

115TH CONGRESS  
2D SESSION

**S.** \_\_\_\_\_

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

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IN THE SENATE OF THE UNITED STATES

\_\_\_\_\_ introduced the following bill; which was read twice  
and referred to the Committee on \_\_\_\_\_

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## 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 Edu-  
cation 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  
7 and Technical Education Act of 2006 (20 U.S.C. 2301  
8 et seq.).

1 **SEC. 4. EFFECTIVE DATE.**

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

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

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

8 “(b) TABLE OF CONTENTS.—The table of contents  
9 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”;

13 (3) in paragraph (3), by striking “, including  
14 tech prep education”;

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

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

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

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

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

16 **SEC. 7. DEFINITIONS.**

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

18           (1) by striking paragraphs (10), (16), (23),  
19           (24), (25), (26), and (32);

20           (2) by redesignating paragraphs (8), (9), (11),  
21           (12), (13), (14), (15), (17), (18), (19), (20), (21),  
22           (22), (27), (28), (29), (30), (31), (33), and (34) as  
23           paragraphs (9), (10), (17), (18), (20), (21), (24),  
24           (28), (30), (31), (33), (34), (39), (44), (45), (48),  
25           (49), (50), (51), and (52), respectively;

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

3           (4) in paragraph (3)—

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

9                 (B) in subparagraph (D), by striking “not  
10 fewer than 5 different occupational fields” and  
11 inserting “not fewer than three different occu-  
12 pational fields”;

13          (5) in paragraph (5)—

14                 (A) in subparagraph (A)—

15                         (i) by amending clause (i) to read as  
16 follows:

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

1 section 1111(b)(1) of the Elementary and  
2 Secondary Education Act of 1965;”;

3 (ii) in clause (ii), by striking “, an in-  
4 dustry-recognized credential, a certificate,  
5 or an associate degree” and inserting “or  
6 a recognized postsecondary credential”;  
7 and

8 (iii) in clause (iii), by striking “and”  
9 at the end;

10 (B) in subparagraph (B)—

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

13 (ii) by striking “contributes to the”  
14 and inserting “supports the development  
15 of”;

16 (iii) by striking “general”; and

17 (iv) by striking the period at the end  
18 and inserting a semicolon; and

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

20 “(C) to the extent practicable, coordinate  
21 between secondary and postsecondary education  
22 programs through programs of study, which  
23 may include articulation agreements, early col-  
24 lege high school programs, dual or concurrent  
25 enrollment program opportunities, or other

1 credit transfer agreements that provide postsec-  
2 ondary credit or advanced standing; and

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

8 (6) in paragraph (7)—

9 (A) in subparagraph (A)—

10 (i) by striking “(and parents, as ap-  
11 propriate)” and inserting “(and, as appro-  
12 priate, parents and out-of-school youth)”;

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

15 and

16 (iii) by striking and after the semi-  
17 colon;

18 (B) in subparagraph (B)—

19 (i) by inserting “to students (and, as  
20 appropriate, parents and out-of-school  
21 youth)” after “provides information”;

22 (ii) by striking “financial aid,” and all  
23 that follows through the period at the end  
24 and inserting “financial aid, job training,  
25 secondary and postsecondary options (in-



1 cluding associate and baccalaureate degree  
2 programs), dual or concurrent enrollment  
3 programs, work-based learning opportuni-  
4 ties, early college high schools, financial lit-  
5 eracy, and support services, as appro-  
6 priate.”; and

7 (iii) by striking the period at the end  
8 and inserting “; and”; and

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

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

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

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

21 (8) by inserting after paragraph (10) (as reded-  
22 icated by paragraph (2)) the following:

23 “(11) CREDIT TRANSFER AGREEMENT.—The  
24 term ‘credit transfer agreement’ means a formal  
25 agreement, such as an articulation agreement,

1 among and between secondary and postsecondary  
2 education institutions or systems that grant students  
3 transcribed postsecondary credit, which may include  
4 credit granted to students in dual or concurrent en-  
5 rollment programs, early college high school, dual  
6 credit, articulated credit, and credit granted on the  
7 basis of performance on technical or academic as-  
8 sessments.

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

11 “(A) at the secondary school level, a stu-  
12 dent served by an eligible recipient who has  
13 completed at least two courses in a single ca-  
14 reer and technical education program or pro-  
15 gram of study; and

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

18 “(i) earned at least 12 cumulative  
19 credits within a career and technical edu-  
20 cation program or program of study; or

21 “(ii) completed such a program if the  
22 program encompasses fewer than 12 cred-  
23 its or the equivalent in total.

24 “(13) CTE PARTICIPANT.—The term ‘CTE  
25 participant’ means an individual who completes not

1 less than one course or earns not less than one cred-  
2 it in a career and technical education program or  
3 program of study of an eligible recipient.

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

6 “(15) DUAL OR CONCURRENT ENROLLMENT.—  
7 The term ‘dual or concurrent enrollment’ has the  
8 meaning given the term in section 8101 of the Ele-  
9 mentary and Secondary Education Act of 1965.

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

14 (9) by inserting after paragraph (18) (as reded-  
15 icated by paragraph (2)) the following:

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

19 “(A) Representatives of not less than two  
20 of the following entities, 1 of which shall serve  
21 as the fiscal agent for the consortium, group, or  
22 partnership:

23 “(i) A local educational agency or a  
24 consortium of such agencies.

1                   “(ii) An educational service agency  
2                   serving secondary school students.

3                   “(iii) An area career and technical  
4                   education school or a consortium of such  
5                   schools.

6                   “(iv) An Indian Tribe, Tribal organi-  
7                   zation, or tribal educational agency.

8                   “(v) An institution of higher edu-  
9                   cation whose most common degree awarded  
10                  is an associate degree, or a consortium of  
11                  such institutions.

12                  “(vi) institution of higher education  
13                  whose most common degree awarded is a  
14                  bachelor’s or higher degree, or a consor-  
15                  tium of such institutions.

16                  “(vii) A State educational agency.

17                  “(B) One or more business or industry  
18                  representative partners, which may include rep-  
19                  resentatives of local or regional businesses or  
20                  industries, including industry or sector partner-  
21                  ships in the local area, local workforce develop-  
22                  ment boards, or labor organizations.

23                  “(C) One or more stakeholders, which may  
24                  include—

25                  “(i) parents and students;

1 “(ii) representatives of local agencies  
2 serving out-of-school youth, homeless chil-  
3 dren and youth, and at-risk youth (as de-  
4 fined in section 1432 of the Elementary  
5 and Secondary Education Act of 1965 (20  
6 U.S.C. 6472));

7 “(iii) representatives of Indian tribes  
8 and tribal organizations, where applicable;

9 “(iv) representatives of minority serv-  
10 ing institutions (as described in para-  
11 graphs (1) through (7) of section 371(a) of  
12 the Higher Education Act of 1965 (20  
13 U.S.C. 1067q(a)), where applicable;

14 “(v) representatives of special popu-  
15 lations; or

16 “(vi) other relevant community stake-  
17 holders.”;

18 (10) by amending paragraph (20) (as redesign-  
19 nated by paragraph (2)) to read as follows:

20 “(20) ELIGIBLE INSTITUTION.—The term ‘eli-  
21 gible institution’ means—

22 “(A) a consortium of two or more of the  
23 entities described in subparagraphs (B) through  
24 (F);

1           “(B) a public or nonprofit private institu-  
2           tion of higher education that offers and will use  
3           funds provided under this title in support of ca-  
4           reer and technical education courses that lead  
5           to technical skill proficiency or a recognized  
6           postsecondary credential, including an industry-  
7           recognized credential, a certificate, or an asso-  
8           ciate degree;

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

11          “(D) an area career and technical edu-  
12          cation school providing education at the post-  
13          secondary level;

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

17          “(F) a postsecondary educational institu-  
18          tion controlled by the Bureau of Indian Edu-  
19          cation or operated by or on behalf of any Indian  
20          Tribe that is eligible to contract with the Sec-  
21          retary of the Interior for the administration of  
22          programs under the Indian Self-Determination  
23          and Education Assistance Act (25 U.S.C. 5301  
24          et seq.) or the Act of April 16, 1934 (25 U.S.C.  
25          5342 et seq.);

1                   “(G) a tribally controlled college or univer-  
2                   sity; or

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

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

8                   (12) by inserting after paragraph (21) (as re-  
9                   designated by paragraph (2)) the following:

10                  “(22) ENGLISH LEARNER.—The term ‘English  
11                  learner’ means—

12                   “(A) a secondary school student who is an  
13                   English learner, as defined in section 8101 of  
14                   the Elementary and Secondary Education Act  
15                   of 1965; or

16                   “(B) an adult or an out-of-school youth  
17                   who has limited ability in speaking, reading,  
18                   writing, or understanding the English language  
19                   and—

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

22                   “(ii) who lives in a family environment  
23                   or community in which a language other  
24                   than English is the dominant language.

1           “(23) EVIDENCE-BASED.—The term ‘evidence-  
2           based’ has the meaning given the term in section  
3           8101(21)(A) of the Elementary and Secondary Edu-  
4           cation Act of 1965.”;

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

7           “(25) HIGH SCHOOL.—The term ‘high school’  
8           has the meaning given the term in section 8101 of  
9           the Elementary and Secondary Education Act of  
10          1965.

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

16          “(27) INDIAN; INDIAN TRIBE.—The terms ‘In-  
17          dian’ and ‘Indian Tribe’ have the meanings given  
18          the terms ‘Indian’ and ‘Indian tribe’, respectively, in  
19          section 4 of the Indian Self-Determination and Edu-  
20          cation Assistance Act (25 U.S.C. 5304).”;

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

23          “(29) INDUSTRY OR SECTOR PARTNERSHIP.—  
24          The term ‘industry or sector partnership’ has the  
25          meaning given the term in section 3 of the Work-



1 force Innovation and Opportunity Act (29 U.S.C.  
2 3102).”;

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

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

10 (16) in paragraph (33) (as redesignated by  
11 paragraph (2)), by striking “including” and insert-  
12 ing “such as”;

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

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

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

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

25 “(B) an individual who—

1                   “(i)(I) has worked primarily without  
2 remuneration to care for a home and fam-  
3 ily, and for that reason has diminished  
4 marketable skills; or

5                   “(II) is a parent whose youngest de-  
6 pendent child will become ineligible to re-  
7 ceive assistance under part A of title IV of  
8 the Social Security Act (42 U.S.C. 601 et  
9 seq.) not later than 2 years after the date  
10 on which the parent applies for assistance  
11 under such title; and

12                   “(ii) is unemployed or underemployed  
13 and is experiencing difficulty in obtaining  
14 or upgrading employment.

15                   “(37) PARAPROFESSIONAL.—The term ‘para-  
16 professional’ has the meaning given the term in sec-  
17 tion 8101 of the Elementary and Secondary Edu-  
18 cation Act of 1965.

19                   “(38) PAY FOR SUCCESS INITIATIVE.—

20                   “(A) IN GENERAL.—Subject to subpara-  
21 graph (B), the term ‘pay for success initiative’  
22 means a performance-based grant, contract, or  
23 cooperative agreement awarded by a State or  
24 local public entity (such as a local educational  
25 agency) to a public or private nonprofit entity—

1                   “(i) in which a commitment is made  
2                   to pay for improved outcomes that result  
3                   in increased public value and social benefit  
4                   to students and the public sector, such as  
5                   improved student outcomes as evidenced by  
6                   the indicators of performance described in  
7                   section 113(b)(2) and direct cost savings  
8                   or cost avoidance to the public sector; and

9                   “(ii) that includes—

10                   “(I) a feasibility study on the ini-  
11                   tiative describing how the proposed  
12                   intervention is based on evidence of  
13                   effectiveness;

14                   “(II) a rigorous, third-party eval-  
15                   uation that uses experimental or  
16                   quasi-experimental design or other re-  
17                   search methodologies that allow for  
18                   the strongest possible causal infer-  
19                   ences to determine whether the initia-  
20                   tive has met its proposed outcomes;

21                   “(III) an annual, publicly avail-  
22                   able report on the progress of the ini-  
23                   tiative; and

24                   “(IV) a requirement that pay-  
25                   ments are made to the recipient of a

1 grant, contract, or cooperative agree-  
2 ment only when agreed upon outcomes  
3 are achieved, except that the entity  
4 may make payments to the third  
5 party conducting the evaluation de-  
6 scribed in subclause (II).

7 “(B) EXCLUSION.—The term ‘pay for suc-  
8 cess initiative’ does not include any initiative  
9 that—

10 “(i) reduces the special education or  
11 related services that a student would other-  
12 wise receive under the Individuals with  
13 Disabilities Education Act; or

14 “(ii) otherwise reduces the rights of a  
15 student or the obligations of an entity  
16 under the Individuals with Disabilities  
17 Education Act, the Rehabilitation Act of  
18 1973 (29 U.S.C. 701 et seq.), the Ameri-  
19 cans with Disabilities Act of 1990 (42  
20 U.S.C. 12101 et seq.), or any other law.”.

21 (18) in paragraph (39)(C) (as redesignated by  
22 paragraph (2)), by striking “apprenticeship” and in-  
23 serting “other skilled training”;

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

1           “(40) PROFESSIONAL DEVELOPMENT.—The  
2 term ‘professional development’ has the meaning  
3 given the term in section 8101 of the Elementary  
4 and Secondary Education Act of 1965.

5           “(41) PROGRAM OF STUDY.—The term ‘pro-  
6 gram of study’ means a coordinated, nonduplicative  
7 sequence of secondary and postsecondary academic  
8 and technical content that—

9           “(A) incorporates challenging State aca-  
10 demic standards, including those adopted by a  
11 State under section 1111(b)(1) of the Elemen-  
12 tary and Secondary Education Act of 1965,  
13 that—

14           “(i) address both academic and tech-  
15 nical knowledge and skills, including em-  
16 ployability skills; and

17           “(ii) are aligned with the needs of in-  
18 dustries in the economy of the State, re-  
19 gion, Tribal community, or local area;

20           “(B) progresses in specificity (beginning  
21 with all aspects of an industry or career cluster  
22 and leading to more occupational specific in-  
23 struction);

24           “(C) has multiple entry and exit points  
25 that incorporate credentialing; and

1           “(D) culminates in the attainment of a  
2           recognized postsecondary credential.

3           “(42) QUALIFIED INTERMEDIARY.—The term  
4           ‘qualified intermediary’ means a non-profit entity,  
5           which may be part of an industry or sector partner-  
6           ship, that demonstrates expertise to build, connect,  
7           sustain, and measure partnerships with entities such  
8           as employers, schools, community-based organiza-  
9           tions, postsecondary institutions, social service orga-  
10          nizations, economic development organizations, In-  
11          dian tribes or Tribal organizations, and workforce  
12          systems to broker services, resources, and supports  
13          to youth and the organizations and systems that are  
14          designed to serve youth, including—

15                 “(A) connecting employers to classrooms;

16                 “(B) assisting in the design and implemen-  
17                 tation of career and technical education pro-  
18                 grams and programs of study;

19                 “(C) delivering professional development;

20                 “(D) connecting students to internships  
21                 and other work-based learning opportunities;  
22                 and

23                 “(E) developing personalized student sup-  
24                 ports.



1 (C) in subparagraph (F), by striking “indi-  
2 viduals with limited English proficiency.” and  
3 inserting “English learners;”; and

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

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

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

10 “(I) youth with a parent who—

11 “(i) is a member of the armed forces  
12 (as such term is defined in section  
13 101(a)(4) of title 10, United States Code);  
14 and

15 “(ii) is on active duty (as such term  
16 is defined in section 101(d)(1) of such  
17 title).”;

18 (22) in paragraph (50) (as redesignated by  
19 paragraph (2)), by inserting “(including paraprofes-  
20 sionals and specialized instructional support per-  
21 sonnel)” after “supportive personnel”;

22 (23) in paragraph (52) (as redesignated by  
23 paragraph (2))—



1 (A) in subparagraph (A), by striking “In-  
2 dian tribe or Indian tribes” and inserting “In-  
3 dian Tribe or Indian Tribes”; and

4 (B) in subparagraph (D)—

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

7 (ii) by inserting “or tribal lands”  
8 after “reservations”; and

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

10 “(53) TRIBAL ORGANIZATION.—The term ‘trib-  
11 al organization’ has the meaning given the term  
12 ‘Tribal organization’ in section 4 of the Indian Self-  
13 Determination and Education Assistance Act (25  
14 U.S.C. 5304).

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

19 “(55) WORK-BASED LEARNING.—The term  
20 ‘work-based learning’ means sustained interactions  
21 with industry or community professionals in real  
22 workplace settings, to the extent practicable, or sim-  
23 ulated environments at an educational institution  
24 that foster in-depth, first-hand engagement with the

1 tasks required of a given career field, that are  
2 aligned to curriculum and instruction.”.

3 **SEC. 8. TRANSITION PROVISIONS.**

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

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

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

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

13 **SEC. 9. PROHIBITIONS.**

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

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

19 “(1) to condition or incentivize the receipt of  
20 any grant, contract, or cooperative agreement, or the  
21 receipt of any priority or preference under such  
22 grant, contract, or cooperative agreement, upon a  
23 State, local educational agency, eligible agency, eligi-  
24 ble recipient, eligible entity, or school’s adoption or  
25 implementation of specific instructional content, aca-

1       demic standards and assessments, curricula, or pro-  
2       gram of instruction (including any condition, pri-  
3       ority, or preference to adopt the Common Core State  
4       Standards developed under the Common Core State  
5       Standards Initiative, any other academic standards  
6       common to a significant number of States, or any  
7       assessment, instructional content, or curriculum  
8       aligned to such standards);

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

21               “(3) except as required under sections 112(b),  
22       211(b), and 223—

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

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

4           (2) by amending subsection (d) to read as fol-  
5           lows:

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

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

13          “(e) **CONGRESSIONAL NOTICE AND COMMENT.**—

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

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

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

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

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

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

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

15           “(2) COMMENT PERIOD FOR CONGRESS.—The  
16 Secretary shall—

17           “(A) before issuing any notice of proposed  
18 rulemaking under this subsection, provide Con-  
19 gress with a comment period of 15 business  
20 days to make comments on the proposed regula-  
21 tion, beginning on the date that the Secretary  
22 provides the notice of intent to the appropriate  
23 committees of Congress under paragraph (1);  
24 and

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

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

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

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

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

20 **SEC. 10. AUTHORIZATION OF APPROPRIATIONS.**

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

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

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

- 1 “(1) \$1,229,568,538 for fiscal year 2019;  
2 “(2) \$1,246,782,498 for fiscal year 2020;  
3 “(3) \$1,264,237,452 for fiscal year 2021;  
4 “(4) \$1,281,936,777 for fiscal year 2022;  
5 “(5) \$1,299,883,892 for fiscal year 2023; and  
6 “(6) \$1,318,082,266 for fiscal year 2024.”.

7 **TITLE I—CAREER AND TECH-**  
8 **NICAL EDUCATION ASSIST-**  
9 **ANCE TO THE STATES**

10 **PART A—ALLOTMENT AND ALLOCATION**

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

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

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

15 **“(a) RESERVATIONS AND STATE ALLOTMENT.—**

16 **“(1) RESERVATIONS.—**From the amount appro-  
17 priated under section 9 for each fiscal year, the Sec-  
18 retary shall reserve—

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

20 **and**

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

22 **of which—**

23 **“(i) 1.25 percent of the sum shall be**

24 **available to carry out section 116(b); and**

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

3                   “(2) FOUNDATIONAL GRANT.—

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

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

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

22                  “(A) an amount that bears the same ratio  
23                  to 50 percent of the sum being allotted as the  
24                  product of the population aged 15 to 19, inclu-  
25                  sive, in the State in the fiscal year preceding



1 the fiscal year for which the determination is  
2 made and the State's allotment ratio bears to  
3 the sum of the corresponding products for all  
4 the States;

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

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

21 “(D) an amount that bears the same ratio  
22 to 15 percent of the sum being allotted as the  
23 amounts allotted to the State under subpara-  
24 graphs (A), (B), and (C) for such years bears  
25 to the sum of the amounts allotted to all the

1 States under subparagraphs (A), (B), and (C)  
2 for such year.

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

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

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

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

21 “(ii) the product of—

22 “(I) 1/3 of the additional funds;  
23 multiplied by

24 “(II) the quotient of—

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

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

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

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

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

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

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

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

21           “(c) ALLOTMENT RATIO.—

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

24           “(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 attainment of  
20                           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, and 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 that shall in-  
21          clude not less than one of the following:

22                 “(I) The percentage of CTE con-  
23                 centrators, as defined in section  
24                 3(12)(A), graduating from high school

1           having attained a recognized postsec-  
2           ondary credential.

3                   “(II) The percentage of CTE  
4           concentrators, as defined in section  
5           3(12)(A), graduating from high school  
6           having attained postsecondary credits  
7           in the relevant career and technical  
8           educational program or program of  
9           study earned through dual and con-  
10          current enrollment or another credit  
11          transfer agreement.

12                   “(III) The percentage of CTE  
13          concentrators, as defined in section  
14          3(12)(A), graduating from high school  
15          having participated in work-based  
16          learning.

17                   “(IV) Any other measure of stu-  
18          dent success in career and technical  
19          education that is statewide, valid, and  
20          reliable, and comparable across the  
21          State.

22                   “(vi) The percentage of CTE con-  
23          centrators, as defined in section 3(12)(A),  
24          in career and technical education programs

1                   and programs of study that lead to non-  
2                   traditional fields.

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

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

18                   “(ii) The percentage of CTE con-  
19                   centrators who, during the second quarter  
20                   after program completion, are in military  
21                   service or a service program that receives  
22                   assistance under title I of the National and  
23                   Community Service Act of 1990 (42  
24                   U.S.C. 12511 et seq.), are volunteers as  
25                   described in section 5(a) of the Peace

1 Corps Act (22 U.S.C. 2504(a)), or have  
2 placement or retention in employment (in-  
3 cluding those individuals who are employed  
4 in a high-skill, high-wage, or in-demand  
5 sector or occupation).

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

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

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

23 (D) in paragraph (3)—

24 (i) by amending subparagraph (A) to  
25 read as follows:

1                   “(A) STATE DETERMINED LEVELS OF PER-  
2                   FORMANCE FOR CORE INDICATORS OF PER-  
3                   FORMANCE.—

4                   “(i) IN GENERAL.—

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

20                  “(II) TECHNICAL ASSISTANCE.—

21                  The Secretary may assist an eligible  
22                  agency in establishing the State deter-  
23                  mined levels of performance under  
24                  this subparagraph only at the request  
25                  of that eligible agency.

1                   “(III)    REQUIREMENTS.—Such  
2                   State determined levels of perform-  
3                   ance shall, at a minimum—

4                               “(aa) be expressed in a per-  
5                               centage or numerical form, so as  
6                               to be objective, quantifiable, and  
7                               measurable;

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

20                              “(cc) have been subject to  
21                              the public comment process de-  
22                              scribed in subparagraph (B), and  
23                              the eligible agency has provided a  
24                              written response;

1                   “(dd) take into account how  
2 the levels of performance involved  
3 compare with the State levels of  
4 performance established for other  
5 States, considering factors in-  
6 cluding the characteristics of ac-  
7 tual (as opposed to anticipated)  
8 CTE concentrators when the  
9 CTE concentrators entered the  
10 program, and the services or in-  
11 struction to be provided;

12                   “(ee) when adjusted under  
13 clause (ii), be higher than the av-  
14 erage actual performance of the  
15 2 most recently completed pro-  
16 gram years, except in the case of  
17 unanticipated circumstances that  
18 require revisions in accordance  
19 with clause (iii); and

20                   “(ff) take into account the  
21 extent to which the State deter-  
22 mined levels of performance ad-  
23 vance the eligible agency’s goals,  
24 as set forth in the State plan.



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

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

17                  (ii) by striking subparagraph (B) and  
18                  inserting the following:

19                  “(B) PUBLIC COMMENT.—

20                  “(i) IN GENERAL.—Each eligible  
21                  agency shall develop the levels of perform-  
22                  ance under subparagraph (A) in consulta-  
23                  tion with the stakeholders identified in sec-  
24                  tion 122(c)(1)(A).

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

10                                   “(I) meet the requirements of the  
11                                   law;

12                                   “(II) support the improvement of  
13                                   performance of all CTE concentrators,  
14                                   including subgroups of students, as  
15                                   described in section 1111(h)(1)(C)(ii)  
16                                   of the Elementary and Secondary  
17                                   Education Act of 1965, and special  
18                                   populations, as described in section  
19                                   3(48); and

20                                   “(III) support the needs of the  
21                                   local education and business commu-  
22                                   nity.

23                   “(iii) ELIGIBLE AGENCY RESPONSE.—  
24                   Each eligible agency shall provide, in the  
25                   State plan, a written response to the com-

1           ments provided by stakeholders under  
2           clause (ii).”; and

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

5           “(C) STATE REPORT.—

6                   “(i) IN GENERAL.—Each eligible  
7           agency that receives an allotment under  
8           section 111 shall annually prepare and  
9           submit to the Secretary a report regard-  
10          ing—

11                   “(I) the progress of the State in  
12           achieving the State determined levels  
13           of performance on the core indicators  
14           of performance; and

15                   “(II) the actual levels of perform-  
16           ance for all CTE concentrators, and  
17           for each of the subgroups of students,  
18           as described in section  
19           1111(h)(1)(C)(ii) of the Elementary  
20           and Secondary Education Act of  
21           1965, and special populations, as de-  
22           scribed in section 3(48).

23                   “(ii) DATA.—Except as provided in  
24          subparagraph (E), each eligible agency

1 that receives an allotment under section  
2 111 shall—

3 “(I) disaggregate data for each  
4 of the indicators of performance under  
5 paragraph (2)—

6 “(aa) for subgroups of stu-  
7 dents, as described in section  
8 1111(h)(1)(C)(ii) of the Elemen-  
9 tary and Secondary Education  
10 Act of 1965, and special popu-  
11 lations, as described in section  
12 3(48), that are served under this  
13 Act; and

14 “(bb) by the career and  
15 technical education programs or  
16 programs of study of the CTE  
17 concentrators, except that in a  
18 case in which reporting by such  
19 program or program of study is  
20 impractical, the data may be  
21 disaggregated by the career clus-  
22 ters of the CTE concentrators, if  
23 appropriate;

24 “(II) identify and quantify any  
25 disparities or gaps in performance on

1 the State determined levels of per-  
2 formance under subparagraph  
3 (A) between any such subgroup or spe-  
4 cial population and the performance  
5 of all students served by the eligible  
6 agency under this Act, which shall in-  
7 clude a quantifiable description of the  
8 progress of each such subgroup or  
9 special population of students served  
10 by the eligible agency under this Act  
11 has made in meeting the State deter-  
12 mined levels of performance.

13 “(iii) NONDUPLICATION.—The Sec-  
14 retary shall ensure that each eligible agen-  
15 cy does not report duplicative information  
16 under this section.

17 “(iv) INFORMATION DISSEMINA-  
18 TION.—The Secretary shall—

19 “(I) make the information con-  
20 tained in such reports available to the  
21 general public through a variety of  
22 formats, including electronically  
23 through the internet;

1                   “(II) disseminate State-by-State  
2                   comparisons of the information con-  
3                   tained in such reports; and

4                   “(III) provide the appropriate  
5                   committees of Congress with copies of  
6                   such reports.

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

12                  “(i) widely, including to students, par-  
13                  ents, and educators;

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

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

19                  “(E) RULES FOR REPORTING DATA.—The  
20                  disaggregation of data under this paragraph  
21                  shall not be required when the number of stu-  
22                  dents in a category is insufficient to yield sta-  
23                  tistically reliable information or when the re-  
24                  sults would reveal personally identifiable infor-  
25                  mation about an individual student.”; and

- 1 (E) in paragraph (4)—
- 2 (i) in subparagraph (A)—
- 3 (I) in the subparagraph heading,
- 4 by striking “ADJUSTED”;
- 5 (II) by striking clauses (iii) and
- 6 (v), and redesignating clauses (iv) and
- 7 (vi) as clauses (iii) and (v), respec-
- 8 tively;
- 9 (III) in clause (i)—
- 10 (aa) in the matter preceding
- 11 subclause (I)—
- 12 (AA) by striking “State
- 13 adjusted levels of perform-
- 14 ance” and inserting “State
- 15 determined levels of per-
- 16 formance for each year of
- 17 the plan”; and
- 18 (BB) by striking “local
- 19 adjusted levels” and insert-
- 20 ing “local levels” each place
- 21 the term appears;
- 22 (bb) in subclause (I)—
- 23 (AA) by striking “con-
- 24 sistent with the State levels
- 25 of performance established



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

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

10                   “(IV) take into account how the  
11                   local levels of performance compare  
12                   with the local levels of performance  
13                   established for other eligible recipi-  
14                   ents, considering factors including the  
15                   characteristics of actual (as opposed  
16                   to anticipated) CTE concentrators at  
17                   the time those CTE concentrators en-  
18                   tered the program, and the services or  
19                   instruction to be provided; and

20                   “(V) set the local levels of per-  
21                   formance using valid and reliable data  
22                   that measures—

23                   “(aa) the differences within  
24                   the State in actual economic con-  
25                   ditions (including differences in

1 unemployment rates and job  
2 losses or gains in particular in-  
3 dustries); and

4 “(bb) the abilities of the  
5 State and the eligible recipient to  
6 collect and access valid, reliable,  
7 and cost-effective data.”;

8 (IV) in clause (ii), by striking  
9 “the first 2” and inserting “each of  
10 the”;

11 (V) in clause (iii), as redesign-  
12 nated by subclause (II)—

13 (aa) by striking the clause  
14 heading and inserting “ALLOW-  
15 ABLE ADJUSTMENTS OF LOCAL  
16 LEVELS OF PERFORMANCE FOR  
17 SUBSEQUENT YEARS—”;

18 (bb) by striking “third and  
19 fifth program years” and insert-  
20 ing “third program year”;

21 (cc) by striking “the eligible  
22 agency and each eligible recipient  
23 shall reach agreement on the  
24 local adjusted levels of perform-  
25 ance for each of the core indica-

1                   tors of performance for the cor-  
2                   responding subsequent program  
3                   years covered by the local plan,  
4                   taking into account the factors  
5                   described in clause (v)” and in-  
6                   serting “the eligible recipient  
7                   may, if the eligible recipient  
8                   reaches an agreement with the el-  
9                   igible agency, adjust the local lev-  
10                  els of performance for any of the  
11                  core indicators of performance  
12                  for the subsequent program years  
13                  covered by the local plan, in ac-  
14                  cordance with that agreement  
15                  and with this subparagraph;”  
16                  and

17                               (dd) by striking “considered  
18                               to be the local adjusted levels of  
19                               performance” and inserting “con-  
20                               sidered to be the local levels of  
21                               performance”; and

22                               (VI) in clause (v), as redesign-  
23                               nated by subclause (II), by striking  
24                               “If unanticipated circumstances arise  
25                               with respect to an eligible recipient re-

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

1 scribed in clause (ii), including the  
2 progress of such recipient in achieving  
3 the local levels of performance”;

4 (III) in clause (ii)—

5 (aa) in subclause (I)—

6 (AA) by striking “sec-  
7 tion 1111(h)(1)(C)(i)” and  
8 inserting “section  
9 1111(h)(1)(C)(ii)”;

10 (BB) by striking “sec-  
11 tion 3(29)” and inserting  
12 “section 3(48)”;

13 (CC) by striking “and”  
14 after the semicolon; and

15 (bb) in subclause (II)—

16 (AA) by inserting “, as  
17 described in paragraph  
18 3(C)(ii)(II)” after “gaps in  
19 performance”; and

20 (BB) by inserting “as  
21 described in subclause (I)  
22 (including special popu-  
23 lations)” after “category of  
24 students”; and

1 (CC) by striking the pe-  
2 riod at the end and inserting  
3 “; and”; and

4 (DD) by adding at the  
5 end the following:

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

15 (IV) in clause (iii), by striking  
16 “subsection (c)(3)” and inserting  
17 “paragraph (3)(C)(iii)”;

18 (V) in clause (iv), by striking  
19 “clause (ii)” and inserting “this para-  
20 graph”;

21 (VI) by inserting after clause (iv)  
22 the following:

23 “(v) ACTUAL LEVELS OF PERFORM-  
24 ANCE.—At the end of each program year,  
25 the eligible recipient shall determine actual

1 levels of performance on each of the core  
2 indicators of performance of all career and  
3 technical education students and for each  
4 of the subgroups of students described in  
5 section 111(h)(1)(C)(ii) of the Elementary  
6 and Secondary Education Act of 1965 and  
7 special populations as described in section  
8 3(48).”; and

9 (VII) by amending clause (vi), as  
10 redesignated by subclause (I), to read  
11 as follows:

12 “(vi) AVAILABILITY.—The report de-  
13 scribed in clause (i) and the levels of per-  
14 formance described in clause (v) shall be  
15 made available by the eligible recipient  
16 through a variety of formats, including  
17 electronically through the internet to stu-  
18 dents, parents, educators, and the public,  
19 and the information contained in such re-  
20 port shall be in a format that is under-  
21 standable and uniform, and to the extent  
22 practicable, provided in a language that  
23 students, parents, and educators can un-  
24 derstand.”; and

25 (2) by striking subsection (c).



1 **SEC. 113. NATIONAL ACTIVITIES.**

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

3 (1) in subsection (a)(1)—

4 (A) by striking “The Secretary shall” the  
5 first place it appears and inserting “The Sec-  
6 retary shall, in consultation with the Director,”;

7 and

8 (B) by inserting “from eligible agencies  
9 under section 113(b)(3)(C)” after “pursuant to  
10 this title”;

11 (2) by amending subsection (b) to read as fol-  
12 lows:

13 “(b) REASONABLE COST.—The Secretary shall take  
14 such action as may be necessary to secure at reasonable  
15 cost the information required by this title. To ensure rea-  
16 sonable cost, the Secretary, in consultation with the Na-  
17 tional Center for Education Statistics and the Office of  
18 Career, Technical, and Adult Education shall determine  
19 the methodology to be used and the frequency with which  
20 such information is to be collected.”;

21 (3) in subsection (c)—

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

24 (B) in paragraph (2)—

1 (i) in subparagraph (B), by inserting  
2 “, acting through the Director,” after “de-  
3 scribe how the Secretary”; and

4 (ii) in subparagraph (C), by inserting  
5 “, in consultation with the Director,” after  
6 “Secretary”;

7 (4) in subsection (d)—

8 (A) in paragraph (1)—

9 (i) in subparagraph (A)—

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

12 (II) by inserting “and the plan  
13 developed under subsection (e)” after  
14 “described in paragraph (2)”; and

15 (III) by striking “assessment”  
16 each place such term appears and in-  
17 serting “evaluation”;

18 (ii) in subparagraph (B)—

19 (I) in clause (v), by striking “;  
20 and” and inserting a semicolon;

21 (II) in clause (vi)—

22 (aa) by inserting “qualified”  
23 before “intermediaries”; and

24 (bb) by striking the period  
25 at the end and inserting “, which

1 may include individuals with ex-  
2 pertise in addressing inequities in  
3 access to, and in opportunities  
4 for academic and technical skill  
5 attainment; and”;

6 (III) by adding at the end the  
7 following:

8 “(vii) representatives of Indian Tribes  
9 and Tribal organizations; and

10 “(viii) representatives of special popu-  
11 lations.”; and

12 (iii) in subparagraph (C)—

13 (I) by inserting “the Director,”  
14 after “the Secretary,”; and

15 (II) by striking “assessment”  
16 and inserting “evaluation”;

17 (B) in paragraph (2)—

18 (i) in the heading, by striking “AND  
19 ASSESSMENT”;

20 (ii) in subparagraph (A)—

21 (I) by inserting “, acting through  
22 the Director,” after “the Secretary”;

23 (II) by striking “an independent  
24 evaluation and assessment” and in-  
25 serting “a series of research and eval-

1 uation initiatives for each year for  
2 which funds are appropriated to carry  
3 out this Act, which are aligned with  
4 the plan in subsection (c)(2),”;

5 (III) by striking “Carl D. Per-  
6 kins Career and Technical Education  
7 Improvement Act of 2006” and in-  
8 serting “Strengthening Career and  
9 Technical Education for the 21st Cen-  
10 tury Act”;

11 (IV) by inserting “to institutions  
12 of higher education or a consortia of  
13 one or more institutions of higher  
14 education and one or more private  
15 nonprofit organizations or agencies”;  
16 and

17 (V) by adding at the end the fol-  
18 lowing: “Whenever possible, data used  
19 for the evaluation for a fiscal year  
20 shall be data from the most recent fis-  
21 cal year for which such data are avail-  
22 able, and from the 5-year period pre-  
23 ceding that fiscal year.”; and

24 (iii) by amending subparagraph (B) to  
25 read as follows:

1                   “(B) CONTENTS.—The evaluation required  
2                   under subparagraph (A) shall include descrip-  
3                   tions and evaluations of—

4                   “(i) the extent and success of the inte-  
5                   gration of challenging State academic  
6                   standards adopted under section  
7                   1111(b)(1) of the Elementary and Sec-  
8                   ondary Education Act of 1965 and career  
9                   and technical education for students par-  
10                  ticipating in career and technical education  
11                  programs, including a review of the effect  
12                  of such integration on the academic and  
13                  technical proficiency achievement of such  
14                  students, including—

15                  “(I) the number of such students  
16                  that receive a regular high school di-  
17                  ploma, as such term is defined under  
18                  section 8101 of the Elementary and  
19                  Secondary Education Act of 1965 or  
20                  a State-defined alternative diploma  
21                  described in section  
22                  8101(25)(A)(ii)(I)(bb) of such Act;

23                  “(II) the number of such stu-  
24                  dents that are high school students

1                   that receive a recognized postsec-  
2                   ondary credential; and

3                   “(III) the number of such stu-  
4                   dents that are high school students  
5                   that earn credit toward a recognized  
6                   postsecondary credential;

7                   “(ii) the extent to which career and  
8                   technical education programs and pro-  
9                   grams of study prepare students, including  
10                  special populations, for subsequent employ-  
11                  ment in high-skill, high-wage occupations  
12                  (including those in which mathematics and  
13                  science, which may include computer  
14                  science, skills are critical), or for participa-  
15                  tion in postsecondary education;

16                  “(iii) employer involvement in, benefit  
17                  from, and satisfaction with, career and  
18                  technical education programs and pro-  
19                  grams of study and career and technical  
20                  education students’ preparation for em-  
21                  ployment;

22                  “(iv) efforts to expand access to ca-  
23                  reer and technical education programs of  
24                  study for all students;

1                   “(v) innovative approaches to work-  
2                   based learning programs that increase par-  
3                   ticipation and alignment with employment  
4                   in high-growth industries, including in  
5                   rural and low-income areas;

6                   “(vi) the effectiveness of different de-  
7                   livery systems and approaches for career  
8                   and technical education, including com-  
9                   prehensive high schools, technical high  
10                  schools, area technical centers, career  
11                  academies, community and technical col-  
12                  leges, early college high schools, pre-ap-  
13                  prenticeship programs, voluntary after-  
14                  school programs, and individual course of-  
15                  ferings, including dual or concurrent en-  
16                  rollment courses, as well as communication  
17                  strategies for promoting career and tech-  
18                  nical education opportunities involving  
19                  teachers, school counselors, and parents or  
20                  other guardians;

21                  “(vii) the extent to which career and  
22                  technical education programs supported by  
23                  this Act are grounded on evidence-based  
24                  research;

1                   “(viii) the impact of the amendments  
2                   to this Act made under the Strengthening  
3                   Career and Technical Education for the  
4                   21st Century Act, including comparisons,  
5                   where appropriate, of—

6                   “(I) the use of the comprehensive  
7                   needs assessment under section  
8                   134(b);

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

11                  “(III) coordination of planning  
12                  and program delivery with other rel-  
13                  evant laws, including the Workforce  
14                  Innovation and Opportunity Act (29  
15                  U.S.C. 3101 et seq.) and the Elemen-  
16                  tary and Secondary Education Act of  
17                  1965;

18                  “(ix) changes in career and technical  
19                  education program accountability as de-  
20                  scribed in section 113 and any effects of  
21                  such changes on program delivery and pro-  
22                  gram quality;

23                  “(x) changes in student enrollment  
24                  patterns; and



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

4                   (iv) in subparagraph (C)—

5                   (I) in clause (i)—

6                   (aa) in the matter preceding  
7 subclause (I), by inserting “, in  
8 consultation with the Director,”  
9 after “The Secretary”; and

10                  (bb) by striking subclauses  
11 (I) and (II) and inserting the fol-  
12 lowing:

13                  “(I) not later than 2 years after  
14 the date of enactment of the  
15 Strengthening Career and Technical  
16 Education for the 21st Century Act,  
17 an interim report regarding the eval-  
18 uation and summary of research ac-  
19 tivities carried out under this section  
20 that builds on studies and analyses  
21 existing as of such date of enactment;

22                  “(II) not later than 4 years after  
23 the date of enactment of the  
24 Strengthening Career and Technical  
25 Education for the 21st Century Act, a

1 final report summarizing the studies  
2 and analyses that relate to the evalua-  
3 tion and summary of research activi-  
4 ties carried out under this section;  
5 and

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

8 (II) in clause (ii), by inserting  
9 “the Director,” after “the President,  
10 the Secretary,” each place the term  
11 appears; and

12 (III) by adding after clause (ii)  
13 the following:

14 “(iii) DISSEMINATION.—In addition to  
15 submitting the reports required under  
16 clause (i), the Secretary shall disseminate  
17 the results of the evaluation widely and on  
18 a timely basis in order to increase the un-  
19 derstanding among State and local officials  
20 and educators of the effectiveness of pro-  
21 grams and activities supported under the  
22 Act and of the career and technical edu-  
23 cation programs and programs of study  
24 that are most likely to produce positive  
25 educational and employment outcomes.”;

1           (C) in subparagraph (3)(A), by striking  
2           “State adjusted levels of performance described  
3           in section 113(b)” and inserting “State deter-  
4           mined levels of performance described in section  
5           113(b), as long as such information does not  
6           reveal any personally identifiable information”;  
7           and

8           (D) by striking paragraphs (4), and (5)  
9           and inserting the following:

10          “(4) RESEARCH.—

11           “(A) IN GENERAL.—From amounts made  
12           available under subsection (f), the Secretary,  
13           after consultation with the Director, the Com-  
14           missioner for Education Research, and the  
15           States, and with input from the independent  
16           advisory panel established under subsection  
17           (d)(1)(A), shall award grants, on a competitive  
18           basis, to institutions of higher education, or to  
19           consortia of one or more institutions of higher  
20           education and one or more private nonprofit or-  
21           ganizations or agencies, to carry out one or  
22           more of the activities described in subparagraph  
23           (C).

24           “(B) GRANT ACTIVITIES.—An institution  
25           or consortium receiving a grant under this

1 paragraph shall use grant funds to carry out  
2 one or more of the following activities:

3 “(i) Evidence-based research and eval-  
4 uation for the purpose of developing, im-  
5 proving, and identifying the most success-  
6 ful methods for—

7 “(I) eliminating inequities in ac-  
8 cess to, and in opportunities for,  
9 learning, skill development, or effec-  
10 tive teaching in career and technical  
11 education programs; and

12 “(II) addressing the education,  
13 employment, and training needs of  
14 CTE participants, including special  
15 populations, in career and technical  
16 education programs or programs of  
17 study.

18 “(ii) Research on, and evaluation of,  
19 the impact of changes made by the  
20 Strengthening Career and Technical Edu-  
21 cation for the 21st Century Act, including  
22 State-by-State comparisons, where appro-  
23 priate, of—

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

1                   “(II) the implementation of pro-  
2                   grams of study;

3                   “(III) how States have imple-  
4                   mented provisions of the Act, includ-  
5                   ing both fiscal and programmatic ele-  
6                   ments;

7                   “(IV) career and technical edu-  
8                   cation funding and finance models;  
9                   and

10                  “(V) coordination with other rel-  
11                  evant laws, including the Workforce  
12                  Innovation and Opportunity Act (29  
13                  U.S.C. 3101 et seq.), the Elementary  
14                  and Secondary Education Act of  
15                  1965, and the Higher Education Act  
16                  of 1965.

17                  “(iii) Research and analyses that pro-  
18                  vide longitudinal information with respect  
19                  to career and technical education programs  
20                  and programs of study and student  
21                  achievement.

22                  “(iv) To carry out, evaluate, or re-  
23                  search innovative methods that support  
24                  high-quality implementation of career and  
25                  technical education programs and pro-



1                   cluding barriers affecting rural stu-  
2                   dents and special populations.

3                   “(C) REPORT.—Each institution or consor-  
4                   tium receiving a grant under this paragraph  
5                   shall annually prepare a report containing in-  
6                   formation about the key research findings of  
7                   such entity under this paragraph and shall sub-  
8                   mit copies of the report to the Secretary, the  
9                   Director, the relevant committees of Congress,  
10                  the Library of Congress, and each eligible agen-  
11                  cy.

12                  “(D) DISSEMINATION.—Each institution  
13                  or consortium receiving a grant under this  
14                  paragraph shall conduct dissemination and  
15                  training activities based on the research carried  
16                  out under this paragraph on a timely basis, in-  
17                  cluding through dissemination networks and, as  
18                  appropriate and relevant, technical assistance  
19                  providers within the Department.

20                  “(5) INNOVATION AND MODERNIZATION.—

21                  “(A) GRANT PROGRAM.—To identify, sup-  
22                  port, and rigorously evaluate evidence-based  
23                  and innovative strategies and activities to im-  
24                  prove and modernize career and technical edu-  
25                  cation and align workforce skills with labor

1 market needs as part of the State plan under  
2 section 122 and local plan under section 134  
3 and the requirements of this subsection, the  
4 Secretary may use not more than 20 percent of  
5 the amounts appropriated under subsection (e)  
6 to award grants to eligible entities, eligible in-  
7 stitutions, or eligible recipients to carry out the  
8 activities described in subparagraph (G).

9 “(B) NON-FEDERAL MATCH.—

10 “(i) MATCHING FUNDS REQUIRED.—

11 Except as provided under clause (ii), to re-  
12 ceive a grant under this paragraph, an eli-  
13 gible entity, eligible institution, or eligible  
14 recipient shall, through cash or in-kind  
15 contributions, provide matching funds from  
16 Non-Federal sources in an amount equal  
17 to not less than 50 percent of the funds  
18 provided under such grant.

19 “(ii) EXCEPTION.—The Secretary  
20 may waive the matching fund requirement  
21 under clause (i) if the eligible entity, eligi-  
22 ble institution, or eligible recipient dem-  
23 onstrates exceptional circumstances.

24 “(C) APPLICATION.—To receive a grant  
25 under this paragraph, an eligible entity, eligible



1 institution, or eligible recipient shall submit an  
2 application to the Secretary at such a time, in  
3 such manner, and containing such information  
4 as the Secretary may require, including, at a  
5 minimum—

6 “(i) an identification and designation  
7 of the agency, institution, or school respon-  
8 sible for the administration and super-  
9 vision of the program assisted under this  
10 paragraph;

11 “(ii) a description of the budget for  
12 the project, the source and amount of the  
13 matching funds required under subpara-  
14 graph (B)(i), and how the applicant will  
15 continue the project after the grant period  
16 ends, if applicable;

17 “(iii) a description of how the appli-  
18 cant will use the grant funds, including  
19 how such funds will directly benefit stu-  
20 dents, including special populations, served  
21 by the applicant;

22 “(iv) a description of how the pro-  
23 gram assisted under this paragraph will be  
24 coordinated with the activities carried out  
25 under section 124 or 135;

1                   “(v) a description of how the career  
2                   and technical education programs or pro-  
3                   grams of study to be implemented with  
4                   grant funds reflect the needs of regional,  
5                   State, or local employers, as demonstrated  
6                   by the comprehensive needs assessment  
7                   under section 134(c);

8                   “(vi) a description of how the pro-  
9                   gram assisted under this paragraph will be  
10                  evaluated and how that evaluation may in-  
11                  form the report described in paragraph  
12                  (2)(C); and

13                  “(vii) an assurance that the applicant  
14                  will—

15                         “(I) provide information to the  
16                         Secretary, as requested, for evalua-  
17                         tions that the Secretary may carry  
18                         out; and

19                         “(II) make data available to  
20                         third parties for validation, in accord-  
21                         ance with applicable data privacy  
22                         laws, including section 444 of the  
23                         General Education Provisions Act (20  
24                         U.S.C. 1232g, commonly known as

1 the ‘Family Educational Rights and  
2 Privacy Act of 1974’).

3 “(D) PRIORITY.—In awarding grants  
4 under this paragraph, the Secretary shall give  
5 priority to applications from eligible entities, el-  
6 igible institutions, or eligible recipients that will  
7 predominantly serve students from low-income  
8 families.

9 “(E) GEOGRAPHIC DIVERSITY.—

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

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

22 “(II) an institution of higher  
23 education primarily serving the one or  
24 more areas served by such a local edu-  
25 cational agency;

1                   “(III) a consortium of such local  
2 educational agencies or such institu-  
3 tions of higher education;

4                   “(IV) a partnership between—  
5                   “(aa) an educational service  
6 agency or a nonprofit organiza-  
7 tion; and

8                   “(bb) such a local edu-  
9 cational agency or such an insti-  
10 tution of higher education; or

11                   “(V) a partnership between—  
12                   “(aa) a grant recipient de-  
13 scribed in subclause (I) or (II);  
14 and

15                   “(bb) a State educational  
16 agency.

17                   “(ii) EXCEPTION.—Notwithstanding  
18 clause (i), the Secretary shall reduce the  
19 amount of funds made available under  
20 such clause if the Secretary does not re-  
21 ceive a sufficient number of applications of  
22 sufficient quality.

23                   “(F) DURATION.—



1 labor market needs in new or emerging  
2 fields, working with industry to upgrade  
3 equipment, technology, and related cur-  
4 riculum used in CTE programs that—

5 “(I) is needed for the develop-  
6 ment, expansion, and implementation  
7 of State-approved CTE programs of  
8 study; and

9 “(II) includes the development or  
10 acquisition of instructional materials  
11 associated with the equipment and  
12 technology purchased by an eligible  
13 entity, eligible institution, or eligible  
14 recipient through the grant.

15 “(ii) Improving career and technical  
16 education outcomes of students served by  
17 eligible entities, eligible institutions, or eli-  
18 gible recipients through activities such  
19 as—

20 “(I) supporting the development  
21 and enhancement of innovative deliv-  
22 ery models for career and technical  
23 education related work-based learning,  
24 including school-based simulated work  
25 sites, mentoring, work site visits, job

1 shadowing, project-based learning,  
2 and skills-based and paid internships;

3 “(II) increasing the effective use  
4 of technology within career and tech-  
5 nical education programs and pro-  
6 grams of study;

7 “(III) supporting new models for  
8 integrating academic content at the  
9 secondary and postsecondary level in  
10 career and technical education; or

11 “(IV) integrating science, tech-  
12 nology, engineering, and mathematics  
13 fields, including computer science edu-  
14 cation, with career and technical edu-  
15 cation.

16 “(iii) Improving the transition of stu-  
17 dents—

18 “(I) from secondary education to  
19 postsecondary education or employ-  
20 ment through programs, activities, or  
21 services that may include the creation,  
22 development, or expansion of dual or  
23 concurrent enrollment, articulation  
24 agreements, credit transfer agree-

1                   ments, and competency based edu-  
2                   cation; or

3                   “(II) from the completion of one  
4                   postsecondary program to another  
5                   postsecondary program that awards a  
6                   recognized postsecondary credential.

7                   “(iv) Supporting the development and  
8                   enhancement of innovative delivery models  
9                   for career and technical education.

10                  “(v) Working with industry to design  
11                  and implement courses or programs of  
12                  study aligned to labor market needs in new  
13                  or emerging fields.

14                  “(vi) Supporting innovative ap-  
15                  proaches to career and technical education  
16                  by redesigning the high school experience  
17                  for students, which may include evidence-  
18                  based transitional support strategies for  
19                  students who have not met postsecondary  
20                  education eligibility requirements.

21                  “(vii) Creating or expanding recruit-  
22                  ment, retention, or professional develop-  
23                  ment activities for career and technical  
24                  education teachers, faculty, school leaders,  
25                  administrators, specialized instructional



1 support personnel, career guidance and  
2 academic counselors, and paraprofes-  
3 sionals, which may include—

4 “(I) resources and training to  
5 improve instruction for, and provide  
6 appropriate accommodations to, spe-  
7 cial populations;

8 “(II) externships or site visits  
9 with business and industry;

10 “(III) the integration of coherent  
11 and rigorous academic content stand-  
12 ards and career and technical edu-  
13 cation curricula, including through op-  
14 portunities for appropriate academic  
15 and career and technical education  
16 teachers to jointly develop and imple-  
17 ment curricula and pedagogical strate-  
18 gies;

19 “(IV) mentoring by experienced  
20 teachers;

21 “(V) resources or assistance with  
22 meeting State teacher licensure and  
23 credential requirements; or

24 “(VI) training for career guid-  
25 ance and academic counselors at the

1 secondary level to improve awareness  
2 of postsecondary education and post-  
3 secondary career options, and improve  
4 the ability of such counselors to com-  
5 municate to students the career op-  
6 portunities and employment trends.

7 “(viii) Improving CTE concentrator  
8 employment outcomes in non-traditional  
9 fields.

10 “(ix) Supporting the use of career and  
11 technical education programs and pro-  
12 grams of study in a coordinated strategy to  
13 address identified employer needs and  
14 workforce shortages, such as shortages in  
15 the early childhood, elementary school, and  
16 secondary school education workforce.

17 “(x) Providing integrated student sup-  
18 port that addresses the comprehensive  
19 needs of students, such as incorporating  
20 accelerated and differentiated learning op-  
21 portunities supported by evidence-based  
22 strategies for special populations.

23 “(xi) Establishing an online portal for  
24 career and technical education students,  
25 including special populations, preparing for

1 postsecondary career and technical edu-  
2 cation, which may include opportunities for  
3 mentoring, gaining financial literacy skills,  
4 and identifying career opportunities and  
5 interests, and a platform to establish on-  
6 line savings accounts to be used exclusively  
7 for postsecondary CTE programs and pro-  
8 grams of study.

9 “(H) EVALUATION.—Each eligible entity,  
10 eligible institution, or eligible recipient receiving  
11 a grant under this paragraph shall provide for  
12 an independent evaluation of the activities car-  
13 ried out using such grant and submit to the  
14 Secretary an annual report that includes—

15 “(i) a description of how funds re-  
16 ceived under this paragraph were used;

17 “(ii) the performance of the eligible  
18 entity, eligible institution, or eligible recipi-  
19 ent with respect to, at a minimum, the  
20 performance indicators described under  
21 section 113, as applicable, and  
22 disaggregated by—

23 “(I) subgroups of students de-  
24 scribed in section 1111(c)(2)(B) of

1 the Elementary and Secondary Edu-  
2 cation Act of 1965;

3 “(II) special populations; and

4 “(III) as appropriate, each career  
5 and technical education program and  
6 program of study; and

7 “(iii) a quantitative analysis of the ef-  
8 fectiveness of the project carried out under  
9 this paragraph.”; and

10 (5) by striking subsection (e) and inserting the  
11 following:

12 “(e) AUTHORIZATION OF APPROPRIATIONS.—There  
13 are authorized to be appropriated to carry out this sec-  
14 tion—

15 “(1) \$7,651,051 for fiscal year 2019;

16 “(2) \$7,758,166 for fiscal year 2020;

17 “(3) \$7,866,780 for fiscal year 2021;

18 “(4) \$7,976,915 for fiscal year 2022;

19 “(5) \$8,088,592 for fiscal year 2023; and

20 “(6) \$8,201,832 for fiscal year 2024.”.

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

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

23 (1) in subsection (a)(3), by striking “subject to  
24 subsection (d)” and inserting “subject to subsection  
25 (b)”;

1           (2) by striking subsections (b) and (c); and  
2           (3) by redesignating subsection (d) as sub-  
3           section (b).

4 **SEC. 115. NATIVE AMERICAN PROGRAMS.**

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

6           (1) in subsection (a)—

7                 (A) in paragraph (1), in the paragraph  
8                 heading, by striking “NATIVE” and inserting  
9                 “NATIVE”;

10                (B) by striking paragraph (3);

11                (C) by redesignating paragraphs (4) and  
12                (5) as paragraphs (3) and (4), respectively;

13                (D) in paragraph (3) (as redesignated by  
14                subparagraph (C)), in the paragraph heading,  
15                by striking “HAWAIIAN” and inserting “HAWAI-  
16                IAN”; and

17                (E) in paragraph (4) (as redesignated by  
18                subparagraph (C))—

19                   (i) in the paragraph heading, by strik-  
20                   ing “HAWAIIAN” and inserting “HAWAI-  
21                   IAN”; and

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

24           (2) in subsection (b)—

25                 (A) in paragraph (1)—

1 (i) by striking “tribes” and inserting  
2 “Tribes”; and

3 (ii) by striking “tribal” and inserting  
4 “Tribal”;

5 (B) in paragraph (2)—

6 (i) by striking the paragraph heading  
7 and inserting “INDIAN TRIBES AND TRIB-  
8 AL ORGANIZATIONS.—”;

9 (ii) by striking “Indian tribe or tribal  
10 organization” and inserting “Indian Tribe  
11 or Tribal organization”;

12 (iii) by striking “450f” and inserting  
13 “5321”; and

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

16 (C) in paragraph (3)—

17 (i) in the paragraph heading, by strik-  
18 ing “BUREAU OF INDIAN AFFAIRS” and in-  
19 serting “BUREAU OF INDIAN EDUCATION”;

20 (ii) by striking “tribe” and inserting  
21 “Tribe”;

22 (iii) by striking “tribal” and inserting  
23 “Tribal”; and

1 (iv) by striking “Bureau of Indian Af-  
2 fairs” and inserting “Bureau of Indian  
3 Education”;

4 (D) in paragraph (4)—

5 (i) by striking “Bureau of Indian Af-  
6 fairs” each place the term appears and in-  
7 serting “Bureau of Indian Education”; and

8 (ii) by striking “Assistant Secretary  
9 of the Interior for Indian Affairs” and in-  
10 serting “Director of the Bureau of Indian  
11 Education”;

12 (E) in paragraph (5)(A), by striking “In-  
13 dian tribes, tribal organizations, and individual  
14 tribal members” and inserting “Indian Tribes,  
15 Tribal organizations, and individual Tribal  
16 members”; and

17 (F) in paragraph (6)—

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

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

22 (3) in subsection (c)—

23 (A) by redesignating paragraph (2) as  
24 paragraph (3); and

1 (B) by inserting after paragraph (1) the  
2 following:

3 “(2) SPECIAL RULE.—Notwithstanding section  
4 3(5)(A)(iii), funds made available under this section  
5 may be used to provide preparatory, refresher, and  
6 remedial education services that are designed to en-  
7 able students to achieve success in career and tech-  
8 nical education programs or programs of study.”;

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

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

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

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

17 **SEC. 116. TRIBALLY CONTROLLED POSTSECONDARY CA-**  
18 **REER AND TECHNICAL INSTITUTIONS.**

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

20 (1) in subsection (a)(2), by striking “(25  
21 U.S.C. 640a et seq.)” and inserting “(Public Law  
22 92-189; 85 Stat. 646)”;

23 (2) in subsection (d), by striking “(25 U.S.C.  
24 640a et seq.)” and inserting “(Public Law 92-189;  
25 85 Stat. 646)”;



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

3 (4) in subsection (h)—

4 (A) in the paragraph heading, by striking  
5 “INDIAN TRIBE” and inserting “INDIAN  
6 TRIBE”; and

7 (B) by striking “terms ‘Indian’ and ‘In-  
8 dian tribe’ have the meanings given the terms  
9 in” and inserting “terms ‘Indian’ and ‘Indian  
10 Tribe’ have the meanings given the terms ‘In-  
11 dian’ and ‘Indian Tribe’, respectively, in”; and

12 (5) by striking subsection (i) and inserting the  
13 following:

14 “(i) AUTHORIZATION OF APPROPRIATIONS.—There  
15 are authorized to be appropriated to carry out this sec-  
16 tion—

17 “(1) \$9,762,539 for fiscal year 2019;

18 “(2) \$9,899,215 for fiscal year 2020;

19 “(3) \$10,037,804 for fiscal year 2021;

20 “(4) \$10,178,333 for fiscal year 2022;

21 “(5) \$10,320,829 for fiscal year 2023; and

22 “(6) \$10,465,321 for fiscal year 2024.”.

23 **SEC. 117. OCCUPATIONAL AND EMPLOYMENT INFORMA-**  
24 **TION.**

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

1                                   **PART B—STATE PROVISIONS**

2   **SEC. 121. STATE ADMINISTRATION.**

3           Section 121(a)(2) (20 U.S.C. 2341(a)(2)) is amended  
4 by striking “parents” and all that follows through the end  
5 of the paragraph and inserting “teachers, faculty, special-  
6 ized instructional support personnel, paraprofessionals,  
7 school leaders, authorized public chartering agencies and  
8 charter school leaders (consistent with State law), employ-  
9 ers, representatives of business (including small busi-  
10 nesses), labor organizations, eligible recipients, local pro-  
11 gram administrators, State and local officials, parents,  
12 students, and community organizations;”.

13   **SEC. 122. STATE PLAN.**

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

15                   (1) in subsection (a)—

16                           (A) in paragraph (1)—

17                                   (i) by striking “a State plan for a 6-  
18 year period,” and inserting “every 4 years  
19 a State plan for a 4-year period, consistent  
20 with subsection (b),”; and

21                                   (ii) by striking “Carl D. Perkins Ca-  
22 reer and Technical Education Improve-  
23 ment Act of 2006” and inserting  
24 “Strengthening Career and Technical Edu-  
25 cation for the 21st Century Act”;

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

3 (C) in paragraph (3), by striking “(includ-  
4 ing charter school” and all that follows through  
5 “and community organizations)” and inserting  
6 “(including teachers, faculty, specialized in-  
7 structional support personnel, paraprofes-  
8 sionals, school leaders, authorized public char-  
9 tering agencies, and charter school leaders, con-  
10 sistent with State law, employers, labor organi-  
11 zations, parents, students, Indian Tribes and  
12 Tribal organizations that may be present in the  
13 State, and community organizations)”;

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

15 “(4) PUBLIC COMMENT.—Each eligible agency  
16 shall make the State plan publicly available for pub-  
17 lic comment for a period of not less than 30 days,  
18 by electronic means and in an easily accessible for-  
19 mat, prior to submission to the Secretary for ap-  
20 proval under this subsection. In the plan the eligible  
21 agency files under this subsection, the eligible agen-  
22 cy shall provide an assurance that public comments  
23 were taken into account in the development of the  
24 State plan.

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

7           (2) by amending subsections (b), (c), (d), and  
8           (e) to read as follows:

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

10           “(1) COMBINED PLAN.—The eligible agency  
11           may submit a combined plan that meets the require-  
12           ments of this section and the requirements of section  
13           103 of the Workforce Innovation and Opportunity  
14           Act (29 U.S.C. 3113).

15           “(2) NOTICE TO SECRETARY.—The eligible  
16           agency shall inform the Secretary of whether the eli-  
17           gible agency intends to submit a combined plan de-  
18           scribed in paragraph (1) or a single plan.

19           “(c) PLAN DEVELOPMENT.—

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

21           “(A) develop the State plan in consultation  
22           with—

23           “(i) representatives of secondary and  
24           postsecondary career and technical edu-  
25           cation programs, including eligible recipi-

1 ents and representatives of 2-year Minor-  
2 ity-Serving Institutions and Historically  
3 Black Colleges and Universities and trib-  
4 ally controlled colleges or universities in  
5 States where such institutions are in exist-  
6 ence, and charter school representatives in  
7 States where such schools are in existence,  
8 which shall include teachers, faculty, school  
9 leaders, specialized instructional support  
10 personnel (including career and academic  
11 guidance counselors), and paraprofes-  
12 sionals;

13 “(ii) interested community representa-  
14 tives, including parents, students, and  
15 community organizations;

16 “(iii) representatives of the State  
17 workforce development board established  
18 under section 101 of the Workforce Inno-  
19 vation and Opportunity Act (29 U.S.C.  
20 3111) (referred to in this section as the  
21 ‘State board’);

22 “(iv) members and representatives of  
23 special populations;

24 “(v) representatives of business and  
25 industry (including representatives of small

1 business), which shall include representa-  
2 tives of industry and sector partnerships in  
3 the State, as appropriate, and representa-  
4 tives of labor organizations in the State;

5 “(vi) representatives of agencies serv-  
6 ing out-of-school youth, homeless children  
7 and youth, and at-risk youth, including the  
8 State Coordinator for Education of Home-  
9 less Children and Youths established or  
10 designated under section 722(d)(3) of the  
11 McKinney-Vento Homeless Assistance Act  
12 (42 U.S.C. 11432(d)(3));

13 “(vii) representatives of Indian Tribes  
14 and Tribal organizations located in, or pro-  
15 viding services in, the State; and

16 “(viii) individuals with disabilities;  
17 and

18 “(B) consult the Governor of the State,  
19 and the heads of other State agencies with au-  
20 thority for career and technical education pro-  
21 grams that are not the eligible agency, with re-  
22 spect to the development of the State plan.

23 “(2) ACTIVITIES AND PROCEDURES.—The eligi-  
24 ble agency shall develop effective activities and pro-  
25 cedures, including access to information needed to

1 use such procedures, to allow the individuals and en-  
2 tities described in paragraph (1) to participate in  
3 State and local decisions that relate to development  
4 of the State plan.

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

9 “(A) during the development of such plan;  
10 and

11 “(B) prior to submission of the plan to the  
12 Secretary.

13 “(d) PLAN CONTENTS.—The State plan shall in-  
14 clude—

15 “(1) a summary of State-supported workforce  
16 development activities (including education and  
17 training) in the State, including the degree to which  
18 the State’s career and technical education programs  
19 and programs of study are aligned with and address  
20 the education and skill needs of the employers in the  
21 State identified by the State board;

22 “(2) the State’s strategic vision and set of goals  
23 for preparing an educated and skilled workforce (in-  
24 cluding special populations) and for meeting the  
25 skilled workforce needs of employers, including in

1 existing and emerging in-demand industry sectors  
2 and occupations as identified by the State, and how  
3 the State’s career and technical education programs  
4 will help to meet these goals;

5 “(3) a strategy for any joint planning, align-  
6 ment, coordination, and leveraging of funds between  
7 the State’s career and technical education programs  
8 and programs of study with the State’s workforce  
9 development system, to achieve the strategic vision  
10 and goals described in paragraph (2), including the  
11 core programs defined in section 3 of the Workforce  
12 Innovation and Opportunity Act (29 U.S.C. 3102)  
13 and the elements related to system alignment under  
14 section 102(b)(2)(B) of such Act (29 U.S.C.  
15 3112(b)(2)(B)), and for programs carried out under  
16 this title with other Federal programs, which may  
17 include programs funded under the Elementary and  
18 Secondary Education Act of 1965 and the Higher  
19 Education Act of 1965;

20 “(4) a description of the career and technical  
21 education programs or programs of study that will  
22 be supported, developed, or improved at the State  
23 level, including descriptions of—



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

4           “(B) the process and criteria to be used  
5           for approving locally developed programs of  
6           study or career pathways, including how such  
7           programs address State workforce development  
8           and education needs and the criteria to assess  
9           the extent to which the local application under  
10          section 132 will—

11                   “(i) promote continuous improvement  
12                   in academic achievement and technical skill  
13                   attainment;

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

16                   “(iii) support the alignment of em-  
17                   ployability skills;

18          “(C) how the eligible agency will—

19                   “(i) make information on approved  
20                   programs of study and career pathways  
21                   (including career exploration, work-based  
22                   learning opportunities, early college high  
23                   schools, and dual and concurrent enroll-  
24                   ment opportunities) and guidance and ad-  
25                   visement resources, available to students

1 (and parents, as appropriate), representa-  
2 tives of secondary and postsecondary edu-  
3 cation, and special populations, and to the  
4 extent practicable, provide that information  
5 and those resources in a language stu-  
6 dents, parents, and educators can under-  
7 stand;

8 “(ii) facilitate collaboration among eli-  
9 gible recipients in the development of ca-  
10 reer and technical education programs and  
11 programs of study and career pathways  
12 and ensure nonduplication of eligible re-  
13 cipients’ development of programs of study  
14 and career pathways;

15 “(iii) determine alignment of eligible  
16 recipients’ programs of study to the State,  
17 regional, or local economy, including in-de-  
18 mand sectors and occupations identified by  
19 the State board, as appropriate;

20 “(iv) ensure equal access to approved  
21 career and technical education programs of  
22 study and activities assisted under this Act  
23 for special populations;

24 “(v) coordinate with the State board  
25 to support the local development of career

1 pathways and articulate processes by which  
2 career pathways will be developed by local  
3 workforce development boards;

4 “(vi) use State, regional, or local labor  
5 market data to align career and technical  
6 education with State labor market needs;

7 “(vii) support effective and meaning-  
8 ful collaboration between secondary  
9 schools, postsecondary institutions, and  
10 employers to provide students with experi-  
11 ence in, and understanding of, all aspects  
12 of an industry, which may include work-  
13 based learning such as internships,  
14 mentorships, simulated work environments,  
15 and other hands-on or inquiry-based learn-  
16 ing activities; and

17 “(viii) improve outcomes and reduce  
18 performance gaps for CTE concentrators,  
19 including those who are members of special  
20 populations; and

21 “(D) how the eligible agency may include  
22 the opportunity for secondary school students to  
23 participate in dual or concurrent enrollment  
24 programs, early college high school, or com-  
25 petency based education;

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

4                   “(A) each eligible recipient will promote  
5 academic achievement;

6                   “(B) each eligible recipient will promote  
7 skill attainment, including skill attainment that  
8 leads to a recognized postsecondary credential;  
9 and

10                   “(C) each eligible recipient will ensure the  
11 local needs assessment under section 134 takes  
12 into consideration local economic and education  
13 needs, including where appropriate, in-demand  
14 industry sectors and occupations;

15           “(6) a description of how the eligible agency  
16 will support the recruitment and preparation of  
17 teachers, including special education teachers, fac-  
18 ulty, school principals, administrators, specialized in-  
19 structional support personnel, and paraprofessionals  
20 to provide career and technical education instruc-  
21 tion, leadership, and support, including professional  
22 development that provides the knowledge and skills  
23 needed to work with and improve instruction for spe-  
24 cial populations;

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

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

6                   “(A) among career and technical education  
7 at the secondary level, or career and technical  
8 education at the postsecondary and adult level,  
9 or both, including how such distribution will  
10 most effectively provide students with the skills  
11 needed to succeed in the workplace; and

12                   “(B) among any consortia that may be  
13 formed among secondary schools and eligible in-  
14 stitutions, and how funds will be distributed  
15 among the members of the consortia, including  
16 the rationale for such distribution and how it  
17 will most effectively provide students with the  
18 skills needed to succeed in the workplace;

19           “(9) a description of the eligible agency’s pro-  
20 gram strategies for special populations, including a  
21 description of how individuals who are members of  
22 special populations—

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

1           “(B) will not be discriminated against on  
2           the basis of status as a member of a special  
3           population;

4           “(C) will be provided with programs de-  
5           signed to enable individuals who are members  
6           of special populations to meet or exceed State  
7           determined levels of performance, and prepare  
8           special populations for further learning and for  
9           high-skill, high-wage, or in-demand industry  
10          sectors or occupations;

11          “(D) will be provided with appropriate ac-  
12          commodations; and

13          “(E) will be provided instruction and work-  
14          based learning opportunities in integrated set-  
15          tings that support competitive, integrated em-  
16          ployment;

17          “(10) a description of the procedure the eligible  
18          agency will adopt for determining State determined  
19          levels of performance described in section 113,  
20          which, at a minimum, shall include—

21                 “(A) a description of the process for public  
22                 comment under section 113(b)(3)(B) as part of  
23                 the development of the State determined levels  
24                 of performance under that section;

1           “(B) an explanation for the State deter-  
2           mined levels of performance; and

3           “(C) a description of how the State deter-  
4           mined levels of performance set by the eligible  
5           agency align with the levels, goals, and objec-  
6           tives of other Federal and State laws;

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

14          “(12) describes how the eligible agency will in-  
15          volve parents, academic and career and technical  
16          education teachers, administrators, faculty, career  
17          guidance and academic counselors, local business  
18          (including small businesses), labor organizations,  
19          and representatives of Indian tribes and Tribal orga-  
20          nizations, as appropriate, in the planning, develop-  
21          ment, implementation, and evaluation of such career  
22          and technical education programs; and

23          “(13) assurances that—

24                 “(A) the eligible agency will comply with  
25                 the requirements of this Act and the provisions

1 of the State plan, including the provision of a  
2 financial audit of funds received under this Act,  
3 which may be included as part of an audit of  
4 other Federal or State programs;

5 “(B) none of the funds expended under  
6 this Act will be used to acquire equipment (in-  
7 cluding computer software) in any instance in  
8 which such acquisition results in a direct finan-  
9 cial benefit to any organization representing the  
10 interests of the acquiring entity or the employ-  
11 ees of the acquiring entity, or any affiliate of  
12 such an organization;

13 “(C) the eligible agency will use the funds  
14 to promote preparation for high-skill, high-  
15 wage, or in-demand industry sectors or occupa-  
16 tions and non-traditional fields, as identified by  
17 the State;

18 “(D) the eligible agency will use the funds  
19 provided under this Act to implement career  
20 and technical education programs and programs  
21 of study for individuals in State correctional in-  
22 stitutions, including juvenile justice facilities;  
23 and

24 “(E) the eligible agency will provide local  
25 educational agencies, area career and technical



1 education schools, and eligible institutions in  
2 the State with technical assistance, including  
3 technical assistance on how to close gaps in stu-  
4 dent participation and performance in career  
5 and technical education programs; and

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

9 “(e) CONSULTATION.—

10 “(1) IN GENERAL.—The eligible agency shall  
11 develop the portion of each State plan relating to the  
12 amount and uses of any funds proposed to be re-  
13 served for adult career and technical education,  
14 postsecondary career and technical education, and  
15 secondary career and technical education after con-  
16 sultation with the—

17 “(A) State agency responsible for super-  
18 vision of community colleges, technical insti-  
19 tutes, or other 2-year postsecondary institutions  
20 primarily engaged in providing postsecondary  
21 career and technical education;

22 “(B) the State agency responsible for sec-  
23 ondary education; and

24 “(C) the State agency responsible for adult  
25 education.

1           “(2) OBJECTIONS OF STATE AGENCIES.—If a  
2 State agency other than the eligible agency finds  
3 that a portion of the final State plan is objection-  
4 able, that objection shall be filed together with the  
5 State plan. The eligible agency shall respond to any  
6 objections of such State agency in the State plan  
7 submitted to the Secretary.

8           “(3) JOINT SIGNATURE AUTHORITY.—A Gov-  
9 ernor shall have 30 days prior to the eligible agency  
10 submitting the State plan to the Secretary to sign  
11 such plan. If the Governor has not signed the plan  
12 within 30 days of delivery by the eligible agency to  
13 the Governor, the eligible agency shall submit the  
14 plan to the Secretary without such signature.

15           “(f) PLAN APPROVAL.—

16           “(1) IN GENERAL.—Not later than 120 days  
17 after the eligible agency submits its State plan, the  
18 Secretary shall approve such State plan, or a revi-  
19 sion of the plan under subsection (a)(2) (including  
20 a revision of State determined levels of performance  
21 in accordance with section 113(b)(3)(A)(iii)), if the  
22 Secretary determines that the State has submitted  
23 in its State plan State determined levels of perform-  
24 ance that meet the criteria established in section  
25 113(b)(3), including the minimum requirements de-

1 scribed in section 113(b)(3)(A)(i)(III), unless the  
2 Secretary—

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

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

9 “(2) DISAPPROVAL.—The Secretary—

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

12 “(i) determines how the State plan  
13 fails to meet the requirements of this Act;  
14 and

15 “(ii) provides to the eligible agency, in  
16 writing, notice of such determination and  
17 the supporting information and rationale  
18 to substantiate such determination; and

19 “(B) shall not finally disapprove a State  
20 plan, except after making the determination  
21 and providing the information described in sub-  
22 paragraph (A), and giving the eligible agency  
23 notice and an opportunity for a hearing.”.

24 **SEC. 123. IMPROVEMENT PLANS.**

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

1 (1) in subsection (a)—

2 (A) in paragraph (1)—

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

5 (ii) by striking “State adjusted level  
6 of performance” and inserting “State de-  
7 termined level of performance” each place  
8 the term appears;

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

12 (iv) by striking “(with special consid-  
13 eration to performance gaps identified  
14 under section 113(c)(2))” and inserting  
15 “(that includes an analysis of the perform-  
16 ance disparities or gaps identified under  
17 section 113(b)(3)(C)(ii)(II), and actions  
18 that will be taken to address such gaps)”;

19 (B) in paragraph (2)—

20 (i) by striking “State’s adjusted levels  
21 of performance” and inserting “State de-  
22 termined levels of performance”; and

23 (ii) by striking “purposes of this Act”  
24 and inserting “purposes of this section, in-  
25 cluding after implementation of the im-

1           provement plan described in paragraph  
2           (1),”;

3           (C) in paragraph (3)(A)—

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

6                 (ii) by striking clauses (ii) and (iii)  
7           and inserting the following:

8                 “(ii) with respect to any specific core  
9           indicator of performance that was identi-  
10          fied in a program improvement plan under  
11          paragraph (1), fails to meet at least 90  
12          percent of a State determined level of per-  
13          formance for such core indicator for 2 con-  
14          secutive years.”;

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

16                 “(5) ADJUSTMENTS PROHIBITED.—An eligible  
17          agency shall not be eligible to adjust performance  
18          levels while executing an improvement plan under  
19          this section.”; and

20          (2) in subsection (b)—

21                 (A) by striking “adjusted” each place the  
22          term appears;

23                 (B) in paragraph (2)—

24                 (i) by inserting “for all CTE con-  
25          centrators” after “section 113(b)(4)”; and

1           (ii) by striking “(with special consid-  
2           eration to performance gaps identified  
3           under section 113(b)(4)(C)(ii)(II) in con-  
4           sultation with” and inserting “(that in-  
5           cludes an analysis of the performance dis-  
6           parities or gaps identified under section  
7           113(b)(3)(C)(ii)(II), and actions that will  
8           be taken to address such gaps) in consulta-  
9           tion with local stakeholders described in  
10          section 134(d)(1),”;

11          (C) in paragraph (4)—

12           (i) in subparagraph (A)—

13               (I) in clause (i), by inserting  
14               “or” after the semicolon; and

15               (II) by striking clauses (ii) and  
16               (iii) and inserting the following:

17               “(ii) with respect to any specific core  
18               indicator of performance that was identi-  
19               fied in a program improvement plan under  
20               paragraph (2), fails to meet at least 90  
21               percent of a local level of performance for  
22               such core indicator for 2 consecutive  
23               years;”;

24           (ii) in subparagraph (B)—

1 (I) in clause (i), by striking “or”  
2 after the semicolon;

3 (II) in clause (ii), by striking the  
4 period at the end and inserting “; or”;  
5 and

6 (III) by adding at the end the  
7 following:

8 “(iii) in response to a public request  
9 from an eligible recipient, if the eligible  
10 agency determines that the requirements  
11 described in clause (i) or (ii) have been  
12 met.”; and

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

14 “(6) ADJUSTMENTS PROHIBITED.—An eligible  
15 recipient shall not be eligible to adjust performance  
16 levels while executing an improvement plan under  
17 this section.”.

18 **SEC. 124. STATE LEADERSHIP ACTIVITIES.**

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

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

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

1           “(A) preparation for non-traditional fields  
2           in current and emerging professions, support  
3           for programs for special populations, and other  
4           activities that expose students, including special  
5           populations, to high-skill, high-wage, and in-de-  
6           mand occupations;

7           “(B) individuals in State institutions, such  
8           as State correctional institutions, including ju-  
9           venile justice facilities, and educational institu-  
10          tions that serve individuals with disabilities;

11          “(C) recruiting, preparing, or retaining ca-  
12          reer and technical education teachers, faculty,  
13          specialized instructional support personnel, or  
14          paraprofessionals, such as preservice, profes-  
15          sional development, or leadership development  
16          programs; and

17          “(D) technical assistance for eligible recipi-  
18          ents; and

19          “(2) report on the effectiveness of such use of  
20          funds in achieving the goals described in section  
21          122(d)(2) and the State determined levels of per-  
22          formance described in section 113(b)(3)(A), and re-  
23          ducing disparities or performance gaps as described  
24          in section 113(b)(3)(C)(ii)(II).”;

25               (2) in subsection (b)—



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

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

5 (C) by striking paragraphs (1) through (9)  
6 and inserting the following:

7 “(1) developing statewide programs of study,  
8 which may include standards, curriculum, and  
9 course development, and career exploration, guid-  
10 ance, and advisement activities and resources;

11 “(2) approving locally developed programs of  
12 study that meet the requirements established in sec-  
13 tion 122(d)(1)(B);

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

16 “(4) establishing statewide sector or industry  
17 partnerships among local educational agencies, insti-  
18 tutions of higher education, adult education pro-  
19 viders, Indian Tribes and Tribal organizations that  
20 may be present in the State, employers, including  
21 small businesses, and parents, as appropriate to—

22 “(A) develop and implement programs of  
23 study aligned to State and local economic and  
24 education needs, including as appropriate, in-  
25 demand industry sectors and occupations;

1           “(B) facilitate the establishment, expansion,  
2           and integration of opportunities for students  
3           at the secondary level to—

4                   “(i) successfully complete coursework  
5                   that integrates rigorous and challenging  
6                   technical and academic instruction aligned  
7                   with the challenging State academic standards  
8                   adopted by the State under section  
9                   1111(b)(1) of the Elementary and Secondary  
10                  Education Act of 1965; and

11                   “(ii) earn a recognized postsecondary  
12                   credential or credit toward a recognized  
13                   postsecondary credential, which may be  
14                   earned through a dual or concurrent enrollment  
15                   program or early college high school,  
16                   at no cost to the student or the student’s  
17                   family; and

18                  “(C) facilitate work-based learning opportunities  
19                  (including internships, externships, and  
20                  simulated-work environments) into programs of  
21                  study;

22                  “(5) for teachers, faculty, specialized instructional  
23                  support personnel, and paraprofessionals providing  
24                  career and technical education instruction,  
25                  support services, and specialized instructional sup-

1 port services, high-quality comprehensive profes-  
2 sional development that is, to the extent practicable,  
3 grounded in evidence-based research (to the extent a  
4 State determines that such evidence is reasonably  
5 available) that identifies the most effective educator  
6 professional development process and is coordinated  
7 and aligned with other professional development ac-  
8 tivities carried out by the State (including under  
9 title II of the Elementary and Secondary Education  
10 Act of 1965 and title II of the Higher Education  
11 Act of 1965), including programming that—

12 “(A) promotes the integration of the chal-  
13 lenging State academic standards adopted by  
14 the State under section 1111(b)(1) of the Ele-  
15 mentary and Secondary Education Act of 1965  
16 and relevant technical knowledge and skills, in-  
17 cluding programming jointly delivered to aca-  
18 demic and career and technical education teach-  
19 ers;

20 “(B) prepares career and technical edu-  
21 cation teachers, faculty, specialized instructional  
22 support personnel, and paraprofessionals to  
23 provide appropriate accommodations for stu-  
24 dents who are members of special populations,  
25 including through the use of principles of uni-

1           versal design for learning, multi-tier systems of  
2           supports, and positive behavioral interventions  
3           and support; and

4                   “(C) increases the ability of teachers, fac-  
5           ulty, specialized instructional support personnel,  
6           and paraprofessionals providing career and  
7           technical education instruction to stay current  
8           with industry standards and earn an industry  
9           recognized credential or license, as appropriate;

10           “(6) supporting eligible recipients in eliminating  
11           inequities in student access to—

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

14                   “(B) effective teachers, faculty, specialized  
15           instructional support personnel, and paraprofes-  
16           sionals;

17           “(7) awarding incentive grants to eligible recipi-  
18           ents—

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

22                           “(i) eligible recipients exceeding the  
23           local level of performance established  
24           under section 113(b)(4)(A) in a manner

1 that reflects sustained or significant im-  
2 provement;

3 “(ii) eligible recipients effectively de-  
4 veloping connections between secondary  
5 education and postsecondary education and  
6 training;

7 “(iii) the integration of academic and  
8 technical standards;

9 “(iv) eligible recipients’ progress in  
10 closing achievement gaps among sub-  
11 populations who participate in programs of  
12 study; or

13 “(v) other factors relating to the per-  
14 formance of eligible recipients under this  
15 Act as the eligible agency determines are  
16 appropriate; or

17 “(B) if an eligible recipient elects to use  
18 funds as permitted under section 135(c);

19 “(8) providing support for—

20 “(A) the adoption and integration of recog-  
21 nized postsecondary credentials and work-based  
22 learning into programs of study, and for in-  
23 creasing data collection associated with recog-  
24 nized postsecondary credentials and employ-  
25 ment outcomes; or

1           “(B) consultation and coordination with  
2           other State agencies for the identification and  
3           examination of licenses or certifications that—

4                   “(i) pose an unwarranted barrier to  
5                   entry into the workforce for career and  
6                   technical education students; and

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

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

12          “(10) support for career and technical edu-  
13          cation programs for adults and out-of-school youth  
14          concurrent with their completion of their secondary  
15          school education in a school or other educational set-  
16          ting;

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

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

1           “(13) partnering with qualified intermediary or-  
2           ganizations to improve training, the development of  
3           public-private partnerships, systems development,  
4           capacity-building, and scalability of the delivery of  
5           high-quality career and technical education;

6           “(14) improvement of career guidance and aca-  
7           demic counseling programs that assist students in  
8           making informed academic and career and technical  
9           education decisions, including academic and financial  
10          aid counseling;

11          “(15) support for the integration of employ-  
12          ability skills into career and technical education pro-  
13          grams and programs of study;

14          “(16) support for programs and activities that  
15          increase access, student engagement, and success in  
16          science, technology, engineering, and mathematics  
17          fields (including computer science, coding, and archi-  
18          tecture), support for the integration of arts and de-  
19          sign skills, and support for hands-on learning, par-  
20          ticularly for students who are members of groups  
21          underrepresented in such subject fields, such as fe-  
22          male students, minority students, and students who  
23          are members of special populations;

24          “(17) support for career and technical student  
25          organizations, especially with respect to efforts to in-

1       crease the participation of students in nontraditional  
2       fields and students who are members of special pop-  
3       ulations;

4           “(18) support for establishing and expanding  
5       work-based learning opportunities, including those  
6       aligned to career and technical education programs  
7       and programs of study;

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

10          “(20) supporting the use of career and tech-  
11       nical education programs and programs of study  
12       aligned with State, regional, or local in-demand in-  
13       dustry sectors or occupations identified by the State  
14       workforce development board described in section  
15       101 of the Workforce Innovation and Opportunity  
16       Act (29 U.S.C. 3111) or local workforce develop-  
17       ment boards;

18          “(21) making all forms of instructional content  
19       widely available, which may include use of open edu-  
20       cational resources;

21          “(22) developing valid and reliable assessments  
22       of competencies and technical skills and enhancing  
23       data systems to collect and analyze data on sec-  
24       ondary and postsecondary academic and employment  
25       outcomes;



1           “(23) support for accelerated learning pro-  
2           grams, as described in section 4104(b)(3)(A)(i)(IV)  
3           of the Elementary and Secondary Education Act of  
4           1965, in the case of any such program that is part  
5           of a program of study;

6           “(24) support for career academies to imple-  
7           ment a postsecondary education and workforce ready  
8           curriculum at the secondary education level that in-  
9           tegrates rigorous academic, technical, and employ-  
10          ability contents through career and technical edu-  
11          cation programs and programs of study that address  
12          needs described in the needs assessment under sec-  
13          tion 134(c); and

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

16          (3) by striking subsection (c);

17          (4) by redesignating subsection (d) as sub-  
18          section (c); and

19          (5) in subsection (c), by striking the period at  
20          the end and inserting “, except for technical assist-  
21          ance.”.

## 22                                   **PART C—LOCAL PROVISIONS**

### 23   **SEC. 131. DISTRIBUTION OF FUNDS TO SECONDARY EDU-** 24                                   **CATION PROGRAMS.**

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

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

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

7 (3) in subsection (g), by inserting “and pro-  
8 grams of study” after “technical education pro-  
9 grams”; and

10 (4) in subsection (h), by striking “Bureau of  
11 Indian Affairs” and inserting “Bureau of Indian  
12 Education”.

13 **SEC. 132. SPECIAL RULES FOR CAREER AND TECHNICAL**  
14 **EDUCATION.**

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

18 **SEC. 133. LOCAL APPLICATION FOR CAREER AND TECH-**  
19 **NICAL EDUCATION PROGRAMS.**

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

21 (1) in the section heading by striking “**LOCAL**  
22 **PLAN**” and inserting “**LOCAL APPLICATION**”;

23 (2) in subsection (a)—

24 (A) in the heading, by striking “**LOCAL**  
25 **PLAN**” and inserting “**LOCAL APPLICATION**”;

1 (B) by striking “submit a local plan” and  
2 inserting “submit a local application”; and

3 (C) by striking “Such local plan” and in-  
4 sserting “Such local application”; and

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

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

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

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

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

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

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

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

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

19                 “(B) career information on employment  
20                 opportunities that incorporate the most up-to-  
21                 date information on in-demand industry sectors  
22                 or occupations, as determined by the needs as-  
23                 sessment in subsection (c); and

24                 “(C) an organized system of career guid-  
25                 ance and academic counseling to students be-

1 fore enrolling and while participating in a ca-  
2 reer and technical education program;

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

15 “(5) a description of how the eligible recipient  
16 will—

17 “(A) provide activities to prepare special  
18 populations for high-skill, high-wage, or in-de-  
19 mand occupations that will lead to self-suffi-  
20 ciency;

21 “(B) prepare CTE participants for non-  
22 traditional fields;

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

1           “(D) ensure that members of special popu-  
2           lations will not be discriminated against on the  
3           basis of their status as members of special pop-  
4           ulations;

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

12          “(7) a description of the career and technical  
13          education programs providing an opportunity to gain  
14          postsecondary credit while still attending high  
15          school, such as through dual or concurrent enroll-  
16          ment programs or early college high school, as prac-  
17          ticable, that the eligible recipient will provide to stu-  
18          dents participating in career and technical education  
19          programs and programs of study;

20          “(8) a description of how the eligible recipient  
21          will coordinate with the eligible agency and postsec-  
22          ondary educational institutions to support the re-  
23          cruitment, preparation, retention, and training, in-  
24          cluding professional development, of teachers, fac-  
25          ulty, administrators, and specialized instructional

1 support personnel and paraprofessionals who meet  
2 applicable State certification and licensure require-  
3 ments (including any requirements obtained through  
4 alternative routes to certification), including individ-  
5 uals from groups underrepresented in the teaching  
6 profession; and

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

14 “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

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

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

23 “(B) not less than once every 2 years, up-  
24 date such comprehensive local needs assess-  
25 ment.

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

4           “(A) An evaluation of the performance of  
5 the students served by the eligible recipient  
6 with respect to State and local levels of per-  
7 formance established pursuant to section 113,  
8 including an evaluation of performance for spe-  
9 cial populations and each subgroup described in  
10 section 1111(h)(1)(C)(ii) of the Elementary and  
11 Secondary Education Act of 1965.

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

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

18           “(ii)(I) aligned to State, regional, or  
19 local in-demand industry sectors or occupa-  
20 tions identified by the State workforce de-  
21 velopment board described in section 101  
22 of the Workforce Innovation and Oppor-  
23 tunity Act (29 U.S.C. 3111) (referred to in  
24 this section as the ‘State board’) or local



1 workforce development board, including ca-  
2 reer pathways, where appropriate; or

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

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

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

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

22 “(i) strategies to overcome barriers  
23 that result in lower rates of access to, or  
24 performance gaps in, the courses and pro-  
25 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 plan described in subsection (b), an eligible  
12   recipient shall involve a diverse body of stakeholders, in-  
13   cluding, 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; 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);

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 programs align with skills required by local  
19          employment opportunities, including activities  
20          such as the identification of relevant standards,  
21          curriculum, industry-recognized credentials, and  
22          current technology and equipment;

23          “(3) identify and encourage opportunities for  
24          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, 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) provide 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 curriculum;

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–  
18                  2(e)(2)(C));

19                  “(C) providing teachers, faculty, school  
20                  leaders, administrators, specialized instructional  
21                  support personnel, career guidance and aca-  
22                  demic counselors, or paraprofessionals, as ap-  
23                  propriate, with opportunities to advance knowl-  
24                  edge, skills, and understanding of all aspects of  
25                  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 administra-  
7 tors or school leaders;

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 (including career guidance  
25 and academic counselors), or paraprofessionals,



1 as appropriate, to provide appropriate accom-  
2 modations for individuals with disabilities, and  
3 students with disabilities who are provided ac-  
4 commodations under the Rehabilitation Act of  
5 1973 (29 U.S.C. 701 et seq.) or the Individuals  
6 with Disabilities Education Act;

7 “(H) training teachers, faculty, specialized  
8 instructional support personnel (including ca-  
9 reer guidance and academic counselors), and  
10 paraprofessionals in frameworks to effectively  
11 teach students, including a particular focus on  
12 students with disabilities and English learners,  
13 which may include universal design for learning,  
14 multi-tier systems of supports, and positive be-  
15 havioral 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 or early college high school pro-  
6           grams, and supporting the costs associated with  
7           fees, transportation, child care, or mobility chal-  
8           lenges for those special populations;

9           “(4) support integration of academic skills into  
10          career and technical education programs and pro-  
11          grams of study to support—

12           “(A) CTE participants at the secondary  
13          school level in meeting the challenging State  
14          academic standards adopted under section  
15          1111(b)(1) of the Elementary and Secondary  
16          Education Act of 1965 by the State in which  
17          the eligible recipient is located; and

18           “(B) CTE participants at the postsec-  
19          ondary level in achieving academic skills;

20          “(5) plan and carry out elements that support  
21          the implementation of career and technical education  
22          programs and programs of study and that result in  
23          increasing student achievement of the local levels of  
24          performance established under section 113, which  
25          may include—

1           “(A) curriculum aligned with the require-  
2           ments for a program of study;

3           “(B) sustainable relationships among edu-  
4           cation, business and industry, and other com-  
5           munity stakeholders, including industry or sec-  
6           tor partnerships in the local area, where appli-  
7           cable, that are designed to facilitate the process  
8           of continuously updating and aligning programs  
9           of study with skills that are in demand in the  
10          State, regional, or local economy, and in col-  
11          laboration with business outreach staff in one-  
12          stop centers, as defined in section 3 of the  
13          Workforce Innovation and Opportunity Act (29  
14          U.S.C. 3102), and other appropriate organiza-  
15          tions, including community-based and youth-  
16          serving organizations;

17          “(C) dual or concurrent enrollment pro-  
18          grams, including early college high schools, and  
19          the development or implementation of articula-  
20          tion agreements;

21          “(D) appropriate equipment, technology,  
22          and instructional materials (including support  
23          for library resources) aligned with business and  
24          industry needs, including machinery, testing  
25          equipment, tools, implements, hardware and

1 software, and other new and emerging instruc-  
2 tional materials;

3 “(E) a continuum of work-based learning  
4 opportunities, including simulated work envi-  
5 ronments;

6 “(F) industry-recognized certification  
7 exams or other assessments leading toward a  
8 recognized postsecondary credential;

9 “(G) efforts to recruit and retain career  
10 and technical education program teachers, fac-  
11 ulty, school leaders, administrators, specialized  
12 instructional support personnel, career guidance  
13 and academic counselors, and paraprofessionals;

14 “(H) where applicable, coordination with  
15 other education and workforce development pro-  
16 grams and initiatives, including career path-  
17 ways and sector partnerships developed under  
18 the Workforce Innovation and Opportunity Act  
19 (29 U.S.C. 3101 et seq.) and other Federal  
20 laws and initiatives that provide students with  
21 transition-related services, including the Indi-  
22 viduals with Disabilities Education Act (20  
23 U.S.C. 1400 et seq.);

1           “(I) expanding opportunities for students  
2 to participate in distance career and technical  
3 education and blended-learning programs;

4           “(J) expanding opportunities for students  
5 to participate in competency-based education  
6 programs;

7           “(K) improving career guidance and aca-  
8 demic counseling programs that assist students  
9 in making informed academic and career and  
10 technical education decisions, including aca-  
11 demic and financial aid counseling;

12           “(L) supporting the integration of employ-  
13 ability skills into career and technical education  
14 programs and programs of study, including  
15 through family and consumer science programs;

16           “(M) supporting programs and activities  
17 that increase access, student engagement, and  
18 success in science, technology, engineering, and  
19 mathematics fields (including computer science  
20 and architecture) for students who are members  
21 of groups underrepresented in such subject  
22 fields;

23           “(N) providing career and technical edu-  
24 cation, in a school or other educational setting,  
25 for adults or out-of-school youth to complete

1 secondary school education or upgrade technical  
2 skills;

3 “(O) supporting career and technical stu-  
4 dent organizations, including student prepara-  
5 tion for and participation in technical skills  
6 competitions aligned with career and technical  
7 education program standards and curriculum;

8 “(P) making all forms of instructional con-  
9 tent widely available, which may include use of  
10 open educational resources;

11 “(Q) supporting the integration of arts and  
12 design skills, when appropriate, into career and  
13 technical education programs and programs of  
14 study;

15 “(R) partnering with a qualified inter-  
16 mediary to improve training, the development of  
17 public-private partnerships, systems develop-  
18 ment, capacity-building, and scalability of the  
19 delivery of high-quality career and technical  
20 education;

21 “(S) where appropriate, expanding oppor-  
22 tunities for CTE concentrators to participate in  
23 accelerated learning programs (described in sec-  
24 tion 4104(b)(3)(A)(i)(IV) of the Elementary

1 and Secondary Education Act of 1965 as part  
2 of a program of study; or

3 “(T) 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 not less  
14 than one other eligible recipient to support implementation  
15 of programs of study through the activities described in  
16 subsection (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 reded-  
4           ignated) 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 subgroup is underrepresented; and

23                           “(2) any challenges associated with replication  
24                           of such strategies, components, policies, and prac-  
25                           tices.

1           “(b) CONSULTATION.—In carrying out the study con-  
2 ducted under subsection (a), the Comptroller General of  
3 the United States shall consult with a geographically di-  
4 verse (including urban, suburban, and rural) representa-  
5 tion of—

6           “(1) students and parents;

7           “(2) eligible agencies and eligible recipients;

8           “(3) teachers, faculty, specialized instructional  
9 support personnel, and paraprofessionals, including  
10 those with expertise in preparing career and tech-  
11 nical education students for non-traditional fields;

12           “(4) special populations; and

13           “(5) representatives of business and industry.

14           “(c) SUBMISSION.—Upon completion, the Comp-  
15 troller General of the United States shall submit the study  
16 conducted under subsection (a) to the Committee on Edu-  
17 cation and the Workforce of the House of Representatives  
18 and the Committee on Health, Education, Labor, and  
19 Pensions of the Senate.”.

20           (b) CONFORMING AMENDMENT.—Section 8 (20  
21 U.S.C. 2306a) is amended by striking “311(b), and 323”  
22 and inserting “211(b), and 223”.

1       **TITLE III—AMENDMENTS TO**  
2       **THE WAGNER-PEYSER ACT**

3       **SEC. 301. STATE RESPONSIBILITIES.**

4       Section 15(e)(2) of the Wagner-Peyser Act (29  
5 U.S.C. 491–2(e)(2)) is amended—

6               (1) by striking subparagraph (B) and inserting  
7       the following:

8                       “(B) consult with eligible agencies (defined  
9                       in section 3 of the Carl D. Perkins Career and  
10                      Technical Education Act of 2006 (20 U.S.C.  
11                      2302)), State educational agencies, and local  
12                      educational agencies concerning the provision of  
13                      workforce and labor market information in  
14                      order to—

15                     “(i) meet the needs of secondary  
16                     school and postsecondary school students  
17                     who seek such information; and

18                     “(ii) annually inform the development  
19                     and implementation of programs of study  
20                     defined in section 3 of the Carl D. Perkins  
21                     Career and Technical Education Act of  
22                     2006 (20 U.S.C. 2302), and career path-  
23                     ways;”;

24               (2) in subparagraph (G), by striking “and”  
25       after the semicolon;

1           (3) in subparagraph (H), by striking the period  
2           at the end and inserting “; and”; and

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

4                     “(I) provide, on an annual and timely basis  
5           to each eligible agency (defined in section 3 of  
6           the Carl D. Perkins Career and Technical Edu-  
7           cation Act of 2006 (20 U.S.C. 2302)), the data  
8           and information described in subparagraphs (A)  
9           and (B) of subsection (a)(1).”.