations, as appropriate, in the planning, develop-
8 ment, implementation, and evaluation of such career
9 and technical education programs; and

10 “(13) assurances that—

11 “(A) the eligible agency will comply with
12 the requirements of this Act and the provisions
13 of the State plan, including the provision of a
14 financial audit of funds received under this Act,
15 which may be included as part of an audit of
16 other Federal or State programs;

17 “(B) none of the funds expended under
18 this Act will be used to acquire equipment (in-
19 cluding computer software) in any instance in
20 which such acquisition results in a direct finan-
21 cial benefit to any organization representing the
22 interests of the acquiring entity or the employ-
23 ees of the acquiring entity, or any affiliate of
24 such an organization;

1 “(C) the eligible agency will use the funds
2 to promote preparation for high-skill, high-
3 wage, or in-demand industry sectors or occupa-
4 tions and non-traditional fields, as identified by
5 the eligible agency;

6 “(D) the eligible agency will use the funds
7 provided under this Act to implement career
8 and technical education programs and programs
9 of study for individuals in State correctional in-
10 stitutions, including juvenile justice facilities;
11 and

12 “(E) the eligible agency will provide local
13 educational agencies, area career and technical
14 education schools, and eligible institutions in
15 the State with technical assistance, including
16 technical assistance on how to close gaps in stu-
17 dent participation and performance in career
18 and technical education programs; and

19 “(14) a description of the opportunities for the
20 public to comment in person and in writing on the
21 State plan under this subsection.

22 “(e) CONSULTATION.—

23 “(1) IN GENERAL.—The eligible agency shall
24 develop the portion of each State plan relating to the
25 amount and uses of any funds proposed to be re-

1 served for adult career and technical education,
2 postsecondary career and technical education, and
3 secondary career and technical education after con-
4 sultation with—

5 “(A) the State agency responsible for su-
6 pervision of community colleges, technical insti-
7 tutes, other 2-year postsecondary institutions
8 primarily engaged in providing postsecondary
9 career and technical education, or, where appli-
10 cable, institutions of higher education that are
11 engaged in providing postsecondary career and
12 technical education as part of their mission;

13 “(B) the State agency responsible for sec-
14 ondary education; and

15 “(C) the State agency responsible for adult
16 education.

17 “(2) OBJECTIONS OF STATE AGENCIES.—If a
18 State agency other than the eligible agency finds
19 that a portion of the final State plan is objection-
20 able, that objection shall be filed together with the
21 State plan. The eligible agency shall respond to any
22 objections of such State agency in the State plan
23 submitted to the Secretary.

24 “(3) JOINT SIGNATURE AUTHORITY.—A Gov-
25 ernor shall have 30 days prior to the eligible agency

1 submitting the State plan to the Secretary to sign
2 such plan. If the Governor has not signed the plan
3 within 30 days of delivery by the eligible agency to
4 the Governor, the eligible agency shall submit the
5 plan to the Secretary without such signature.

6 “(f) PLAN APPROVAL.—

7 “(1) IN GENERAL.—Not later than 120 days
8 after the eligible agency submits its State plan, the
9 Secretary shall approve such State plan, or a revi-
10 sion of the plan under subsection (a)(2) (including
11 a revision of State determined levels of performance
12 in accordance with section 113(b)(3)(A)(iii)), if the
13 Secretary determines that the State has submitted
14 in its State plan State determined levels of perform-
15 ance that meet the criteria established in section
16 113(b)(3), including the minimum requirements de-
17 scribed in section 113(b)(3)(A)(i)(III), unless the
18 Secretary—

19 “(A) determines that the State plan does
20 not meet the requirements of this Act, including
21 the minimum requirements as described in sec-
22 tion 113(b)(3)(A)(i)(III); and

23 “(B) meets the requirements of paragraph
24 (2) with respect to such plan.

25 “(2) DISAPPROVAL.—The Secretary—

1 “(A) shall have the authority to disapprove
2 a State plan only if the Secretary—

3 “(i) determines how the State plan
4 fails to meet the requirements of this Act;
5 and

6 “(ii) provides to the eligible agency, in
7 writing, notice of such determination and
8 the supporting information and rationale
9 to substantiate such determination; and

10 “(B) shall not finally disapprove a State
11 plan, except after making the determination
12 and providing the information described in sub-
13 paragraph (A), and giving the eligible agency
14 notice and an opportunity for a hearing.”.

15 **SEC. 123. IMPROVEMENT PLANS.**

16 Section 123 (20 U.S.C. 2343) is amended—

17 (1) in subsection (a)—

18 (A) in paragraph (1)—

19 (i) by striking “percent of an agreed
20 upon” and inserting “percent of the”;

21 (ii) by striking “State adjusted level
22 of performance” and inserting “State de-
23 termined level of performance” each place
24 the term appears;

1 (iii) by striking “section 113(b)(3)”
2 and inserting “113(b)(2) for all CTE con-
3 centrators”;

4 (iv) by striking “(with special consid-
5 eration to performance gaps identified
6 under section 113(c)(2))” and inserting
7 “(that includes an analysis of the perform-
8 ance disparities or gaps identified under
9 section 113(b)(3)(C)(ii)(II), and actions
10 that will be taken to address such gaps”;
11 (B) in paragraph (2)—

12 (i) by striking “State’s adjusted levels
13 of performance” and inserting “State de-
14 termined levels of performance”; and

15 (ii) by striking “purposes of this Act”
16 and inserting “purposes of this section, in-
17 cluding after implementation of the im-
18 provement plan described in paragraph
19 (1),”;

20 (C) in paragraph (3)(A)—

21 (i) in clause (i), by inserting “or”
22 after the semicolon; and

23 (ii) by striking clauses (ii) and (iii)
24 and inserting the following:

1 “(ii) with respect to any specific core
2 indicator of performance that was identi-
3 fied in a program improvement plan under
4 paragraph (1), fails to meet at least 90
5 percent of a State determined level of per-
6 formance for such core indicator for 2 con-
7 secutive years.”; and

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

9 “(5) ADJUSTMENTS PROHIBITED.—An eligible
10 agency shall not be eligible to adjust performance
11 levels while executing an improvement plan under
12 this section.”; and

13 (2) in subsection (b)—

14 (A) by striking “adjusted” each place the
15 term appears;

16 (B) in paragraph (2)—

17 (i) by inserting “for all CTE con-
18 centrators” after “section 113(b)(4)”;

19 (ii) by striking “(with special consid-
20 eration to performance gaps identified
21 under section 113(b)(4)(C)(ii)(II) in con-
22 sultation with the eligible agency,” and in-
23 serting “(that includes an analysis of the
24 performance disparities or gaps identified
25 under section 113(b)(3)(C)(ii)(II), and ac-

1 tions that will be taken to address such
2 gaps) in consultation with local stake-
3 holders described in section 134(d)(1), the
4 eligible agency, and”;

5 (C) in paragraph (4)—

6 (i) in subparagraph (A)—

7 (I) in clause (i), by inserting

8 “or” after the semicolon; and

9 (II) by striking clauses (ii) and

10 (iii) and inserting the following:

11 “(ii) with respect to any specific core
12 indicator of performance that was identi-
13 fied in a program improvement plan under
14 paragraph (2), fails to meet at least 90
15 percent of the local level of performance
16 for such core indicator for 2 consecutive
17 years.”; and

18 (ii) in subparagraph (B)—

19 (I) in clause (i), by striking “or”

20 after the semicolon;

21 (II) in clause (ii), by striking the

22 period at the end and inserting “; or”;

23 and

24 (III) by adding at the end the

25 following:

1 “(iii) in response to a public request
 2 from an eligible recipient, if the eligible
 3 agency determines that the requirements
 4 described in clause (i) or (ii) have been
 5 met.”; and

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

7 “(6) ADJUSTMENTS PROHIBITED.—An eligible
 8 recipient shall not be eligible to adjust performance
 9 levels while executing an improvement plan under
 10 this section.”.

11 **SEC. 124. STATE LEADERSHIP ACTIVITIES.**

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

13 (1) in subsection (a), by striking “shall conduct
 14 State leadership activities.” and inserting “shall—

15 “(1) conduct State leadership activities to im-
 16 prove career and technical education, which shall in-
 17 clude support for—

18 “(A) preparation for non-traditional fields
 19 in current and emerging professions, programs
 20 for special populations, and other activities that
 21 expose students, including special populations,
 22 to high-skill, high-wage, and in-demand occupa-
 23 tions;

24 “(B) individuals in State institutions, such
 25 as State correctional institutions, including ju-

1 venile justice facilities, and educational institu-
2 tions that serve individuals with disabilities;

3 “(C) recruiting, preparing, or retaining ca-
4 reer and technical education teachers, faculty,
5 specialized instructional support personnel, or
6 paraprofessionals, such as preservice, profes-
7 sional development, or leadership development
8 programs; and

9 “(D) technical assistance for eligible recipi-
10 ents; and

11 “(2) report on the effectiveness of such use of
12 funds in achieving the goals described in section
13 122(d)(2) and the State determined levels of per-
14 formance described in section 113(b)(3)(A), and re-
15 ducing disparities or performance gaps as described
16 in section 113(b)(3)(C)(ii)(II).”;

17 (2) in subsection (b)—

18 (A) in the subsection heading, by striking
19 “REQUIRED” and inserting “PERMISSIBLE”;

20 (B) in the matter preceding paragraph (1),
21 by striking “shall” and inserting “may”; and

22 (C) by striking paragraphs (1) through (9)
23 and inserting the following:

24 “(1) developing statewide programs of study,
25 which may include standards, curriculum, and

1 course development, and career exploration, guid-
2 ance, and advisement activities and resources;

3 “(2) approving locally developed programs of
4 study that meet the requirements established in sec-
5 tion 122(d)(4)(B);

6 “(3) establishing statewide articulation agree-
7 ments aligned to approved programs of study;

8 “(4) establishing statewide industry or sector
9 partnerships among local educational agencies, insti-
10 tutions of higher education, adult education pro-
11 viders, Indian Tribes and Tribal organizations that
12 may be present in the State, employers, including
13 small businesses, and parents, as appropriate to—

14 “(A) develop and implement programs of
15 study aligned to State and local economic and
16 education needs, including, as appropriate, in-
17 demand industry sectors and occupations;

18 “(B) facilitate the establishment, expan-
19 sion, and integration of opportunities for stu-
20 dents at the secondary level to—

21 “(i) successfully complete coursework
22 that integrates rigorous and challenging
23 technical and academic instruction aligned
24 with the challenging State academic stand-
25 ards adopted by the State under section

1 1111(b)(1) of the Elementary and Sec-
2 ondary Education Act of 1965; and

3 “(ii) earn a recognized postsecondary
4 credential or credit toward a recognized
5 postsecondary credential, which may be
6 earned through a dual or concurrent en-
7 rollment program or early college high
8 school, at no cost to the student or the stu-
9 dent’s family; and

10 “(C) facilitate work-based learning oppor-
11 tunities (including internships, externships, and
12 simulated work environments) into programs of
13 study;

14 “(5) for teachers, faculty, specialized instruc-
15 tional support personnel, and paraprofessionals pro-
16 viding career and technical education instruction,
17 support services, and specialized instructional sup-
18 port services, high-quality comprehensive profes-
19 sional development that is, to the extent practicable,
20 grounded in evidence-based research (to the extent a
21 State determines that such evidence is reasonably
22 available) that identifies the most effective educator
23 professional development process and is coordinated
24 and aligned with other professional development ac-
25 tivities carried out by the State (including under

1 title II of the Elementary and Secondary Education
2 Act of 1965 and title II of the Higher Education
3 Act of 1965), including programming that—

4 “(A) promotes the integration of the chal-
5 lenging State academic standards adopted by
6 the State under section 1111(b)(1) of the Ele-
7 mentary and Secondary Education Act of 1965
8 and relevant technical knowledge and skills, in-
9 cluding programming jointly delivered to aca-
10 demic and career and technical education teach-
11 ers;

12 “(B) prepares career and technical edu-
13 cation teachers, faculty, specialized instructional
14 support personnel, and paraprofessionals to
15 provide appropriate accommodations for stu-
16 dents who are members of special populations,
17 including through the use of principles of uni-
18 versal design for learning, multi-tier systems of
19 supports, and positive behavioral interventions
20 and support; and

21 “(C) increases the ability of teachers, fac-
22 ulty, specialized instructional support personnel,
23 and paraprofessionals providing career and
24 technical education instruction to stay current

1 with industry standards and earn an industry-
2 recognized credential or license, as appropriate;

3 “(6) supporting eligible recipients in eliminating
4 inequities in student access to—

5 “(A) high-quality programs of study that
6 provide skill development; and

7 “(B) effective teachers, faculty, specialized
8 instructional support personnel, and paraprofes-
9 sionals;

10 “(7) awarding incentive grants to eligible recipi-
11 ents—

12 “(A) for exemplary performance in car-
13 rying out programs under this Act, which
14 awards shall be based on—

15 “(i) eligible recipients exceeding the
16 local level of performance on a core indi-
17 cator of performance established under sec-
18 tion 113(b)(4)(A) in a manner that reflects
19 sustained or significant improvement;

20 “(ii) eligible recipients effectively de-
21 veloping connections between secondary
22 education and postsecondary education and
23 training;

24 “(iii) the integration of academic and
25 technical standards;

1 “(iv) eligible recipients’ progress in
2 closing achievement gaps among sub-
3 populations who participate in programs of
4 study; or

5 “(v) other factors relating to the per-
6 formance of eligible recipients under this
7 Act as the eligible agency determines are
8 appropriate; or

9 “(B) if an eligible recipient elects to use
10 funds as permitted under section 135(e);

11 “(8) providing support for—

12 “(A) the adoption and integration of recog-
13 nized postsecondary credentials and work-based
14 learning into programs of study, and for in-
15 creasing data collection associated with recog-
16 nized postsecondary credentials and employ-
17 ment outcomes; or

18 “(B) consultation and coordination with
19 other State agencies for the identification and
20 examination of licenses or certifications that—

21 “(i) pose an unwarranted barrier to
22 entry into the workforce for career and
23 technical education students; and

24 “(ii) do not protect the health, safety,
25 or welfare of consumers;

1 “(9) the creation, implementation, and support
2 of pay for success initiatives leading to a recognized
3 postsecondary credential;

4 “(10) support for career and technical edu-
5 cation programs for adults and out-of-school youth
6 concurrent with their completion of their secondary
7 school education in a school or other educational set-
8 ting;

9 “(11) the creation, evaluation, and support of
10 competency-based curricula;

11 “(12) support for the development, implementa-
12 tion, and expansion of programs of study or career
13 pathways in areas declared to be in a state of emer-
14 gency under section 501 of the Robert T. Stafford
15 Disaster Relief and Emergency Assistance Act (42
16 U.S.C. 5191);

17 “(13) partnering with qualified intermediaries
18 to improve training, the development of public-pri-
19 vate partnerships, systems development, capacity-
20 building, and scalability of the delivery of high-qual-
21 ity career and technical education;

22 “(14) improvement of career guidance and aca-
23 demic counseling programs that assist students in
24 making informed academic and career and technical

1 education decisions, including academic and financial
2 aid counseling;

3 “(15) support for the integration of employ-
4 ability skills into career and technical education pro-
5 grams and programs of study;

6 “(16) support for programs and activities that
7 increase access, student engagement, and success in
8 science, technology, engineering, and mathematics
9 fields (including computer science, coding, and archi-
10 tecture), support for the integration of arts and de-
11 sign skills, and support for hands-on learning, par-
12 ticularly for students who are members of groups
13 underrepresented in such subject fields, such as fe-
14 male students, minority students, and students who
15 are members of special populations;

16 “(17) support for career and technical student
17 organizations, especially with respect to efforts to in-
18 crease the participation of students in nontraditional
19 fields and students who are members of special pop-
20 ulations;

21 “(18) support for establishing and expanding
22 work-based learning opportunities that are aligned
23 to career and technical education programs and pro-
24 grams of study;

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

3 “(20) supporting the use of career and tech-
4 nical education programs and programs of study
5 aligned with State, regional, or local in-demand in-
6 dustry sectors or occupations identified by the State
7 workforce development board described in section
8 101 of the Workforce Innovation and Opportunity
9 Act (29 U.S.C. 3111) or local workforce develop-
10 ment boards;

11 “(21) making all forms of instructional content
12 widely available, which may include use of open edu-
13 cational resources;

14 “(22) developing valid and reliable assessments
15 of competencies and technical skills and enhancing
16 data systems to collect and analyze data on sec-
17 ondary and postsecondary academic and employment
18 outcomes;

19 “(23) support for accelerated learning pro-
20 grams, as described in section 4104(b)(3)(A)(i)(IV)
21 of the Elementary and Secondary Education Act of
22 1965, in the case of any such program that is part
23 of a career and technical education program of
24 study;

1 “(24) support for career academies to imple-
2 ment a postsecondary education and workforce-ready
3 curriculum at the secondary education level that in-
4 tegrates rigorous academic, technical, and employ-
5 ability contents through career and technical edu-
6 cation programs and programs of study that address
7 needs described in the comprehensive needs assess-
8 ment under section 134(e); and

9 “(25) other State leadership activities that im-
10 prove career and technical education.”;

11 (3) by striking subsection (c);

12 (4) by redesignating subsection (d) as sub-
13 section (c); and

14 (5) in subsection (c), as redesignated by para-
15 graph (4), by striking the period at the end and in-
16 serting “, except for technical assistance.”.

17 **PART C—LOCAL PROVISIONS**

18 **SEC. 131. DISTRIBUTION OF FUNDS TO SECONDARY EDU-**
19 **CATION PROGRAMS.**

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

21 (1) in subsection (a)(3)(B), by striking “Bu-
22 reau of Indian Affairs” and inserting “Bureau of In-
23 dian Education”;

1 (2) in subsection (c)(2)(A)(ii), by inserting “or
2 programs of study” after “technical education pro-
3 grams”;

4 (3) in subsection (g), by inserting “and pro-
5 grams of study” after “technical education pro-
6 grams”; and

7 (4) in subsection (h), by striking “Bureau of
8 Indian Affairs” and inserting “Bureau of Indian
9 Education”.

10 **SEC. 132. SPECIAL RULES FOR CAREER AND TECHNICAL**
11 **EDUCATION.**

12 Section 133 (20 U.S.C. 2353) is amended by insert-
13 ing “or programs of study” after “career and technical
14 education programs” each place the term appears.

15 **SEC. 133. LOCAL APPLICATION FOR CAREER AND TECH-**
16 **NICAL EDUCATION PROGRAMS.**

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

18 (1) in the section heading, by striking “**LOCAL**
19 **PLAN**” and inserting “**LOCAL APPLICATION**”;

20 (2) in subsection (a)—

21 (A) in the subsection heading, by striking
22 “**LOCAL PLAN**” and inserting “**LOCAL APPLI-**
23 **CATION**”;

24 (B) by striking “submit a local plan” and
25 inserting “submit a local application”; and

1 (C) by striking “Such local plan” and in-
2 serting “Such local application”; and

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

5 “(b) CONTENTS.—The eligible agency shall deter-
6 mine the requirements for local applications, except that
7 each local application shall contain—

8 “(1) a description of the results of the com-
9 prehensive needs assessment conducted under sub-
10 section (c);

11 “(2) information on the career and technical
12 education course offerings and activities, which shall
13 include not less than 1 program of study approved
14 by a State under section 124(b)(2) and supported by
15 the eligible recipient with funds under this part, in-
16 cluding—

17 “(A) how the results of the comprehensive
18 needs assessment described in subsection (c) in-
19 formed the selection of the specific career and
20 technical education programs and activities se-
21 lected to be funded;

22 “(B) a description of any new programs of
23 study the eligible recipient will develop and sub-
24 mit to the State for approval; and

1 “(C) how students, including students who
2 are members of special populations, will learn
3 about their school’s career and technical edu-
4 cation course offerings and whether each course
5 is part of a career and technical education pro-
6 gram of study;

7 “(3) a description of how the eligible recipient,
8 in collaboration with local workforce development
9 boards and other local workforce agencies, one-stop
10 delivery systems described in section 121(e)(2) of
11 the Workforce Innovation and Opportunity Act (29
12 U.S.C. 3151(e)(2)), and other partners, will pro-
13 vide—

14 “(A) career exploration and career develop-
15 ment coursework, activities, or services;

16 “(B) career information on employment
17 opportunities that incorporate the most up-to-
18 date information on in-demand industry sectors
19 or occupations, as determined by the com-
20 prehensive needs assessment described in sub-
21 section (c); and

22 “(C) an organized system of career guid-
23 ance and academic counseling to students be-
24 fore enrolling and while participating in a ca-
25 reer and technical education program;

1 “(4) a description of how the eligible recipient
2 will improve the academic and technical skills of stu-
3 dents participating in career and technical education
4 programs by strengthening the academic and career
5 and technical education components of such pro-
6 grams through the integration of coherent and rig-
7 orous content aligned with challenging academic
8 standards and relevant career and technical edu-
9 cation programs to ensure learning in the subjects
10 that constitute a well-rounded education (as defined
11 in section 8101 of the Elementary and Secondary
12 Education Act of 1965);

13 “(5) a description of how the eligible recipient
14 will—

15 “(A) provide activities to prepare special
16 populations for high-skill, high-wage, or in-de-
17 mand industry sectors or occupations that will
18 lead to self-sufficiency;

19 “(B) prepare CTE participants for non-
20 traditional fields;

21 “(C) provide equal access for special popu-
22 lations to career and technical education
23 courses, programs, and programs of study; and

24 “(D) ensure that members of special popu-
25 lations will not be discriminated against on the

1 basis of their status as members of special pop-
2 ulations;

3 “(6) a description of the work-based learning
4 opportunities that the eligible recipient will provide
5 to students participating in career and technical
6 education programs and how the recipient will work
7 with representatives from employers to develop or
8 expand work-based learning opportunities for career
9 and technical education students, as applicable;

10 “(7) a description of how the eligible recipient
11 will provide students participating in career and
12 technical education programs with the opportunity
13 to gain postsecondary credit while still attending
14 high school, such as through dual or concurrent en-
15 rollment programs or early college high school, as
16 practicable;

17 “(8) a description of how the eligible recipient
18 will coordinate with the eligible agency and institu-
19 tions of higher education to support the recruitment,
20 preparation, retention, and training, including pro-
21 fessional development, of teachers, faculty, adminis-
22 trators, and specialized instructional support per-
23 sonnel and paraprofessionals who meet applicable
24 State certification and licensure requirements (in-
25 cluding any requirements met through alternative

1 routes to certification), including individuals from
2 groups underrepresented in the teaching profession;
3 and

4 “(9) a description of how the eligible recipient
5 will address disparities or gaps in performance as
6 described in section 113(b)(3)(C)(ii)(II) in each of
7 the plan years, and if no meaningful progress has
8 been achieved prior to the third program year, a de-
9 scription of the additional actions such recipient will
10 take to eliminate those disparities or gaps.

11 “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

12 “(1) IN GENERAL.—To be eligible to receive fi-
13 nancial assistance under this part, an eligible recipi-
14 ent shall—

15 “(A) conduct a comprehensive local needs
16 assessment related to career and technical edu-
17 cation and include the results of the needs as-
18 sessment in the local application submitted
19 under subsection (a); and

20 “(B) not less than once every 2 years, up-
21 date such comprehensive local needs assess-
22 ment.

23 “(2) REQUIREMENTS.—The comprehensive
24 local needs assessment described in paragraph (1)
25 shall include each of the following:

1 “(A) An evaluation of the performance of
2 the students served by the eligible recipient
3 with respect to State determined and local lev-
4 els of performance established pursuant to sec-
5 tion 113, including an evaluation of perform-
6 ance for special populations and each subgroup
7 described in section 1111(h)(1)(C)(ii) of the El-
8 elementary and Secondary Education Act of
9 1965.

10 “(B) A description of how career and tech-
11 nical education programs offered by the eligible
12 recipient are—

13 “(i) sufficient in size, scope, and qual-
14 ity to meet the needs of all students served
15 by the eligible recipient; and

16 “(ii)(I) aligned to State, regional,
17 Tribal, or local in-demand industry sectors
18 or occupations identified by the State
19 workforce development board described in
20 section 101 of the Workforce Innovation
21 and Opportunity Act (29 U.S.C. 3111) (re-
22 ferred to in this section as the ‘State
23 board’) or local workforce development
24 board, including career pathways, where
25 appropriate; or

1 “(II) designed to meet local education
2 or economic needs not identified by State
3 boards or local workforce development
4 boards.

5 “(C) An evaluation of progress toward the
6 implementation of career and technical edu-
7 cation programs and programs of study.

8 “(D) A description of how the eligible re-
9 cipient will improve recruitment, retention, and
10 training of career and technical education
11 teachers, faculty, specialized instructional sup-
12 port personnel, paraprofessionals, and career
13 guidance and academic counselors, including in-
14 dividuals in groups underrepresented in such
15 professions.

16 “(E) A description of progress toward im-
17 plementation of equal access to high-quality ca-
18 reer and technical education courses and pro-
19 grams of study for all students, including—

20 “(i) strategies to overcome barriers
21 that result in lower rates of access to, or
22 performance gaps in, the courses and pro-
23 grams for special populations;

1 “(ii) providing programs that are de-
2 signed to enable special populations to
3 meet the local levels of performance; and

4 “(iii) providing activities to prepare
5 special populations for high-skill, high-
6 wage, or in-demand industry sectors or oc-
7 cupations in competitive, integrated set-
8 tings that will lead to self-sufficiency.

9 “(d) CONSULTATION.—In conducting the comprehen-
10 sive needs assessment under subsection (c), and devel-
11 oping the local application described in subsection (b), an
12 eligible recipient shall involve a diverse body of stake-
13 holders, including, at a minimum—

14 “(1) representatives of career and technical
15 education programs in a local educational agency or
16 educational service agency, including teachers, career
17 guidance and academic counselors, principals and
18 other school leaders, administrators, and specialized
19 instructional support personnel and paraprofes-
20 sionals;

21 “(2) representatives of career and technical
22 education programs at postsecondary educational in-
23 stitutions, including faculty and administrators;

1 “(3) representatives of the State board or local
2 workforce development boards and a range of local
3 or regional businesses or industries;

4 “(4) parents and students;

5 “(5) representatives of special populations;

6 “(6) representatives of regional or local agen-
7 cies serving out-of-school youth, homeless children
8 and youth, and at-risk youth (as defined in section
9 1432 of the Elementary and Secondary Education
10 Act of 1965);

11 “(7) representatives of Indian Tribes and Trib-
12 al organizations in the State, where applicable; and

13 “(8) any other stakeholders that the eligible
14 agency may require the eligible recipient to consult.

15 “(e) CONTINUED CONSULTATION.—An eligible re-
16 cipient receiving financial assistance under this part shall
17 consult with stakeholders described in subsection (d) on
18 an ongoing basis, as determined by the eligible agency.
19 This may include consultation in order to—

20 “(1) provide input on annual updates to the
21 comprehensive needs assessment required under sub-
22 section (c)(1)(B);

23 “(2) ensure programs of study are—

24 “(A) responsive to community employment
25 needs;

1 “(B) aligned with employment priorities in
2 the State, regional, tribal, or local economy
3 identified by employers and the entities de-
4 scribed in subsection (d), which may include in-
5 demand industry sectors or occupations identi-
6 fied by the local workforce development board;

7 “(C) informed by labor market informa-
8 tion, including information provided under sec-
9 tion 15(e)(2)(C) of the Wagner-Peyser Act (29
10 U.S.C. 491–2(e)(2)(C));

11 “(D) designed to meet current, inter-
12 mediate, or long-term labor market projections;
13 and

14 “(E) allow employer input, including input
15 from industry or sector partnerships in the local
16 area, where applicable, into the development
17 and implementation of programs of study to en-
18 sure such programs of study align with skills
19 required by local employment opportunities, in-
20 cluding activities such as the identification of
21 relevant standards, curriculum, industry-recog-
22 nized credentials, and current technology and
23 equipment;

24 “(3) identify and encourage opportunities for
25 work-based learning; and

1 “(4) ensure funding under this part is used in
2 a coordinated manner with other local resources.”.

3 **SEC. 134. LOCAL USES OF FUNDS.**

4 Section 135 (20 U.S.C. 2355) is amended to read as
5 follows:

6 **“SEC. 135. LOCAL USES OF FUNDS.**

7 “(a) GENERAL AUTHORITY.—Each eligible recipient
8 that receives funds under this part shall use such funds
9 to develop, coordinate, implement, or improve career and
10 technical education programs to meet the needs identified
11 in the comprehensive needs assessment described in sec-
12 tion 134(c).

13 “(b) REQUIREMENTS FOR USES OF FUNDS.—Funds
14 made available to eligible recipients under this part shall
15 be used to support career and technical education pro-
16 grams that are of sufficient size, scope, and quality to be
17 effective and that—

18 “(1) provide career exploration and career de-
19 velopment activities through an organized, system-
20 atic framework designed to aid students, including
21 in the middle grades, before enrolling and while par-
22 ticipating in a career and technical education pro-
23 gram, in making informed plans and decisions about
24 future education and career opportunities and pro-
25 grams of study, which may include—

1 “(A) introductory courses or activities fo-
2 cused on career exploration and career aware-
3 ness, including non-traditional fields;

4 “(B) readily available career and labor
5 market information, including information on—

6 “(i) occupational supply and demand;

7 “(ii) educational requirements;

8 “(iii) other information on careers
9 aligned to State, local, or Tribal (as appli-
10 cable) economic priorities; and

11 “(iv) employment sectors;

12 “(C) programs and activities related to the
13 development of student graduation and career
14 plans;

15 “(D) career guidance and academic coun-
16 selors that provide information on postsec-
17 ondary education and career options;

18 “(E) any other activity that advances
19 knowledge of career opportunities and assists
20 students in making informed decisions about
21 future education and employment goals, includ-
22 ing non-traditional fields; or

23 “(F) providing students with strong experi-
24 ence in, and comprehensive understanding of,
25 all aspects of industry;

1 “(2) provide professional development for teach-
2 ers, faculty, school leaders, administrators, special-
3 ized instructional support personnel, career guidance
4 and academic counselors, or paraprofessionals, as
5 appropriate, with respect to content and pedagogy
6 and support activities described in section 122,
7 which may include—

8 “(A) supporting individualized academic
9 and career and technical education instructional
10 approaches, including the integration of aca-
11 demic and career and technical education stand-
12 ards and curricula;

13 “(B) ensuring labor market information is
14 used to inform the programs, guidance, and ad-
15 visement offered to students, including informa-
16 tion provided under section 15(e)(2)(C) of the
17 Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

18 “(C) providing teachers, faculty, school
19 leaders, administrators, specialized instructional
20 support personnel, career guidance and aca-
21 demic counselors, or paraprofessionals, as ap-
22 propriate, with opportunities to advance knowl-
23 edge, skills, and understanding of all aspects of
24 an industry, including the latest workplace

1 equipment, technologies, standards, and creden-
2 tials;

3 “(D) supporting school leaders and admin-
4 istrators in managing career and technical edu-
5 cation programs in the schools, institutions, or
6 local educational agencies of such school leaders
7 or administrators;

8 “(E) supporting the implementation of
9 strategies to improve student achievement and
10 close gaps in student participation and perform-
11 ance in career and technical education pro-
12 grams;

13 “(F) providing teachers, faculty, special-
14 ized instructional support personnel, career
15 guidance and academic counselors, principals,
16 school leaders, or paraprofessionals, as appro-
17 priate, with opportunities to advance knowledge,
18 skills, and understanding in pedagogical prac-
19 tices, including, to the extent the eligible recipi-
20 ent determines that such evidence is reasonably
21 available, evidence-based pedagogical practices;

22 “(G) training teachers, faculty, school
23 leaders, administrators, specialized instructional
24 support personnel, career guidance and aca-
25 demic counselors, or paraprofessionals, as ap-

1 appropriate, to provide appropriate accommoda-
2 tions for individuals with disabilities, and stu-
3 dents with disabilities who are provided accom-
4 modations under the Rehabilitation Act of 1973
5 (29 U.S.C. 701 et seq.) or the Individuals with
6 Disabilities Education Act;

7 “(H) training teachers, faculty, specialized
8 instructional support personnel, career guidance
9 and academic counselors, and paraprofessionals
10 in frameworks to effectively teach students, in-
11 cluding a particular focus on students with dis-
12 abilities and English learners, which may in-
13 clude universal design for learning, multi-tier
14 systems of supports, and positive behavioral
15 interventions and support; or

16 “(I) training for the effective use of com-
17 munity spaces that provide access to tools, tech-
18 nology, and knowledge for learners and entre-
19 preneurs, such as makerspaces or libraries;

20 “(3) provide within career and technical edu-
21 cation—

22 “(A) the skills necessary to pursue high-
23 skill, high-wage, or in-demand industry sectors
24 or occupations; and

1 “(B) support to reduce or eliminate out-of-
2 pocket expenses for special populations partici-
3 pating in career and technical education, includ-
4 ing those participating in dual or concurrent
5 enrollment programs or early college high
6 school programs, and supporting the costs asso-
7 ciated with fees, transportation, child care, or
8 mobility challenges for those special popu-
9 lations;

10 “(4) support integration of academic skills into
11 career and technical education programs and pro-
12 grams of study to support—

13 “(A) CTE participants at the secondary
14 school level in meeting the challenging State
15 academic standards adopted under section
16 1111(b)(1) of the Elementary and Secondary
17 Education Act of 1965 by the State in which
18 the eligible recipient is located; and

19 “(B) CTE participants at the postsec-
20 ondary level in achieving academic skills;

21 “(5) plan and carry out elements that support
22 the implementation of career and technical education
23 programs and programs of study and that result in
24 increasing student achievement of the local levels of

1 performance established under section 113, which
2 may include—

3 “(A) a curriculum aligned with the require-
4 ments for a program of study;

5 “(B) sustainable relationships among edu-
6 cation, business and industry, and other com-
7 munity stakeholders, including industry or sec-
8 tor partnerships in the local area, where appli-
9 cable, that are designed to facilitate the process
10 of continuously updating and aligning programs
11 of study with skills that are in demand in the
12 State, regional, or local economy, and in col-
13 laboration with business outreach staff in one-
14 stop centers, as defined in section 3 of the
15 Workforce Innovation and Opportunity Act (29
16 U.S.C. 3102), and other appropriate organiza-
17 tions, including community-based and youth-
18 serving organizations;

19 “(C) where appropriate, expanding oppor-
20 tunities for CTE concentrators to participate in
21 accelerated learning programs (as described in
22 section 4104(b)(3)(A)(i)(IV) of the Elementary
23 and Secondary Education Act of 1965 (20
24 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or
25 concurrent enrollment programs, early college

1 high schools, and the development or implemen-
2 tation of articulation agreements as part of a
3 career and technical education program of
4 study;

5 “(D) appropriate equipment, technology,
6 and instructional materials (including support
7 for library resources) aligned with business and
8 industry needs, including machinery, testing
9 equipment, tools, implements, hardware and
10 software, and other new and emerging instruc-
11 tional materials;

12 “(E) a continuum of work-based learning
13 opportunities, including simulated work envi-
14 ronments;

15 “(F) industry-recognized certification ex-
16 aminations or other assessments leading toward
17 a recognized postsecondary credential;

18 “(G) efforts to recruit and retain career
19 and technical education program teachers, fac-
20 ulty, school leaders, administrators, specialized
21 instructional support personnel, career guidance
22 and academic counselors, and paraprofessionals;

23 “(H) where applicable, coordination with
24 other education and workforce development pro-
25 grams and initiatives, including career path-

1 ways and sector partnerships developed under
2 the Workforce Innovation and Opportunity Act
3 (29 U.S.C. 3101 et seq.) and other Federal
4 laws and initiatives that provide students with
5 transition-related services, including the Indi-
6 viduals with Disabilities Education Act;

7 “(I) expanding opportunities for students
8 to participate in distance career and technical
9 education and blended-learning programs;

10 “(J) expanding opportunities for students
11 to participate in competency-based education
12 programs;

13 “(K) improving career guidance and aca-
14 demic counseling programs that assist students
15 in making informed academic and career and
16 technical education decisions, including aca-
17 demic and financial aid counseling;

18 “(L) supporting the integration of employ-
19 ability skills into career and technical education
20 programs and programs of study, including
21 through family and consumer science programs;

22 “(M) supporting programs and activities
23 that increase access, student engagement, and
24 success in science, technology, engineering, and
25 mathematics fields (including computer science

1 and architecture) for students who are members
2 of groups underrepresented in such subject
3 fields;

4 “(N) providing career and technical edu-
5 cation, in a school or other educational setting,
6 for adults or out-of-school youth to complete
7 secondary school education or upgrade technical
8 skills;

9 “(O) supporting career and technical stu-
10 dent organizations, including student prepara-
11 tion for and participation in technical skills
12 competitions aligned with career and technical
13 education program standards and curricula;

14 “(P) making all forms of instructional con-
15 tent widely available, which may include use of
16 open educational resources;

17 “(Q) supporting the integration of arts and
18 design skills, when appropriate, into career and
19 technical education programs and programs of
20 study;

21 “(R) partnering with a qualified inter-
22 mediary to improve training, the development of
23 public-private partnerships, systems develop-
24 ment, capacity-building, and scalability of the

1 delivery of high-quality career and technical
2 education; or

3 “(S) other activities to improve career and
4 technical education programs; and

5 “(6) develop and implement evaluations of the
6 activities carried out with funds under this part, in-
7 cluding evaluations necessary to complete the com-
8 prehensive needs assessment required under section
9 134(c) and the local report required under section
10 113(b)(4)(B).

11 “(c) POOLING FUNDS.—An eligible recipient may
12 pool a portion of funds received under this Act with a por-
13 tion of funds received under this Act available to one or
14 more eligible recipients to support implementation of pro-
15 grams of study through the activities described in sub-
16 section (b)(2).

17 “(d) ADMINISTRATIVE COSTS.—Each eligible recipi-
18 ent receiving funds under this part shall not use more than
19 5 percent of such funds for costs associated with the ad-
20 ministration of activities under this section.”

21 **TITLE II—GENERAL PROVISIONS**

22 **SEC. 201. FEDERAL AND STATE ADMINISTRATIVE PROVI-** 23 **SIONS.**

24 (a) IN GENERAL.—The Act (20 U.S.C. 2301 et seq.)
25 is amended—

1 (1) in section 311—

2 (A) in subsection (a), by striking “and tech
3 prep program activities”; and

4 (B) in subsection (b)—

5 (i) in paragraph (1)—

6 (I) by amending subparagraph

7 (A) to read as follows:

8 “(A) IN GENERAL.—Except as provided in
9 subparagraph (B), (C), or (D), in order for a
10 State to receive its full allotment of funds under
11 this Act for any fiscal year, the Secretary must
12 find that the State’s fiscal effort per student, or
13 the aggregate expenditures of such State, with
14 respect to career and technical education for
15 the preceding fiscal year was not less than the
16 fiscal effort per student, or the aggregate ex-
17 penditures of such State, for the second pre-
18 ceding fiscal year.”;

19 (II) in subparagraph (B), by
20 striking “shall exclude capital expend-
21 itures, special 1-time project costs,
22 and the cost of pilot programs.” and
23 inserting “shall, at the request of the
24 State, exclude competitive or incen-
25 tive-based programs established by the

1 State, capital expenditures, special
2 one-time project costs, and the cost of
3 pilot programs.”; and

4 (III) by adding at the end the
5 following:

6 “(D) ESTABLISHING THE STATE BASE-
7 LINE.—For purposes of applying subparagraph
8 (A) for years which require the calculation of
9 the State’s fiscal effort per student, or aggregate
10 expenditures of such State, with respect to
11 career and technical education for the first full
12 fiscal year following the date of enactment of
13 the Strengthening Career and Technical Edu-
14 cation for the 21st Century Act, the State may
15 determine the State’s fiscal effort per student,
16 or aggregate expenditures of such State, with
17 respect to career and technical education for
18 such first full fiscal year by—

19 “(i) continuing to use the State’s fis-
20 cal effort per student, or aggregate ex-
21 penditures of such State, with respect to
22 career and technical education, as was in
23 effect on the day before the date of enact-
24 ment of the Strengthening Career and

1 Technical Education for the 21st Century
2 Act; or

3 “(ii) establishing a new level of fiscal
4 effort per student, or aggregate expendi-
5 tures of such State, with respect to career
6 and technical education, which is not less
7 than 95 percent of the State’s fiscal effort
8 per student, or the aggregate expenditures
9 of such State, with respect to career and
10 technical education for the preceding fiscal
11 year.”;

12 (ii) by striking paragraph (2) and in-
13 serting the following:

14 “(2) FAILURE TO MEET.—

15 “(A) IN GENERAL.—The Secretary shall
16 reduce the amount of a State’s allotment of
17 funds under this Act for any fiscal year in the
18 exact proportion by which the State fails to
19 meet the requirement of paragraph (1) by fall-
20 ing below the State’s fiscal effort per student or
21 the State’s aggregate expenditures (using the
22 measure most favorable to the State), if the
23 State failed to meet such requirement (as deter-
24 mined using the measure most favorable to the

1 State) for 1 or more of the 5 immediately pre-
2 ceding fiscal years.

3 “(B) SPECIAL RULE.—No such lesser
4 amount shall be used for computing the effort
5 required under paragraph (1) for subsequent
6 years.

7 “(3) WAIVER.—The Secretary may waive para-
8 graph (2) due to exceptional or uncontrollable cir-
9 cumstances affecting the ability of the State to meet
10 the requirement of paragraph (1) such as a natural
11 disaster or an unforeseen and precipitous decline in
12 financial resources. No level of funding permitted
13 under such a waiver may be used as the basis for
14 computing the fiscal effort or aggregate expenditures
15 required under this section for years subsequent to
16 the year covered by such waiver. The fiscal effort or
17 aggregate expenditures for the subsequent years
18 shall be computed on the basis of the level of fund-
19 ing that would, but for such waiver, have been re-
20 quired.”;

21 (2) in section 314(1), by striking “career path
22 or major” and inserting “career pathway or program
23 of study”;

24 (3) in section 315—

1 (A) by inserting “or programs of study”
2 after “career and technical education pro-
3 grams”; and

4 (B) by striking “seventh grade” and in-
5 serting “the middle grades (as such term is de-
6 fined in section 8101 of the Elementary and
7 Secondary Education Act of 1965)”;

8 (4) in section 317(b)—

9 (A) in paragraph (1)—

10 (i) by inserting “, including programs
11 of study,” after “activities”; and

12 (ii) by striking “who reside in the geo-
13 graphical area served by” and inserting “in
14 areas served by”; and

15 (B) in paragraph (2)—

16 (i) by striking “the geographical area”
17 and inserting “areas”; and

18 (ii) by inserting “, including programs
19 of study,” after “activities”;

20 (5) by striking title II and redesignating title
21 III as title II;

22 (6) by redesignating sections 311 through 318,
23 as amended by this section, as sections 211 through
24 218, respectively;

1 (7) by redesignating sections 321 through 324
2 as sections 221 through 224, respectively; and

3 (8) by inserting after section 218 (as so redesi-
4 gnated) the following:

5 **“SEC. 219. STUDY ON PROGRAMS OF STUDY ALIGNED TO**
6 **HIGH-SKILL, HIGH-WAGE OCCUPATIONS.**

7 “(a) SCOPE OF STUDY.—The Comptroller General of
8 the United States shall conduct a study to evaluate—

9 “(1) the strategies, components, policies, and
10 practices used by eligible agencies or eligible recipi-
11 ents receiving funding under this Act to successfully
12 assist—

13 “(A) all students in pursuing and com-
14 pleting programs of study aligned to high-skill,
15 high-wage occupations; and

16 “(B) any special population or specific sub-
17 group of students identified in section
18 1111(h)(1)(C)(ii) of the Elementary and Sec-
19 ondary Education Act of 1965 in pursuing and
20 completing programs of study aligned to high-
21 skill, high-wage occupations in fields in which
22 such special population or subgroup is under-
23 represented; and

1 “(2) any challenges associated with replication
2 of such strategies, components, policies, and prac-
3 tices.

4 “(b) CONSULTATION.—In carrying out the study con-
5 ducted under subsection (a), the Comptroller General of
6 the United States shall consult with a geographically di-
7 verse (including urban, suburban, and rural) representa-
8 tion of—

9 “(1) students and parents;

10 “(2) eligible agencies and eligible recipients;

11 “(3) teachers, faculty, specialized instructional
12 support personnel, and paraprofessionals, including
13 those with expertise in preparing career and tech-
14 nical education students for non-traditional fields;

15 “(4) Indian Tribes and Tribal organizations;

16 “(5) special populations; and

17 “(6) representatives of business and industry.

18 “(c) SUBMISSION.—Upon completion, the Comp-
19 troller General of the United States shall submit the study
20 conducted under subsection (a) to the Committee on Edu-
21 cation and the Workforce of the House of Representatives
22 and the Committee on Health, Education, Labor, and
23 Pensions of the Senate.”.

1 (b) CONFORMING AMENDMENT.—Section 8(a) (20
2 U.S.C. 2306a(a)) is amended by striking “311(b), and
3 323” and inserting “211(b), and 223”.

4 **TITLE III—AMENDMENTS TO**
5 **THE WAGNER-PEYSER ACT**

6 **SEC. 301. STATE RESPONSIBILITIES.**

7 Section 15(e)(2) of the Wagner-Peyser Act (29
8 U.S.C. 491–2(e)(2)) is amended—

9 (1) by striking subparagraph (B) and inserting
10 the following:

11 “(B) consult with eligible agencies (defined
12 in section 3 of the Carl D. Perkins Career and
13 Technical Education Act of 2006 (20 U.S.C.
14 2302)), State educational agencies, and local
15 educational agencies concerning the provision of
16 workforce and labor market information in
17 order to—

18 “(i) meet the needs of secondary
19 school and postsecondary school students
20 who seek such information; and

21 “(ii) annually inform the development
22 and implementation of programs of study
23 defined in section 3 of the Carl D. Perkins
24 Career and Technical Education Act of

1 2006 (20 U.S.C. 2302), and career path-
2 ways;”;

3 (2) in subparagraph (G), by striking “and”
4 after the semicolon;

5 (3) in subparagraph (H), by striking the period
6 at the end and inserting “; and”; and

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

8 “(I) provide, on an annual and timely basis
9 to each eligible agency (defined in section 3 of
10 the Carl D. Perkins Career and Technical Edu-
11 cation Act of 2006 (20 U.S.C. 2302)), the data
12 and information described in subparagraphs (A)
13 and (B) of subsection (a)(1).”.

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115TH CONGRESS
2^D Session

S. 3217

A BILL

To reauthorize the Carl D. Perkins Career and
Technical Education Act of 2006.

JULY 16, 2018

Read twice and placed on the calendar