114TH CONGRESS  
2D SESSION  

S._______

To reauthorize the Carl D. Perkins Career and Technical Education Act of 2006, and for other purposes.

IN THE SENATE OF THE UNITED STATES

__ introduced the following bill; which was read twice
and referred to the Committee on ____________

A BILL

To reauthorize the Carl D. Perkins Career and Technical Education Act of 2006, and for other purposes.

1 Be it enacted by the Senate and House of Representa-  
2 tives of the United States of America in Congress assembled,  
3 SECTION 1. SHORT TITLE.  
4 This Act may be cited as the “Career and Technical  
5 Education Act of 2016”.
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.

TITLE I—AMENDMENTS TO CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
Sec. 101. Table of contents.
Sec. 102. Purpose.
Sec. 103. Definitions.
Sec. 104. Transition provisions.
Sec. 105. Prohibitions.
Sec. 106. Authorization of appropriations.

PART A—Career and Technical Education Assistance to the States

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. Labor market information.
Sec. 117. State plan.
Sec. 118. Improvement plans.
Sec. 119. State leadership activities.
Sec. 120. Distribution of funds to secondary education programs.
Sec. 121. Local plan for career and technical education programs.
Sec. 122. Local uses of funds.

PART B—General Provisions

Sec. 151. Repeal of tech prep education and reorganization.
Sec. 152. Conforming amendments regarding fiscal requirements.
Sec. 153. Voluntary selection and participation.
Sec. 154. Limitation for certain students.

TITLE II—Other Laws

Sec. 201. Labor market information.

1 SEC. 3. REFERENCES.

Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.).
TITLE I—AMENDMENTS TO CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

SEC. 101. TABLE OF CONTENTS.

Subsection (b) of section 1 will be amended.

SEC. 102. PURPOSE.

Section 2 (20 U.S.C. 2301) is amended to read as follows:

“SEC. 2. PURPOSE.

“The purpose of this Act is to support the development of, and access to, high-quality career and technical education programs of study that successfully prepare all students for postsecondary education and careers, thereby ensuring the global competitiveness of the United States and the economic self-sufficiency of its citizens.”

SEC. 103. DEFINITIONS.

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

(1)(A) by striking paragraphs (16), (26), and (32); and

(B) by redesignating paragraphs (6) and (7), (8) and (9), (10), (11) through (14), (15), (17) through (19), (20) through (23), (24) and (25), (27) and (28), (29) through (31), and (33) and (34) as paragraphs (9) and (10), (12) and (13), (16), (19)
through (22), (25), (28) through (30), (32) through (35), (37) and (38), (39) and (40), (42) through (44), and (45) and (46), respectively;

(2) by striking paragraph (3) and inserting the following:

“(3) AREA CAREER AND TECHNICAL EDUCATION SCHOOL OR PROGRAM.—The term ‘area career and technical education school or program’ means a school, program, or career academy that—

“(A) is designed to provide students with

the knowledge and the skills necessary to succeed in postsecondary education and the workforce; and

“(B) is in—

“(i) a specialized public secondary school—

“(I) used exclusively or principally for the provision of career and technical education; and

“(II) that is available to all students;

“(ii) 1 or more departments of a public secondary school—

“(I) exclusively or principally used for providing career and tech-
5

technical education in not less than 3 dif-
ferent fields, especially in-demand in-
dustry sectors or occupations; and

“(II) that are available to all stu-
dents;

“(iii) a public or nonprofit technical
invention or career and technical edu-
cation school used exclusively or principally
for the provision of career and technical
education, such as in in-demand industry
sectors or occupations, to individuals who
have completed or left secondary school; or

“(iv) a department or division of an
institution of higher education, that—

“(I) operates under the policies
of the eligible agency; and

“(II) provides career and tech-
nical education in fields leading to a
recognized postsecondary credential
and employment to both individuals
who have completed secondary school
and individuals who have left sec-
ondary school.”;

(3) in paragraph (5)—

(A) in subparagraph (A)—
(i) in clause (i)—

(I) by striking “challenging academic standards” and inserting “the challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965”; and

(II) by inserting “, such as in in-demand industry sectors or occupations” before the semicolon at the end;

(ii) in clause (ii), by striking “, an industry recognized credential, a certificate, or an associate degree” and inserting “or a recognized postsecondary credential, including through industry-recognized credentials”; and

(iii) in clause (iii), by striking “and” after the semicolon;

(B) in subparagraph (B)—

(i) by striking “applied learning” and all that follows through “problem-solving skills,” and inserting “, work-based, or other applied learning opportunities that support the development of academic
knowledge, problem-solving skills, the ability to work collaboratively and communicate effectively,”;

(ii) by inserting “(such as professionalism and self-direction)” after “employability skills”;

(iii) by striking “technical skills” and inserting “technical and”;

(iv) by striking “aspects of” and inserting “aspects and positions within”; and

(v) by striking the period at the end and inserting a semicolon;

(C) by adding at the end the following:

“(C) to the extent practicable, provide students with work-based learning opportunities and enable all students participating in a career and technical education program to participate in such opportunities;

“(D) to the extent practicable, are coordinated between secondary and postsecondary education programs, including—

“(i) articulated early college programs with dual or concurrent enrollment program opportunities; or

“(ii) career pathways that provide—
“(I) postsecondary credit; or

“(II) opportunities for advanced placement classes or articulated credit; and

“(E) may include career exploration at the high school level or as early as the middle grades (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).”;

(4) by inserting after paragraph (5) the following:

“(6) CAREER AND TECHNICAL EDUCATION CONCENTRATOR.—The term ‘career and technical education concentrator’ means—

“(A) at the high school level, a student served by an eligible recipient who has completed 3 courses (in States that measure progress in a CTE program of study through course completion) or earned 3 credits (in States that measure progress in such program of study through credit attainment), in any State-approved career and technical education program of study, or has completed 2 courses (in States that measure progress in a CTE program of study through course completion) or

“
earned 2 credits (in States that measure progress in such program of study through credit attainment), in a single State-approved career and technical education program of study; and

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

“(i) earned not less than 12 cumulative career and technical education credits from the eligible recipient or the equivalent of the postsecondary component of a State-approved career and technical education program of study; or

“(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

“(7) CAREER AND TECHNICAL EDUCATION PARTICIPANT.—The term ‘career and technical education participant’ means an individual, whether in high school or postsecondary education, who completes not less than 1 course or earns 1 credit in a career and technical education program of study of an eligible recipient.

“(8) CAREER AND TECHNICAL EDUCATION PROGRAM OF STUDY; CTE PROGRAM OF STUDY.—The
term ‘career and technical education program of
study’ or ‘CTE program of study’ means a coordi-
nated, nonduplicative sequence of secondary and
postsecondary academic and technical content that—

“(A) incorporates challenging State aca-
demic standards under section 1111(b)(1) of
the Elementary and Secondary Education Act
of 1965 that—

“(i) address both academic and tech-
nical knowledge and skills; and

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

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

“(C) incorporates multiple entry and exit
points that provide and incorporate industry-
recognized credentials; and

“(D) culminates in the attainment of a
recognized postsecondary credential.”;

(5) in paragraph (10), as redesignated by para-
graph (1)—

(A) in subparagraph (A)—
(i) by inserting “and school dropouts” after “students”; and

(ii) by inserting “, exploration opportunities,” after “career awareness”;

(B) by striking subparagraph (B) and inserting the following:

“(B) provides information to students and school dropouts (and parents, as appropriate) with respect to a career, financial aid, job training, secondary and postsecondary options (including baccalaureate degree programs), dual or concurrent enrollment programs, apprenticeships (which may include registered apprenticeships), financial literacy, and support services.”;

(6) by inserting after paragraph (10), as redesignated by paragraph (1), the following:

“(11) CAREER PATHWAY.—The term ‘career pathway’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(7) by inserting after paragraph (13), as redesignated by paragraph (1), the following:

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

(A) is among and between—

(ii) secondary schools, local educational agencies or State educational agencies; and

(ii) postsecondary education institutions or systems; and

(B) grants students transcripted postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, dual credit, articulated credit, and credit granted on the basis of performance on technical assessments.

“(15) DIRECTOR.—The term ‘Director’ means the Director of the Institute of Education Sciences.”;

(8) by inserting after paragraph (16), as redesignated by paragraph (1), the following:

“(17) DUAL OR CONCURRENT ENROLLMENT PROGRAM.—The term ‘dual or concurrent enrollment program’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.
“(18) EARLY COLLEGE HIGH SCHOOL.—The term ‘early college high school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.”;

(9) in paragraph (21), as redesignated by paragraph (1)—

(A) by striking subparagraph (F);

(B) by redesignating subparagraphs (A) through (E) as subparagraphs (B) through (F), respectively;

(C) by inserting before subparagraph (B), as redesignated by subparagraph (B), the following:

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

(D) in subparagraph (D), as redesignated by subparagraph (B), by striking “area career and technical education school” and inserting “area career and technical education school or program”;

(E) in subparagraph (E), as redesignated by subparagraph (B), by inserting “or” after the semicolon at the end; and
(F) in subparagraph (F), as redesignated by subparagraph (B), by striking “; or” and inserting a period;

(10) in paragraph (22), as redesignated by paragraph (1)—

(A) by striking subparagraph (B);

(B) by redesigning subparagraph (A) as subparagraph (B);

(C) by inserting before subparagraph (B), as redesignated by subparagraph (B), the following:

“(A) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132; or”;

(D) in subparagraph (B), as redesignated by subparagraph (B)—

(i) by striking “area career and technical education school” and inserting “area career and technical education school or program”; and

(ii) by striking “; or” and inserting a period;

(11) by inserting after paragraph (22), as redesignated by paragraph (1), the following:
“(23) ENGLISH LEARNER.—The term ‘English learner’ means—

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

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

“(i) whose native language is a language other than English; or

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

“(24) EVIDENCE-BASED.—The term ‘evidence-based’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.”;

(12) by inserting after paragraph (25), as redesignated by paragraph (1), the following:

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

“(27) IN-DEMAND INDUSTRY SECTOR OR OCCUPATION.—The term ‘in-demand industry sector or occupation’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(13) by inserting after paragraph (30), as redesignated by paragraph (1), the following:

“(31) LOCAL WORKFORCE DEVELOPMENT BOARD.—The term ‘local workforce development board’ means a local workforce development board established under section 107 of the Workforce Innovation and Opportunity Act, subject to section 107(c)(4)(B)(i) of such Act.”;

(14) by striking paragraph (35), as redesignated by paragraph (1), and inserting the following:

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

“(36) RECOGNIZED POSTSECONDARY CREDENTIAL.—The term ‘recognized postsecondary credential’ means a credential consisting of an industry-recognized certificate or certification, a certificate of
completion of an apprenticeship (which may include a registered apprenticeship), a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree, as that term is defined under section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(15) in paragraph (37), as redesignated by paragraph (1)—

(A) in the paragraph heading, by striking “BASED” and inserting “VALID”; and

(B) by striking “The term ‘scientifically based research’” and inserting “The term ‘scientifically valid research’”;

(16) by inserting after paragraph (40), as redesignated by paragraph (1), the following:

“(41) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term ‘specialized instructional support personnel’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.”;

(17) in paragraph (42), as redesignated by paragraph (1)—

(A) in subparagraph (B), by striking “foster children” and inserting “youth who are in, or have aged out of, the foster care system”;
(B) in subparagraph (E), by striking “and” after the semicolon;

(C) by striking subparagraph (F) and inserting the following:

“(F) English learners; and”; and

(D) by adding at the end the following:

“(G) homeless children and youth described in section 3(24)(G) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(24)(G)).”;

(18) in paragraph (44), as redesignated by paragraph (1), by inserting “specialized instructional support personnel,” before “supportive personnel”; and

(19) by adding at the end the following:

“(47) **Universal Design for Learning.**—The term ‘universal design for learning’ has the meaning given the term in section 103 of the Higher Education Act of 1965.

“(48) **Work-Based Learning.**—The term ‘work-based learning’ means coordinated, sequenced, and applied learning opportunities involving student interactions with industry or community professionals in real, virtual, online, or simulated work environments that—
“(A) foster in-depth, first-hand engagement with the tasks required of a given career field;

“(B) are aligned to curriculum and instruction; and

“(C) may include apprenticeships (which may include registered apprenticeships).”.

SEC. 104. TRANSITION PROVISIONS.

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

(1) in the first sentence, by striking “(as amended” and all that follows through the period at the end and inserting the following: “(as amended by the Career and Technical Education Act of 2016) from any authority under the provisions of this Act, as in effect on the day before the date of enactment of the Career and Technical Education Act of 2016.”; and

(2) in the second sentence, by striking “Carl D. Perkins Career and Technical Education Improvement Act of 2006” and inserting “Career and Technical Education Act of 2016”.

SEC. 105. PROHIBITIONS.

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

(1) in subsection (a)—
(A) by inserting “career or technical education program of study, career cluster,” after “program of instruction,”; and

(B) by striking “311(b), and 323” and inserting “211(b), and 223”; and

(2) by adding at the end the following:

“(f) Prohibitions on Regulation and State Plan Approval.—

“(1) In general.—Nothing in this Act shall be construed to authorize or permit the Secretary—

“(A) when promulgating any rule or regulation, to promulgate any rule or regulation on the development or implementation of the statewide accountability system established under section 113 that would—

“(i) add new requirements that are inconsistent with or outside the scope of this Act;

“(ii) add new criteria that are inconsistent with or outside the scope of this Act; or

“(iii) be in excess of statutory authority granted to the Secretary;
“(B) as a condition of approval of the State plan, or revisions or amendments to the State plan, submitted under section 122, to—

“(i) require a State to add any requirements that are inconsistent with or outside the scope of this Act;

“(ii) require a State to add or delete one or more specific elements of the challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; or

“(iii) prescribe—

“(I) any specific performance or accountability indicator that a State shall establish for all students, or for any special populations or subgroups of students, beyond the indicators specifically delineated in section 113, including—

“(aa) the specific target levels of performance on the primary indicators of performance for career and technical education students required under
subparagraphs (A) and (B) of section 113(b)(2);

“(bb) any additional indicators of performance, and their associated proposed and adjusted levels of performance, identified by an eligible agency under section 113(b)(2)(C);

“(cc) the specific length of term set by a State and covered by the period of time associated with a State plan in designing such levels of performance on the primary indicators;

“(dd) the specific progress expected from any special population or subgroup of students in meeting such levels of performance on the primary indicators; or

“(ee) the extent to which a specific level of performance is likely to improve equitable academic and labor market outcomes;
“(II) the specific preparation and qualifications of teachers and faculty of career and technical education;

“(III) any specific indicator or specific measure of the effectiveness or quality of teachers, principals, or other school leaders;

“(IV) the specific academic and career and technical education achievement and employment outcomes of career and technical education concentrators;

“(V) the specific approaches adopted by eligible agencies to ensure equal or equitable access, including for special populations, to career and technical education programs of study, as long as such approaches comply with all applicable civil rights laws; or

“(VI) the specific content of a career and technical education program of study provided by a State or other eligible entity under this Act, including employability skills,
foundational skills, skills development, simulated work environment, technical skills, technical skills proficiency, or technical skills attainment;

“(C) to issue new non-regulatory guidance that—

“(i) in seeking to provide explanation of requirements under this Act for any State or other eligible entities, either in response to a request for information or in anticipation of such a request, provides a strictly limited or exhaustive list to illustrate successful implementation of provisions under this Act; or

“(ii) purports to be legally binding; or

“(D) to require data collection under this Act regarding data that is not derived from existing Federal, State, and local reporting requirements.

“(2) DEFINING TERMS.—In carrying out this Act, the Secretary shall not, through regulation or as a condition of approval of a State plan or revisions or amendments to a State plan, establish a definition of any term used in this Act, or otherwise prescribe any specification or clarification for any
such term, that is inconsistent with or outside the
scope of this Act or is in violation of paragraph
(1).”.

SEC. 106. AUTHORIZATION OF APPROPRIATIONS.

Section 9 (20 U.S.C. 2307) is amended—
(1) by striking “, and title II”; and
(2) by striking “2007 through 2012” and in-
serting “2017 through 2022”.

PART A—CAREER AND TECHNICAL EDUCATION

ASSISTANCE TO THE STATES

SEC. 111. WITHIN STATE ALLOCATION.

Section 112(a)(2)(A) (20 U.S.C. 2322(a)(2)(A)) is
amended—
(1) by striking “1 percent” and inserting “1.5
percent”; and
(2) by inserting “educational” before “institu-
tions that serve individuals with disabilities”.

SEC. 112. ACCOUNTABILITY.

(a) REORGANIZATION.—Section 113 (20 U.S.C.
2323) is amended—
(1) in subsection (c)—
(A) by redesignating paragraph (1), and
subparagraphs (A) and (B) of paragraph (1),
as clause (i), and subclauses (I) and (II) of
clause (i), respectively;
(B) by redesignating paragraph (2), and subparagraphs (A) and (B) of paragraph (2), as clause (ii), and subclauses (I) and (II) of clause (ii), respectively;

(C) by redesignating paragraphs (3) and (4) as clauses (iii) and (iv), respectively;

(D) by redesignating paragraph (5), and subparagraphs (A), (B), and (C) of paragraph (5), as clause (v), and subclauses (I), (II), and (III), respectively;

(2) by redesignating subsection (c) as subparagraph (C) of subsection (b)(3), and moving the margins of such subparagraph (including the margins of the clauses and subclauses of such subparagraph) 4 ems to the right; and

(3) by transferring such subparagraph (C), as redesignated under paragraph (2), so as to follow subsection (b)(3)(B).

(b) AMENDMENTS.—Section 113(b) (20 U.S.C. 2323), as amended by subsection (a), is further amended—

(1) in the subsection heading, by striking “STATE”; 

(2) by striking paragraph (1) and inserting the following:
“(1) IN GENERAL.—For each eligible agency, accountability measures shall consist of—

“(A) the primary indicators of performance described in subparagraphs (A) and (B) of paragraph (2);

“(B) the additional indicators of performance (if any) identified by the eligible agency under paragraph (2)(C); and

“(C) a State target level of performance described in paragraph (3)(A) for each indicator described in paragraph (2).”;

(3) in paragraph (2)—

(A) in subparagraph (A)—

(i) in the subparagraph heading—

(I) by striking “CORE” and inserting “PRIMARY”; and

(II) by striking “STUDENTS” and inserting “CONCENTRATORS”;

(ii) in the matter preceding clause (i), by striking “Each eligible” and all that follows through “following:” and inserting the following: “The primary indicators of performance for career and technical education concentrators at the secondary level
shall be the following valid and reliable measures:

(iii) in clause (i), by striking “Student” and inserting “Concentrator”; and

(iv) by striking clauses (ii) through (vi) and inserting the following:

“(ii) The percentage of career and technical education concentrators who graduated high school, as measured by—

“(I) the 4-year adjusted cohort graduation rate, defined in a manner consistent with section 8101 of the Elementary and Secondary Education Act of 1965, for the career and technical education concentrators; and

“(II) at the discretion of the State, the extended-year adjusted cohort graduation rate, defined in a manner consistent with such section, for the career and technical education concentrators.

“(iii) The percentage of career and technical education concentrators who have obtained a recognized postsecondary credential by not later than 1 year following
the concentrator’s exit from secondary education, to the extent calculating such percentage is practicable.

“(iv) The percentage of career and technical education concentrators who, in the second quarter following the program year in which the concentrators exit secondary education, are—

“(I) enrolled in postsecondary education or training activities;

“(II) serving in the military, a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), the Peace Corps, or other national service; or

“(III) in unsubsidized employment.

“(v) The percentage of career and technical education concentrators in career and technical education programs or CTE programs of study that lead to nontraditional fields.”;

(B) by striking subparagraph (B) and inserting the following:
“(B) PRIMARY INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION
CONCENTRATORS AT THE POSTSECONDARY LEVEL.—The primary indicators of performance for career and technical education concentrators at the postsecondary level shall be the following valid and reliable measures:

“(i) The percentage of career and technical education concentrators who obtain a recognized postsecondary credential during participation in, or not later than 1 year after exit from, the career and technical education program or CTE program of study.

“(ii) The percentage of career and technical education concentrators who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment, which the State may choose to measure—

“(I) in the same manner as measurable skill gains are determined

“(II) in another manner identified by the Secretary of Education; or

“(III) if determined necessary by the State, using any other different measure selected by the State.

“(iii) The percentage of career and technical education concentrators who, during the second quarter after exit from a career and technical education program—

“(I) are in unsubsidized employment;

“(II) are in the military, a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), or the Peace Corps;

“(III) remain in postsecondary education; or
“(IV) transfer to a baccalaureate
degree or apprenticeship (which may
include a registered apprenticeship)
program.
“(iv) The percentage of career and
technical education concentrators in non-
traditional fields.”;
(C) in subparagraph (C)—
(i) by striking “PERFORMANCE.—An”
and inserting the following: “PERFORM-
ANCE.—
“(i) IN GENERAL.—An”;
(ii) by inserting “, including indica-
tors used by the eligible agency before the
date of enactment of the Career and Tech-
nical Education Act of 2016,” after “addi-
tional indicators of performance”; and
(iii) by adding at the end the fol-
lowing:
“(ii) STATE ROLE.—Any additional
indicators of performance described in
clause (i) shall be established solely by
each eligible agency with input from the el-
gible recipients.”; and
(D) by striking subparagraphs (D) through (F) and inserting the following:

“(D) ALIGNMENT OF PERFORMANCE INDICATORS.—Each State and eligible agency shall, to the greatest extent practicable, align the data elements and definitions related to the indicators of performance under this paragraph so that—

“(i) substantially similar information gathered for other State and Federal programs, or for any other purpose, is used to meet the requirements of this section; and

“(ii) to the greatest extent practicable, data can be drawn from existing State-managed data systems, including systems established under section 208 of the Education Technical Assistance Act of 2002, and other administrative data sources.”;

(4) in paragraph (3)—

(A) in subparagraph (A)—

(i) in the subparagraph heading, by striking “ADJUSTED LEVELS OF PERFORMANCE FOR CORE” and inserting “TARGET LEVELS OF PERFORMANCE FOR PRIMARY”;

(ii) in clause (i)—
(I) in the matter preceding sub-
clause (I)—

(aa) by striking “levels”
each place the term appears and
inserting “target levels”; and

(bb) by striking “core” and
inserting “primary”; and

(II) in subclause (I), by striking
“in a percentage or numerical form”
and inserting “as a percentage”; 

(iii) by striking clauses (ii) through
(vii) and inserting the following:

“(ii) IDENTIFICATION AND DISSEMI-
NATION FOR FIRST 2 PROGRAM YEARS.—

“(I) IDENTIFICATION OF TARGET
LEVELS OF PERFORMANCE.—Subject
to section 4, each eligible agency shall
identify, in the State plan submitted
under section 122, target levels of
performance for each of the primary
indicators of performance for the first
2 program years covered by the State
plan.

“(II) REPORTING AND DISSEMI-
nation.—Upon establishment of the
target levels of performance identified
in accordance with subclause (I), the
eligible agency shall report the target
levels of performance to the Secretary
and immediately disseminate the tar-
get levels of performance—

“(aa) widely, including spe-
cifically to students, parents, and
educators;

“(bb) through a variety of
means, including by electronic
means; and

“(cc) in user-friendly for-
mats and languages that are eas-
ily accessible and understandable
by the students and parents to be
served.

“(iii) STATE TARGET LEVELS OF PER-
FORMANCE FOR SUBSEQUENT YEARS.—

“(I) Identification.—Prior to
the third program year covered by the
State plan, and every second year cov-
ered by the State plan thereafter
(which third and every second year
may be referred to in this paragraph
as ‘establishment years’), each eligible agency shall identify the State target levels of performance for each of the primary indicators of performance for the establishment year and the subsequent program year covered by the State plan, taking into account the factors described in clause (v). The State target levels of performance identified under this subclause shall be incorporated into the State plan.

“(II) REPORTING AND DISSEMINATION.—On establishment of the State target levels of performance for each of the primary indicators of performance for the establishment year and the subsequent program year under subclause (I), the eligible agency shall report such target levels of performance to the Secretary and disseminate the State levels of performance in the same manner as described in clause (ii)(II).

“(iv) ROLE OF THE SECRETARY.—

The role of the Secretary in the identifica-
tion and dissemination of the State target levels of performance identified in clauses (ii) and (iii) shall be limited to providing technical assistance, at the request of a State, to the State in—

“(I) identifying the State target levels of performance;

“(II) widely disseminating information regarding the State target levels of performance; and

“(III) determining the percentage of career and technical education concentrators who attain the primary indicators of performance, in order to calculate the State levels of performance under clause (vi)(I).

“(v) FACTORS.—The target levels of performance described in clause (ii) or (iii) shall—

“(I) take into account how the target levels of performance involved compare with the target levels of performance established for other States, considering factors including the characteristics of participants when the
participants entered the program and the services or instruction to be provided;

“(II) except for the first program year covered by the State plan, be adjusted, each year for which levels are identified under clause (ii) or (iii), taking into account (by comparison with the prior such year)—

“(aa) the differences among States in economic conditions (including differences in unemployment rates and job losses or gains in particular industries);

“(bb) the characteristics of program participants when the participants entered the program involved; and

“(cc) the abilities of the State and the eligible entity to collect and access valid, reliable, and cost-effective data; and

“(III) take into account the extent to which such target levels of performance promote continuous im-
provement on the indicators of performance by such State.

“(vi) LEVELS OF PERFORMANCE.—

“(I) IN GENERAL.—At the end of each program year, the eligible agency shall determine the levels of performance obtained by the State on each of the primary indicators of performance for that program year.

“(II) REPORTING AND DISSEMINATION.—The eligible agency shall, for each program year, report the State levels of performance described in subclause (I) for each of the primary indicators of performance to the Secretary and immediately disseminate the State levels of performance in the manner described in clause (ii)(II).

“(vii) ADJUSTED LEVELS OF PERFORMANCE.—

“(I) IN GENERAL.—The eligible agency may adjust the actual levels of performance described in clause (vi) on each of the primary indicators of
performance for the State and the program year, to account for the actual economic conditions in a State and the characteristics of the concentrators. The role of the Secretary in such adjustment shall be limited to providing technical assistance, upon a written request from the eligible agency, in adjusting the State’s levels of performance.

“(II) TREATMENT OF ADJUSTED LEVELS OF PERFORMANCE.—Any adjusted level of performance under subclause (I) shall be used as the State’s level of performance for the applicable program year for purposes of subparagraph (C)(i)(II), section 123(a), and for other provisions of this Act, except for the reporting requirements of subclause (III) and clause (vi)(II).

“(III) REPORTING AND DISSEMINATION.—In any case where an eligible agency or the Secretary, upon the eligible agency’s request, adjusts any State level of performance under sub-
clause (I) for a primary indicator of performance and a program year, the eligible agency shall—

“(aa) immediately report, to the Secretary, the State level of performance on the indicator (as described in clause (vi)), the adjusted State level of performance under subclause (I), and the reasons for the adjustment; and

“(bb) disseminate the information described in item (aa) in the same manner as described in clause (ii)(II).”; and

(B) in subparagraph (C), as redesignated and transferred by subsection (a)—

(i) in clause (i)(I)—

(I) by striking “core” and inserting “primary”; and

(II) by striking “adjusted levels” and inserting “target levels”; and

(ii) in clause (ii)—

(I) in the matter preceding subclause (I)—
(aa) by striking “paragraphs (3) and (4)” and inserting “clauses (iii) and (iv)”; and

(bb) by striking “or 201”;

(II) in subclause (I)—

(aa) by striking “1111(h)(1)(C)(i)” and inserting “1111(h)(1)(C)(ii)”;

(bb) by striking “section 3(29)” and inserting “section 3(42)”;

(cc) by striking “; and” and inserting “, and by the career and technical education programs of study of the career and technical education concentrators of the State or, if reporting by program of study is impractical, by the career clusters of such concentrators;”;

(III) in subclause (II)—

(aa) by striking “adjusted levels” and inserting “target levels”;

and
(bb) by striking the period at the end and inserting ‘‘; and’’; and

(IV) by adding at the end the following:

“(III) make available, consistent with the requirements of section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ‘Family Educational Rights and Privacy Act of 1974’), the information described in this clause for the purposes of determining and developing evidence-based approaches to improving the effectiveness of career and technical education programs.’’; and

(iii) in clause (v)—

(I) in the matter preceding subclause (I), by striking “The Secretary—” and inserting “Within 180 days of receiving the report and data described in clauses (i) and (ii), the Secretary—”; and
(II) in subparagraph (C), by inserting “Committee on Health, Education, Labor, and Pensions of the Senate, the Committee on Education and the Workforce of the House of Representatives, and other” after “provide the”; and

(5) in paragraph (4)—

(A) in subparagraph (A)—

(i) in the subparagraph heading, by striking “LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR CORE” and inserting “LOCAL TARGET LEVELS OF PERFORMANCE FOR PRIMARY”;

(ii) in clause (i)—

(I) in the matter preceding subclause (I)—

(aa) by striking “adjusted” each place the term appears and inserting “target”; 

(bb) by striking “core indicators” and inserting “primary indicators”; and

(cc) by striking “The levels of performance” and inserting
“The target levels of performance”; and

(II) in subclause (I)—

(aa) by striking “in a percentage or numerical form” and inserting “as a percentage”; 

(bb) by striking “State levels” and inserting “State target levels”;

(iii) in clause (ii)—

(I) by striking “IN THE LOCAL PLAN.—Each” and inserting the following: “AND DISSEMINATION FOR THE FIRST 2 YEARS.—

“(I) IDENTIFICATION.—Each”; 

(II) by striking “levels of performance” and inserting “target levels of performance”; 

(III) by adding at the end the following:

“(II) REPORTING AND DISSEMINATION.—The eligible recipient shall report the local target levels of performance for each of the primary indicators of performance identified in
clause (i) to the State and disseminate
the local target levels of perform-
ance—

“(aa) widely, including spe-
cifically to students, parents, and
educators;

“(bb) through a variety of
means, including by electronic
means; and

“(cc) in user-friendly for-
mats and languages that are eas-
ily accessible and understandable
by the students and parents to be
served.”; and

(iv) by striking clauses (iii) through
(vi) and inserting the following;

“(iii) LOCAL TARGET LEVELS OF PER-
FORMANCE FOR SUBSEQUENT YEARS.—

“(I) IDENTIFICATION.—Prior to
the third program year covered by the
local plan, and every second year
thereafter (which third and every sec-
ond years may be referred to in this
paragraph as ‘establishment years’),
each eligible recipient shall identify
the local target levels of performance
for each of the primary indicators of
performance identified in clause (ii)(I)
for the establishment year and the
subsequent program year covered by
the local plan, taking into account the
factors described in paragraph
(3)(A)(v).

“(II) REPORTING AND DISSEMI-
NATION.—The eligible recipient shall,
for each program year, report the
local target levels of performance to
the State and disseminate the local
target levels of performance in the
same manner as described in clause
(ii)(II).

“(iv) LEVELS OF PERFORMANCE.—

“(I) IN GENERAL.—At the end of
each program year, each eligible re-
cipient shall determine the levels of
performance of the eligible recipient
on each of the primary indicators of
performance for such program year.

“(II) REPORTING AND DISSEMI-
NATION.—Each eligible recipient
shall, for each program year, report
the levels of performance described in
subclause (I) of the eligible recipient
for each of the primary indicators of
performance to the Secretary and im-
mediately disseminate such levels of
performance in the same manner as
described in clause (ii)(II).

“(v) ADJUSTED LEVELS OF PERFORM-
ANCE OF PERFORMANCE IN CERTAIN CIR-
CUMSTANCES.—

“(I) IN GENERAL.—At the end of
a program year and upon a written
request from an eligible recipient, the
State or, at the request of the State,
the Secretary, may adjust any of the
eligible recipient’s levels of perform-
ance described in clause (iv) for any
of the program’s primary indicators of
performance described in paragraph
(3)(A)(ii), for that program year and
locality, to account for the actual eco-
monic conditions and characteristics
of participants (as described in para-
graph (3)(A)(v)(II)) in that program
during that program year in such locality.

“(II) Treatment of Adjusted Levels of Performance.—Any adjusted level of performance described in subclause (I) shall be used as the eligible recipient’s level of performance for the applicable program year for purposes of subparagraph (C)(i)(II), section 123(a), and for any other provision under this Act (except for the reporting requirements of subclause (III) and clause (iv)(II)).

“(III) Reporting and Dissemination.—In any case where an eligible recipient has a level of performance for a primary indicator of performance adjusted under subclause (I) for a program year, the eligible recipient shall—

“(aa) immediately report, to the State, the eligible recipient’s level of performance on the indicator (as described in subclause (I)), the level of performance as
adjusted under subclause (II), and the reason for the adjustment; and

“(bb) disseminate the information described in item (aa) in the same manner as described in clause (ii)(II).”; and

(B) in subparagraph (C)—

(i) in clause (i)—

(I) by striking “section 112” and inserting “section 131 or 132”; and

(II) by striking “local adjusted levels of performance” and inserting “local target levels of performance”; 

(ii) in clause (ii)—

(I) in the matter preceding subparagraph (A), by striking “described in section 112 shall” and inserting “described in section 131 or 132”; 

(II) in subclause (I)—

(aa) by inserting “shall” before “disaggregate”; 

(bb) by striking “1111(h)(1)(C)(i)” and inserting “1111(h)(1)(C)(ii)”;
(ee) by striking “section 3(29)” and inserting “section 3(42)”;

(dd) by striking “; and” and inserting “, and by the career and technical education programs of study of the career and technical education concentrators of the State or, if reporting by program of study is impractical, by the career clusters of such concentrators; and”;

(III) in subclause (II)—

(aa) by inserting “shall” before “identify”; and

(bb) by striking the period at the end and inserting a semicolon; and

(IV) by adding at the end the following:

“(III) shall make available, consistent with the requirements of section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ‘Family Edu-
52
cational Rights and Privacy Act of
1974’), the information described in
this paragraph for the purposes of de-
termining and developing evidence-
based approaches to improving the ef-
effectiveness of career and technical
education programs; and
“(IV) with respect to eligible re-
cipients—
“(aa) serving at the sec-
ondary level, may utilize, con-
sistent with the requirements of
section 444 of the General Edu-
cation Provisions Act (20 U.S.C.
1232g, commonly known as the
‘Family Educational Rights and
Privacy Act of 1974’), the meas-
ure described in section
116(b)(2)(A)(i)(VI) of the Work-
force Innovation and Opportunity
Act (29 U.S.C.
3141(b)(2)(A)(i)(V)) and report
outcomes on such measure to the
eligible agency; and

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

(iv) in clause (v), by striking “to the public” and all that follows through the period at the end and inserting the following:

“to the public—

“(I) widely, including specifically to students, parents, and educators;
“(II) through a variety of means, including by electronic means; and
“(III) in user-friendly formats and languages that are easily accessible and understandable by the students and parents to be served.”

SEC. 113. NATIONAL ACTIVITIES.

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

(1) in subsection (a)(2), by inserting “necessary, and appropriate,” after “feasible,”;

(2) in subsection (b)(1), by striking “and an entity” and inserting “the Institute of Education Sciences, and entities”;

(3) in subsection (c)—

(A) in paragraph (1)—

(i) by striking “IN GENERAL.—The Secretary” and inserting the following: “IN GENERAL.—
“(A) PLAN FOR NATIONAL ACTIVITIES.—
The Secretary”; and

(ii) by adding at the end the following:

“(B) CONSULTATION AND COLLABORATION.—In developing a single plan under subparagraph (A), the Secretary shall—
“(i) consult with eligible agencies, the Institute of Education Sciences, eligible recipients, and career and technical education educators; and

“(ii) collaborate with the business, labor, workforce development, and economic development sectors.”; and

(B) in paragraph (2)—

(i) in subparagraph (B), by inserting “,acting through the Director of the Institute of Education Sciences,” after “the Secretary”; and

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

(4) in subsection (d)—

(A) in paragraph (1)—

(i) in subparagraph (A)—

(I) by striking “The Secretary shall” and inserting “The Secretary, in consultation with the Director, shall”;

(II) by striking “advise the Secretary” and inserting “advise the Director and Secretary”; and
(III) by inserting “, any other information or evaluation in addition to the description and evaluation required under paragraph (2)(B)(i) that the panel determines are necessary and appropriate,” after “addressed”; (ii) in subparagraph (B)— (I) by redesignating clause (vi) as clause (viii); (II) in clause (v), by striking “and” after the semicolon; and (III) by inserting after clause (v) the following: “(vi) individuals with expertise on addressing inequities in access to, and in opportunities for, learning, skill development, or effective teaching; “(vii) members of special populations; and”; and (iii) in subparagraph (C), by inserting “the Director,” after “the Secretary,”; (B) in paragraph (2)— (i) in subparagraph (A)— (I) by striking “the Secretary shall provide for the conduct of an
independent” and inserting “the Secre-
tary, acting through the Director,
shall conduct an independent”; (II) by striking “the Carl D. Per-
kins Career and Technical Education
Improvement Act of 2006, to the ex-
tent practicable,” and inserting “the
Career and Technical Education Act
of 2016”; and (III) by adding at the end the following: “Whenever possible, data used for the evaluation and assess-
ment for a fiscal year shall be the
most recent data available and from
the 5-year period preceding such fiscal
year.”;
(ii) by striking subparagraph (B) and
inserting the following:
“(B) CONTENTS.—The assessment re-
quired under subparagraph (A) shall include—
“(i) a description and evaluation of
the extent, and success, of the integration
of rigorous and challenging academic and
career and technical education for career
and technical education participants in ca-
rer and technical education programs, which shall include a review of the effect of such integration on the academic and technical proficiency achievement of such participants (including how such participants perform relative to the primary indicators of performance described in section 113) and on wages earned;

“(ii) a description and evaluation of—

“(I) employer involvement in, satisfaction with, and benefit from, career and technical education programs and CTE programs of study; and

“(II) the preparation for and performance in employment of career and technical education participants and career and technical education concentrators; and

“(iii) any other description or evaluation determined necessary and appropriate by the Secretary, in consultation with the Director, which may include—
“(I) any recommendations by the independent advisory panel appointed under paragraph (1);

“(II) the extent to which State, local, and tribal entities have developed, implemented, or improved State and local career and technical education programs assisted under this Act and met the needs identified by the State plans and local plans under sections 122 and 134, respectively;

“(III) the preparation and qualifications of teachers and faculty of career and technical education (such as meeting State established teacher certification or licensing requirements), as well as shortages of such teachers and faculty;

“(IV) academic and career and technical education achievement and employment outcomes of career and technical education participants, disaggregated by the subcategories described in section 113(b)(4)(C)(ii)(I), including analyses of—
“(aa) the extent to which career and technical education programs prepare participants, including special populations, for—

“(AA) subsequent employment in high-skill, high-wage, or high-demand occupations (including those occupations in which mathematics and science skills are critical); or

“(BB) participation in postsecondary education; and

“(bb) the extent to which eligible recipients have addressed inequities in access to, and in opportunities for, learning, skill development, or effective teaching, with such inequities to be identified by the State;

“(V) the use of educational technology and distance learning with respect to career and technical education programs; and
“(VI) the effect of State and local levels of performance on the delivery of career and technical education services, including the percentage of career and technical education students meeting the State and local target levels of performance described in paragraphs (3) and (4) of section 113(b).”; and

(iii) in subparagraph (C)—

(I) in the subparagraph heading, by inserting “AND DISSEMINATION” after “REPORTS”;

(II) in clause (i)—

(aa) in subclause (I), by striking “on or before January 1, 2010; and” and inserting “by not later than 180 days after the date of enactment of the Career and Technical Education Act of 2016, that builds on studies and analyses existing as of such date of enactment;”;


(bb) in subclause (II), by striking “2011.” and inserting “2018; and”; and

(ce) by adding at the end the following:

“(III) an annual update to such final report for program year 2019 and each succeeding year.”;

(III) by redesignating clause (ii) as clause (iii); and

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

“(ii) DISSEMINATION.—The Secretary shall disseminate the interim and final reports and annual updates described in subclauses (I), (II), and (III) of clause (i) widely and on a timely basis to State and local officials and educators.”; and

(V) in clause (iii), as redesignated by subclause (III)—

(aa) by inserting “(including the Institute of Education Sciences)” after “Department of Education”; and
(bb) by striking “the Secretary” each place the term appears and inserting “the Secretary, the Director”;

(C) in paragraph (3)(A)—

(i) by inserting “as long as such information does not reveal any personally identifiable information” after “section 113(b)”; and

(ii) by striking “adjusted levels” and inserting “target levels”.

(D) in paragraph (4)—

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

“(A) IN GENERAL.—From amounts made available under subsection (f), the Secretary, after consultation with the Director, the Commissioner for Education Research, and the States, and with input from the independent advisory panel established under subsection (d)(1)(A), shall award, in accordance with subparagraph (B), grants, contracts, or cooperative agreements, on a competitive basis, to an institution of higher education, a public or private nonprofit organization or agency, or a consor-
tium of such institutions, organizations, or agencies—

“(i) to carry out scientifically valid research and evaluation for the purpose of developing, improving, and identifying the most successful methods for—

“(I) eliminating inequities in access to, and in opportunities for, learning, skill development, or effective teaching; and

“(II) addressing the education, employment, and training needs of participants, including special populations, in career and technical education programs;

“(ii) to determine the effectiveness of the programs and activities supported under this Act and to build the knowledge base of effective career and technical education programs; and

“(iii) to carry out such other research and evaluation, consistent with the purposes of this Act, as the Director, in consultation with the Secretary, determines
appropriate to assist State and eligible recipients of funds under this Act.”;

(ii) by redesignating subparagraphs (B) and (C) as subparagraphs (C) and (D), respectively;

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

“(B) CONSULTATION.—The Secretary shall award the grant, contract, or cooperative agreement under subparagraph (A)—

“(i) after consultation with the Director and the Commissioner for Education Research; and

“(ii) with input from the independent advisory panel described in paragraph (3)(A).”;

(iv) in subparagraph (C), as redesignated by clause (ii)—

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

(II) by striking “center” both places it appears and inserting “entity”; and

(v) in subparagraph (D), as redesignated by clause (ii)—
(I) by inserting “on a timely basis, including through any public and relevant networks and, as appropriate and relevant, technical assistance providers within the Department” before the period at the end; and

(II) by striking “center” and inserting “entity”; and

(E) by striking paragraph (5) and inserting the following:

“(5) DEMONSTRATIONS AND DISSEMINATION.—

“(A) DEMONSTRATIONS.—The Secretary, in consultation with the Director, is authorized to carry out demonstration career and technical education programs, to replicate model career and technical education programs, and to provide technical assistance upon request of a State.

“(B) DISSEMINATION.—The Secretary shall disseminate information on model career and technical education programs—

“(i) widely, including through the networks described in paragraph (4)(D) and, as appropriate and relevant, technical as-
istance providers within the Institute and the Department;

“(ii) on a timely basis; and

“(iii) for the purposes of developing, improving, and identifying the most successful methods and techniques for providing career and technical education programs assisted under this Act.”;

(5) by redesignating subsection (e) as subsection (f);

(6) by inserting after subsection (d) the following:

“(e) Career and Technical Education Innovation.—

“(1) Purpose.—The purpose of this subsection is to support innovative strategies and activities or the replication and expansion of evidence-based strategies and activities in order to improve career and technical education, prepare students for success in the workforce, and align workforce skills with labor market needs.

“(2) Definitions.—

“(A) Pay-for-success initiative.—In this subsection, the term ‘pay-for-success initia-
tive’ means an initiative, carried out under a
grant, contract, or cooperative agreement—

“(i) that is awarded by a fiscal agent
of a public eligible entity;

“(ii) that is awarded on the basis of
performance; and

“(iii) under which a commitment is
made to pay for agreed-upon outcomes and
experiences that result in social benefit,
and in direct cost savings or cost avoid-
ance, to the public sector.

“(B) INITIATIVE.—For purposes of sub-
paragraph (A), the term ‘initiative’ means a
project that—

“(i) includes a feasibility study devel-
oped with stakeholders, including those
targeted by the proposed intervention in-
volved, on the project describing how the
proposed intervention is based on evidence
of effectiveness;

“(ii) uses measures that are scientif-
ically sound to determine improvement in
agreed-upon academic, developmental,
postsecondary, or employment outcomes
and experiences for participants;
“(iii) includes a rigorous, third-party evaluation that uses experimental or quasi-experimental design or other research methodologies that allow for the strongest possible causal inferences, to determine whether the project has met the measures;

“(iv) includes an annual, publicly available report on the progress of the project; and

“(v) is carried out under a grant, contract, or cooperative agreement that has a requirement that payments are made to the recipient of the grant, contract, or cooperative agreement only when the measures are met, except that the public entity may make payments to compensate the third party conducting the evaluation described in clause (iii).

“(C) EXCLUSION.—For purposes of subparagraphs (A) and (B), the term ‘initiative’ does not include a project that—

“(i) reduces the special education or related services that a student would otherwise receive under the Individuals with
Disabilities Education Act (20 U.S.C. 1400 et seq.); or

“(ii) otherwise reduces the rights of the student or parents or the obligations of an entity under such Act, the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), or any other law.

“(3) GRANTS AUTHORIZED.—

“(A) IN GENERAL.—Subsequent to conducting research and evaluation under subsection (c), the Secretary may make grants to eligible entities to enable the eligible entities to—

“(i) create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student outcomes in career and technical education; and

“(ii) rigorously evaluate such innovations, in accordance with paragraph (10).

“(B) DESCRIPTION OF GRANTS.—If the Secretary elects to make grants under subparagraph (A) for any fiscal year, the Secretary
shall make grants for such year from 1 or more of the following categories:

“(i) Early-phase grants to fund the development, implementation, and feasibility testing of a program, which prior research suggests has promise, for the purpose of determining whether the program can successfully improve student outcomes in career and technical education.

“(ii) Mid-phase grants to fund implementation and a rigorous evaluation of a program that has been successfully implemented under an early-phase grant described in clause (i) or other effort meeting similar criteria, for the purpose of measuring the program’s impact and cost effectiveness, if possible using existing administrative data.

“(iii) Expansion grants to fund the implementation and a rigorous replication evaluation of a program that has been found to produce sizable, important impacts under a mid-phase grant described in clause (ii) or other effort meeting similar criteria, for the purposes of—
“(I) determining whether such impacts can be successfully reproduced and sustained over time; and

“(II) identifying the conditions in which the program is most effective.

“(C) Duration of grants.—

“(i) In general.—Except as provided in clause (ii), a grant made under this subsection shall be for a period of not more than 3 years.

“(ii) Extension.—The Secretary may extend a grant made under this subsection for an additional 2-year period if the grant recipient demonstrates to the Secretary that the recipient is achieving its grant objectives and, as applicable, has improved student outcomes in career and technical education.

“(iii) Limitation of grants.—If an eligible entity that is a partnership of entities described in paragraph (4) receives a grant under this subsection, the same partnership of the same entities shall not be eligible to receive an additional grant under this subsection.
“(4) Eligible entity.—In this subsection, the term ‘eligible entity’ means a partnership of two or more of the following entities:

“(A) A consortium of agencies or institutions described in any of subparagraphs (B) through (G), which may also include regional, State, or local public or private organizations, including community-based organizations, that are appropriate to meet the objectives for the grant involved.

“(B) A local educational agency.

“(C) An educational service agency.

“(D) A postsecondary educational institution.

“(E) An area career and technical education school or program providing education at the postsecondary level.

“(F) A State educational agency.

“(G) The Bureau of Indian Education.

“(5) Matching funds.—In order to receive a grant under this subsection, an eligible entity shall demonstrate that the eligible entity will provide matching funds, in cash or through in-kind contributions, from State, local, or private sources in an amount equal to at least 50 percent of the funds
provided under such grant, except that the Secretary may waive the matching funds requirement, on a case-by-case basis, upon a showing of exceptional circumstances, such as—

“(A) the difficulty of raising matching funds for a program to serve a rural area;

“(B) the difficulty of raising matching funds in areas with a concentration of local educational agencies, or schools, with a high percentage of students aged 5 through 17—

“(i) who are in poverty, as counted in the most recent census data approved by the Secretary;

“(ii) who are eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

“(iii) whose families receive assistance under the State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or

“(iv) who are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.); and
“(C) the difficulty of raising funds on tribal land.

“(6) APPLICATIONS.—Each eligible entity that desires to receive a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. In the case of an eligible entity described in paragraph (4)(G), the application shall be prepared and submitted by 1 or more of the partners in the entity described in any of subparagraphs (A) through (F) of paragraph (4).

At a minimum, each application shall include—

“(A) a description of—

“(i) the project for which the eligible entity is seeking a grant;

“(ii) the type of grant the eligible entity is seeking, as described in paragraph (3)(B);

“(iii) the activities under paragraph (3)(B) and paragraph (8) that the eligible entity will carry out with funds under this subsection;

“(iv) the period for which the grant is requested;
“(v) the estimated number of career and technical education students, including the number of career and technical education concentrators and participants, that the eligible entity plans to serve under the proposed project, including the percentage of such students who are from each of the special populations served by the eligible recipient;

“(vi) the budget for the project and how the eligible entity will continue the project after the grant period;

“(vii) the eligible entity’s plan for independently evaluating the effectiveness of projects carried out with funds under this subsection and the performance of the entity in carrying out the projects, including how the eligible entity will use performance measures that include performance indicators identified under section 113 to determine performance;

“(viii) how, in the case of an eligible entity carrying out a project that is a pay-for-success initiative, as defined in paragraph (2), such an initiative will be carried

...
out with the activities described in the application;

“(ix) the articulation agreement in place between secondary schools and post-secondary educational institutions or between institutions of higher education, if the application describes a project involving those schools or institutions; and

“(x) in the case of a project involving a recognized postsecondary credential, the program leading to the credential;

“(B) information identifying the fiscal agent for the grant funds, which shall be an entity described in any of subparagraphs (A) through (F) of paragraph (4); and

“(C) an assurance that the eligible entity will—

“(i) cooperate with evaluations, as requested by the Secretary;

“(ii) make data available to third parties for validation and further study, in accordance with applicable data privacy laws, including section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ‘Family Edu-
cational Rights and Privacy Act of 1974’);
and

“(iii) in the case of an eligible entity
that intends to make subgrants or enter
into contracts or cooperative agreements,
require the submission of the information
described in clauses (i) through (ix) of sub-
paragraph (A), as appropriate, and use
that information in its selection of recipi-
ents of such subgrants, contracts, or agree-
ments and in its oversight for those sub-
grants, contracts, or agreements, which
oversight shall include ensuring that no
funds awarded under this subsection result
in a direct financial benefit to any such re-
cipient or the employees of the recipient.

“(7) Rural areas.—

“(A) In general.—If the Secretary
makes grants under this subsection, the Sec-
retary shall ensure that not less than 25 per-
cent of the funds made available through the
grants for any fiscal year are made available for
programs for which the grant recipient is—

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

“(ii) an institution of higher education primarily serving the 1 or more areas served by such a local educational agency;

“(iii) a consortium of such local educational agencies or such institutions of higher education;

“(iv) a partnership between—

“(I) an educational service agency or a nonprofit organization; and

“(II) such a local educational agency or such an institution of higher education; or

“(v) a partnership between—

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

“(II) a State educational agency.

“(B) Exception.—Notwithstanding subparagraph (A), the Secretary shall reduce the amount of funds made available under such subparagraph if the Secretary does not receive a sufficient number of applications of sufficient quality.
“(8) USES OF FUNDS.—Funds made available under subsection (f) and awarded through grants under this subsection shall be used for at least one of the following:

“(A) Improving career and technical education outcomes of students served by eligible recipients under this title.

“(B) Improving career and technical education teacher effectiveness, such as through high-quality professional development or teacher and leader externship programs.

“(C) Improving students’ transition from secondary education to postsecondary education, or from completion of one postsecondary program to another postsecondary program awarding a recognized postsecondary credential.

“(D) Better incorporating comprehensive work-based learning into career and technical education.

“(E) Increasing the effective use of technology within career and technical education programs.

“(F) Supporting new models for integrating academic content and career and technical education content in such programs.
“(G) Supporting the development and enhancement of innovative delivery models for career and technical education.

“(H) Working with industry to design and implement courses and CTE programs of study, or assessments of technical skills, that are aligned to labor market needs in new or emerging industries or occupations and that lead to recognized postsecondary credentials.

“(I) Integrating science, technology, engineering, mathematics and computer science education with career and technical education.

“(J) Supporting innovative approaches to career and technical education by redesigning the high school experience for students, such as through evidence-based transitional support strategies for students who have not met post-secondary education eligibility requirements.

“(K) Carrying out any other activity the independent advisory panel established under section 114(d)(1) determines meets the objectives of this subsection and recommends to the Secretary.

“(9) PERFORMANCE MEASURES.—The Secretary shall establish performance measures for the
projects carried out under this subsection. Such a measure shall, at a minimum, include the performance indicators identified under section 113, if applicable to the project involved.

“(10) EVALUATION.—Each recipient of a grant under this subsection shall conduct an independent evaluation of the effectiveness of the project carried out under such grant.

“(11) REPORT.—Each recipient of a grant under this subsection shall submit an annual report to the Secretary that includes—

“(A) a description of how the grant funds were used; and

“(B) information regarding the effectiveness of the projects carried out and performance of the eligible entities carrying out the projects under this subsection on the performance measures described in paragraph (9), disaggregated by—

“(i) subgroups of students described in section 1111(b)(2)(C)(v)(II) of the Elementary and Secondary Act of 1965;

“(ii) special populations described in section 3(42);

“(iii) career clusters of students; and
“(iv) as applicable, CTE programs of study of students.

“(12) TECHNICAL ASSISTANCE.—The Secretary may reserve not more than 5 percent of the funds available to make grants under this subsection for each fiscal year to—

“(A) provide technical assistance for eligible entities, which may include pre-application workshops, web-based seminars, and evaluation support; and

“(B) disseminate best practices.

“(13) PROHIBITIONS.—No officer or employee of the Federal Government shall incentivize the submission of any grant (including a subgrant, contract, or cooperative agreement under that grant), or the receipt of any priority or preference for that grant (including a subgrant, contract, or cooperative agreement under that grant), upon—

“(A) an entity’s adoption or implementation of specific instructional content, academic standards and assessments, curricula, CTE programs of study, activities related to career clusters, or programs of instruction developed and implemented to meet the requirements of this subsection;
“(B) an entity’s adoption of specific State-determined target levels of performance for performance measures described in paragraph (9); and

“(C) an entity’s implementation of activities based on the Secretary’s determination of regional, State, or local workforce needs that is not supported by the region, State, or local area, respectively.”; and

(7) in subsection (f), as redesignated by paragraph (5), by striking “2007 through 2012” and inserting “2017–2022”.

SEC. 114. ASSISTANCE FOR THE OUTLYING AREAS.

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

(1) in subsection (b)(1), by striking “to the Pacific Region Educational Laboratory in Honolulu, Hawaii, to make grants”;

(2) by striking subsection (c); and

(3) by redesignating subsection (d) as subsection (c).

SEC. 115. NATIVE AMERICAN PROGRAMS.

Section 117 (20 U.S.C. 2326(i)) is amended by striking “2007 through 2012”.

SEC. 116. LABOR MARKET INFORMATION.

Section 118 (20 U.S.C. 2328) is repealed.
SEC. 117. STATE PLAN.

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

(1) in subsection (a)—

(A) in paragraph (1), by striking “6-year period” and inserting “4-year period consistent with subsection (b)”;

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

(C) in paragraph (3)—

(i) by striking “charter school authorizers and organizers consistent with State law,” and inserting “teachers, school leaders, authorized public chartering agencies and charter school leaders in a State that has charter schools,”; and

(ii) by inserting “and any other organizations and groups determined appropriate by the State,” after “organizations),”;

(2) by striking subsections (d) and (e);

(3) by redesignating subsections (b) and (e) as subsections (c) and (d), respectively;

(4) by inserting after subsection (a) the following:

“(b) PLAN OPTIONS.—

“(1) COMBINED PLAN.—
“(A) SUBMISSION.—The eligible agency may submit a combined plan that meets the requirements of this section and the requirements of section 103 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3113), unless the State opts to submit a single plan under paragraph (2) and informs the Secretary of such decision.

“(B) APPROVAL.—The procedures for approval of a combined plan under this paragraph shall be those procedures described in section 103(c) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3113(c)).

“(2) SINGLE PLAN.—

“(A) SUBMISSION.—If the State elects not to submit a combined plan under paragraph (1), an eligible agency shall fulfill the plan or application submission requirements of this section by submitting a single State plan. In such plan, the eligible agency may allow recipients to fulfill the plan or application submission requirements of section 134 by submitting a single local plan.

“(B) CONSIDERATION.—In reviewing a State plan, the Secretary shall review and take
into consideration all aspects of the plan, in-
cluding the State’s proposed—

“(i) alignment of career and technical
education programs with other education
and training programs and systems in the
State, as referenced in subsection
(d)(1)(O);

“(ii) plans to ensure students partici-
pating in State-approved career and tech-
nical education programs and CTE pro-
grams of study will, at the secondary level,
meet the challenging academic standards
under section 1111(b)(1) of the Element-
tary and Secondary Education Act of
1965, as referenced in subsection
(d)(1)(O);

“(iii) engagement with industry and
workforce development activities as ref-
referenced in subsection (d)(1)(A); and

“(iv) strategies to address the needs
of the special populations within the State,
as referenced in subsection (d)(1)(K).

“(C) APPROVAL.—The Secretary shall ap-
prove a State plan, or a revision to an approved
State plan, under this paragraph unless the
Secretary determines that the State plan, or revision, respectively does not meet the requirements of this Act.

“(D) DISAPPROVAL.—The Secretary shall not finally disapprove a State plan without giving the eligible agency notice and an opportunity for a hearing.

“(E) CONSULTATION.—

“(i) IN GENERAL.—The eligible agency shall develop the portion of each State plan relating to the amount and uses of any funds proposed to be reserved for adult career or technical education, postsecondary career and technical education, and secondary career and technical education after consultation with—

“(I) the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary educational institutions primarily engaged in providing postsecondary career and technical education; and

“(II) the State agency responsible for secondary education.
“(ii) State agency objections.—If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file such objections with the eligible agency. The eligible agency shall respond to any objections of the State agency in the State plan submitted to the Secretary.

“(F) Timeframe.—A State plan shall be deemed approved by the Secretary if the Secretary has not responded to the eligible agency regarding the State plan within 90 days of the date the Secretary receives the State plan.”;

(5) in subsection (e), as redesignated by paragraph (3)—

(A) in paragraph (1)—

(i) in subparagraph (A)—

(I) by striking clause (i) and inserting the following:

“(i) academic and career and technical education teachers, including special education teachers, faculty, and administrators, at the secondary and postsecondary levels;”;}
90

(II) by striking clause (iv) and inserting the following:

“(iv) authorized public chartering services and charter school organizers, consistent with State law;”;

(III) by striking clause (vii);

(IV) by redesignating clauses (viii) and (ix) as clauses (vii) and (viii), respectively;

(V) by inserting after clause (viii), as redesignated by subclause (III), the following:

“(ix) the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111);”;

(VI) in clause (x), by inserting “,

including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3))” before the semicolon;
(VII) in clause (xi), by striking “; and” and inserting “, which may include representatives of industry and sector partnerships in the State, as appropriate;”; and

(VIII) by adding at the end the following:

“(xiii) representatives of Indian tribes, and minority-serving institutions as described in section 371(a) of the Higher Education Act of 1965, that are located in, or providing services in, the State”; and

(ii) in subparagraph (B), by inserting “, who may consult with the heads of other State agencies with authority for career and technical education programs that are not the eligible agency,” after “of the State”; and

(6) in subsection (d), as redesignated by paragraph (3)—

(A) by striking paragraphs (1) through (8) and paragraphs (10) through (20); and

(B) by striking “CONTENTS.—The State plan shall include information that—”; and inserting the following: “CONTENTS.—
“(1) DESCRIPTIONS.—Each State plan described in paragraph (1) or (2) of subsection (b) shall include information that—”;

(C) by redesignating paragraph (9), and subparagraphs (A), (B), and (C) of such paragraph, as subparagraph (K) of paragraph (1), and clauses (i), (ii), and (iii) of such subparagraph;

(D) in paragraph (1), as added and amended by subparagraphs (B) and (C)—

(i) by inserting the following before subparagraph (K):

“(A) provides a summary, drawn from the strategic planning elements of the unified State plan described in section 102(b)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3112(b)(1)), of—

“(i) the economic conditions in the State, including—

“(I) existing and emerging in-demand industry sectors and occupations; and

“(II) the employment needs of employers, including a description of the knowledge, skills, and abilities,
needed in in-demand industry sectors and occupations;

“(ii) the workforce development activities (including education and training) in the State and an assurance that the career and technical education programs, and career and technical education programs of study, in the State are aligned with such activities in order to address the identified education and skill needs of the workforce and the employment needs of employers in the State, including in in-demand industry sectors and occupations identified by the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111), as appropriate;

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

“(iv) taking into account the analyses described in clauses (i) and (ii), a strategy for aligning the State’s career and technical education programs, and career and technical education programs of study, with the State’s workforce development system, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other resources available to the State, to achieve the strategic vision and goals described in clause (iii);

“(B) describes the career and technical education programs of study that will be supported, developed, or improved at the State level, including a description of—

“(i) the process and criteria to be used for approving locally developed career and technical education programs of study, including criteria to assess the extent to which the local plan will—

“(I) promote continuous improvement in academic achievement;
“(II) promote continuous improvement of technical skill attainment;

“(III) expand access to career and technical education for special populations;

“(IV) identify and address current or emerging occupational opportunities; and

“(V) support the alignment of employability skills;

“(ii) how the eligible agency will—

“(I) make information, including career exploration, guidance, and advisement resources, available about State and locally approved career and technical education programs of study to students, parents, and representatives of secondary and postsecondary education, in a language students, parents, and representatives can understand;

“(II) facilitate collaboration among eligible recipients in the development of career and technical edu-
cation programs of study by eligible recipients; and

“(III) ensure equitable access to approved career and technical education programs of study; and

“(iii) how the eligible agency will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or other ways to acquire post-secondary education credits, should such opportunities be available within the State; and

“(C) describes how the eligible agency will utilize funding available under this Act and, if appropriate, other Federal, State, local, and private sources, which may include funding available under title II of the Elementary and Secondary Education Act of 1965, to provide comprehensive professional development and leadership opportunities—

“(i) for teachers providing instruction in career and technical education, faculty, administrators, career guidance and academic counselors, specialized instructional
support personnel, work-based supervisors, and any other individual or group determined by the State; and

“(ii) that—

“(I) promote the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;

“(II) are high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

“(III) include mentoring by experienced teachers;

“(IV) include resources and training to improve instruction for, and provide appropriate accommodations to, special populations, and
“(V) promote integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

“(D) describes—

“(i) how the eligible agency will, in collaboration with local educational agencies and postsecondary educational institutions, support the recruitment, preparation, retention, and training of—

“(I) teachers that meet applicable State certification and licensure requirements (including any requirements obtained through alternative routes to certification), including special education teachers;

“(II) faculty;

“(III) administrators;

“(IV) specialized instructional support personnel; and

“(V) individuals from groups underrepresented in the teaching pro-
fession in career and technical edu-
cation; and

“(ii) the efforts of the eligible agency
to improve the transition to teaching from
business and industry;

“(E) describes how the eligible agency will
collect, report, and use complete, accurate,
valid, and reliable data collected under para-
graphs (3) and (4) of section 113(b) in order
to evaluate the effectiveness of career and tech-
nical education courses and career and technical
education programs of study in meeting the
State levels of performance under such section;

“(F) describes how the eligible agency will
annually evaluate, for eligible recipients pro-
viding secondary education, data disaggregated
by each of the subgroups of students described
in section 1111(h)(1)(C)(ii) of the Elementary
and Secondary Education Act of 1965 and each
of the special populations, to determine
progress of such subgroups and populations in
meeting the State target levels of performance
in order to develop a statewide plan to address
closing gaps in participation and performance
among such subgroups and populations;
“(G) describes how the eligible agency will actively involve parents and family members, academic and career and technical education teachers, administrators, and faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations, and, as appropriate, community-based nonprofit providers, in the planning, development, implementation, and evaluation of career and technical education programs supported under this Act;

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

“(i) among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation; and

“(ii) among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation;
“(I) if applicable, how the State will award incentive grants under section 124(e), using funding from section 112(a)(2);

“(J) describes how the eligible agency will—

“(i) improve the academic, employability, and technical skills of students participating in career and technical education programs, including strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

“(I) a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965); and

“(II) career and technical education subjects;

“(ii) provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, pre-apprenticeships, apprenticeships (which
may include registered apprenticeships), mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

“(iii) use funds effectively to coordinate academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement;”;

(ii) in subparagraph (K), as redesignated by subparagraph (C)—

(I) in clause (ii), by striking “and” after the semicolon;

(II) in clause (iii)—

(aa) by striking “State adjusted” and inserting “State target”; and

(bb) by striking the semicolon at the end and inserting “; and”;

(III) by adding at the end the following:

“(iv) will be provided with appropriate accommodations;”; and
(iii) by adding at the end the following:

“(L) describes how the eligible agency, in consultation with eligible recipients, will develop a process for the negotiation of local target levels of performance under section 113(b)(4) if an eligible recipient does not accept the State target levels of performance under section 113(b)(3);

“(M) describes the methods proposed for the joint planning, alignment, coordination, and leveraging of funds between programs carried out under this title with other Federal programs, which may include programs funded under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and the Elementary and Secondary Education Act of 1965;

“(N) describes how the eligible agency will ensure that homeless children and youth will be provided with access to activities assisted under this Act, including through—

“(i) identifying and adopting strategies to overcome barriers that result in lowering rates of access to or lowering suc-
cess in the programs for such children and youth, such as those barriers caused by fees, lack of transportation, lack of a parent or guardian, lack of records normally required for enrollment, or mobility; and

“(ii) coordination with local educational agency liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii));

“(O) for programs at the secondary level, demonstrates that the State career and technical education standards are aligned with the challenging State academic standards as required under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

“(P) if appropriate, describes how the State will support career and technical student organizations and provide other career and technical education student activities that are an integral part of the instructional program funded under this title to enable students to develop their leadership skills; and

“(Q) contains the description and information specified in subparagraphs (B) and (C)(iii)
of section 102(b)(2), and, as appropriate, section 103(b)(3)(A), and section 121(e), of the Workforce Innovation and Opportunity Act concerning only the provision of services under this title for postsecondary students and school dropouts.”; and

(E) by adding at the end the following:

“(2) ASSURANCES.—Each State plan shall provide assurances that the eligible agency—

“(A) will ensure that eligible recipients are given the opportunity to provide input in determining the State target levels of performance described in section 113(b)(3);

“(B) will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other Federal or State programs;

“(C) will spend no funds provided under this Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the ac-
quiring entity, or any affiliate of such an organization;

“(D) will use the funds to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields, as identified by the State;

“(E) will provide students in alternative education programs with equal access to career and technical education programs, where appropriate;

“(F) will use the funds provided under this Act to implement career and technical education programs for individuals in State correctional institutions, including juvenile delinquency programs;

“(G) will provide local educational agencies, area career and technical education schools and programs, and eligible institutions in the State with technical assistance;

“(H) will develop, improve, or expand access to appropriate technology in career and technical education programs;

“(I) will address issues related to legislative, regulatory, or policy barriers at the State level related to implementation of this Act;
“(J) will ensure eligible recipients comply with civil rights laws;

“(K) will facilitate the coordinated transition between secondary schools and sub-baccalaureate postsecondary educational institutions and sub-baccalaureate and baccalaureate post-secondary educational institutions, which may include—

“(i) agreements, including articulation agreements and credit transfer agreements, among secondary and postsecondary education systems supporting dual or concurrent enrollment programs, dual credit, or articulated credit;

“(ii) support for stackable credentials and career pathways developed and implemented pursuant to section 101(d)(3)(B) of the Workforce Innovation and Opportunity Act (29 U.S.C. 311(d)(3)(B)); or

“(iii) the State’s process for certifying career and technical education courses that will allow students to gain high school credit and postsecondary credit while attending high school;
“(L) in consultation with eligible recipients, will incorporate regional and State labor market analysis as required under section 15(e)(2)(B) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)), and a description of how that analysis will be used to develop and implement the career and technical education programs of study described in paragraph (1)(B);

“(M) will support eligible recipients in developing and implementing articulation agreements between secondary schools and postsecondary educational institutions;

“(N) is coordinating career and technical education programs in the State to ensure non-duplication with other Federal programs;

“(O) that the postsecondary career and technical education programs in the State are coordinating with the one-stop delivery systems established under section 121(e) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)); and

“(P) to the extent appropriate and practicable, will coordinate with eligible agencies in other States to meet the needs of multi-State regional economies.
“(3) EXCEPTION.—Should a State not apply for funding under the Workforce Innovation and Opportunity Act and not submit a State plan under such Act, the State shall—

“(A) meet the requirements of paragraph (1)(A) by drawing the required summary from an appropriate and current State economic development plan identified by the Governor;

“(B) meet the requirements of paragraph (1)(Q) in a manner determined by the State;

and

“(C) meet the requirements of paragraph (2)(O) by coordinating with other one-stop career centers and workforce development programs in the State.”.

SEC. 118. IMPROVEMENT PLANS.

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

(1) in subsection (a)—

(A) in paragraph (1)—

(i) by striking “of an agreed upon State adjusted level of performance for any of the core indicators” and inserting “of the State target level of performance for such year as established in the most recently approved State plan, or fails to show
improvement, as determined by the State, in closing disparities or gaps identified in section 113(c)(2)(B), for any of the primary indicators”; and

(ii) by striking “the State adjusted level of performance for any of the core indicators” and inserting “the State target level of performance for any of the primary indicators”;

(B) in paragraph (2), by striking “adjusted” and inserting “target”; and

(C) in paragraph (3)(A)—

(i) by striking “core” each place the term appears and inserting “primary”;

(ii) in clause (ii), by striking “adjusted levels” and inserting “target levels”;

and

(iii) in clause (iii)—

(I) by striking “an agreed upon State adjusted level” and inserting “a State target level”; and

(II) by striking “3 consecutive” and inserting “2 consecutive”;

(2) in subsection (b)—

(A) in paragraph (1)—
(i) by striking “shall evaluate annually” and inserting the following: “shall annually—

“(A) evaluate”;

(ii) by striking “adjusted” and inserting “target”;

(iii) by striking “title.” and inserting “title; and”;

(iv) by adding at the end the following:

“(B) conduct an analysis regarding disparities or gaps identified in section 113(b)(4)(C)(ii)(II).”;

(B) in paragraph (2)—

(i) by striking “an agreed upon local adjusted level of performance for any of the core indicators” and inserting “the eligible recipient’s target level of performance for any of the primary indicators”; and

(ii) by striking “the local adjusted levels of performance for any of the core indicators” and inserting “such target levels for any of the primary indicators”;

(C) in paragraph (3), by striking “adjusted” and inserting “target”; and
(D) in paragraph (4)(A)—

(i) in clause (ii), by striking “local adjusted levels of performance for the core indicators” and inserting “eligible recipient’s target levels of performance for the primary indicators”; and

(ii) in clause (iii), by striking “an agreed upon local adjusted level of performance for the same core indicator” and inserting “a target level of performance for the eligible recipient for the same primary indicator”.

SEC. 119. STATE LEADERSHIP ACTIVITIES.

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

(1) in subsection (b)—

(A) in paragraph (1), by striking “State adjusted levels of performance” and inserting “State target levels of performance”;

(B) in paragraph (2)—

(i) in subparagraph (A)—

(I) by striking “and administrators” and inserting “administrators, or work-based supervisors”; and

(II) by inserting “, virtual, or on-line” after “distance”;
(ii) in subparagraph (B), by striking “or” after the semicolon;

(iii) in subparagraph (C), by striking the semicolon at the end and inserting “; or”; and

(iv) by adding at the end the following:

“(D) expanding the use of virtual or online work based experiences for students;”;

(C) in paragraph (3)—

(i) in the matter preceding subparagraph (A)—

(I) by inserting “which may be coordinated with other Federal, State, local, or private programs,” after “professional development programs,”;

(II) by striking “including providing comprehensive professional development (including initial teacher preparation)”;

(III) by striking “administrators,” and inserting “special and general education teachers, specialized in
114

structional support personnel, admin-
istrators, work-based supervisors,”;

(ii) by striking subparagraphs (A) and
(B) and inserting the following:

“(A) integrate and promote the use of
challenging academic and career and technical
education, provided jointly with academic teach-
ers to the extent practicable;

“(B) educate providers of career and tech-
nical education on providing appropriate accom-
modations for students with disabilities, includ-
ing the use of principles of universal design for
learning, to the extent practicable;”;

(iii) in subparagraph (C), by striking
“adjusted” and inserting “target”;

(iv) by redesignating subparagraphs
(D) and (E) as subparagraphs (E) and
(F), respectively;

(v) by inserting after subparagraph
(C) the following:

“(D) will help eligible recipients eliminate
inequities in access to, and in opportunities for,
learning, skill development, or effective teach-
ing, with such inequities to be identified by the
State;”; and
(vi) in the matter preceding clause (i) of subparagraph (E), as redesignated by clause (iv), by inserting “, including special education teachers and specialized instructional support personnel,” after “public school personnel”;

(D) in paragraph (4)—

(i) in subparagraph (A), by striking “and” after the semicolon at the end;

(ii) in subparagraph (B), by inserting “and” after the semicolon; and

(iii) by adding at the end the following:

“(C) employability skills required in the workplace;”;

(E) in paragraph (6), by inserting “, including community-based nonprofit organizations,” after “and local partnerships”; and

(F) in paragraph (7), by inserting “educational” before “institutions that serve individuals with disabilities”;

(G) in paragraph (8), by striking “and” after the semicolon;

(H) by redesignating paragraph (9) as paragraph (11); and
(I) by inserting after paragraph (8) the following:

“(9) support for establishing and expanding work-based learning opportunities, including pre-apprenticeships, apprenticeships, internships, externships, and simulated work environments;

“(10) awarding incentive grants to eligible recipients for exemplary performance in carrying out programs under this Act, which awards—

“(A) shall be based on eligible recipients having exceeded the local target levels of performance established under section 113(b)(4)(A) in a manner that reflects sustained or significant improvement; and

“(B) may be based on eligible recipients—

“(i) effectively developing connections between secondary education and postsecondary education and training;

“(ii) developing career and technical education programs and CTE programs of study that focus on in-demand occupations for high-growth industries that reflect demonstrated economic needs and priorities in local and regional economies;
“(iii) effectively partnering with employers;

“(iv) providing sustained work-based learning opportunities, including pre-apprenticeships and apprenticeships (which may include registered apprenticeships);

“(v) leveraging State, local, or private matching funds;

“(vi) adopting and integrating coherent and rigorous content aligned with challenging academic standards and technical coursework;

“(vii) demonstrating progress in having special populations who participate in career and technical education programs meet the local target levels of performance described in section 113(b)(4)(A); and

“(viii) demonstrating success using other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; and”;

(2) in subsection (c)—

(A) in paragraph (1)(B), by inserting “, or high demand” before“ occupations”;
(B) in paragraph (2), by striking “, such as tech prep programs”;

(C) in paragraph (10)(A)—

(i) in clause (i), by striking “local adjusted levels” and inserting “local target levels”; and

(ii) in clause (iv), by striking “local adjusted levels” and inserting “local target levels”;

(D) in paragraph (12), by striking “Adult Education and Family Literacy Act” and inserting “Workforce Innovation and Opportunity Act”; 

(E) by redesignating paragraphs (13) through (16) and (17) as paragraphs (15) through (18) and (20), respectively;

(F) by inserting after paragraph (12) the following:

“(13) providing support and assistance for schools and local educational agencies that employ a career and technical education coordinator or are interested in creating a similar position described in section 135(a)(2)(F);

“(14) partnering with intermediary organizations to improve training, the development of public-
private partnerships, systems development, capacity-
building, and scalability of the delivery of high-qual-
ity career and technical education;”;

(G) in paragraph (18), as redesignated by
subparagraph (E)—

(i) in subparagraph (A), by striking
“and” after the semicolon; and

(ii) by adding at the end the fol-
lowing:

“(C) the attainment of additional certifi-
cations or credentials issued by the State or in-
dustry;”;

(H) by inserting after paragraph (18), as
redesignated by subparagraph (E), the fol-
lowing:

“(19) programs and activities, such as those
that provide hands-on inquiry-based learning oppor-
tunities, that increase access, student engagement,
and success in science, technology, engineering, and
mathematics fields (including computer science, op-
tics, and photonics), particularly for students who
are members of groups underrepresented in such
subject fields, such as female students, minority stu-
dents, and special populations; and”; and
SEC. 120. DISTRIBUTION OF FUNDS TO SECONDARY EDUCATION PROGRAMS.

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

(1) in the subsection heading of subsection (e), by striking “AREA CAREER AND TECHNICAL EDUCATION SCHOOLS” and inserting “AREA CAREER AND TECHNICAL EDUCATION SCHOOLS OR PROGRAMS”;

(2) by striking “area career and technical education school” each place the term appears and inserting “area career and technical education school or program”; and

(3) in subsection (g), by striking “area career and technical education schools” and inserting “area career and technical education schools or programs”.

SEC. 121. LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

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

(1) by striking subsection (b) and inserting the following:

“(b) NEEDS ASSESSMENT.—
“(1) IN GENERAL.—To be eligible to receive finan-
cancial assistance under this part, an eligible recipi-
ent shall—

“(A) conduct a comprehensive assessment
of local needs related to career and technical
education and include the needs assessment in
the local plan submitted under subsection (a);
and

“(B) update the needs assessment on a bi-
nennial basis and submit each such update to the
eligible agency on a timely basis.

“(2) REQUIREMENTS.—The needs assessment
described in paragraph (1) shall be designed to—

“(A) include an evaluation of student per-
formance, particularly with respect to meeting
State and local levels of performance estab-
lished under section 113;

“(B) determine how career and technical
education courses, including not less than 1 ca-
reer and technical education program of study,
offered by the eligible recipient with funds re-
ceived under this part are—

“(i) aligned to State, regional, or local
economic needs, including in-demand in-
dustry sectors or occupations identified by
the local workforce development board, where appropriate;

“(ii) of sufficient size, scope, and quality to meet the needs of the student population served by the recipient; and

“(iii) aligned with career pathways developed and implemented pursuant to section 101(d)(3)(B) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111(d)(3)(B)), where appropriate;

“(C) determine the efforts required to provide equitable access for special populations to career and technical education courses and programs of study;

“(D) describe efforts to improve—

“(i) the recruitment and retention of career and technical education teachers and faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

“(ii) the transition for individuals from business and industry to teaching; and
“(E) include an evaluation of progress toward specific elements leading to high-quality implementation of career and technical education courses, including career and technical education programs of study, including—

“(i) strategies to overcome barriers that result in lower rates of access to, or lower rates of success in, the courses and programs for special populations, which may include barriers caused by fees, lack of transportation, lack of a parent or guardian, lack of records normally required for enrollment, or mobility;

“(ii) providing programs that are designed to enable the special populations to meet the local levels of performance; and

“(iii) providing activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

“(c) CONSULTATION.—In conducting a needs assessment described in subsection (b) and developing the local plan described in subsection (d), an eligible recipient shall consult with—
“(1) parents and students;

“(2) representatives of academic and career and technical education programs in a local educational agency, including teachers, counselors, principals and other school leaders, administrators, and specialized instructional support personnel;

“(3) representatives of academic and career and technical education programs at a postsecondary educational institution, including faculty, counselors, and administrators;

“(4) representatives of local or regional businesses or industries, including industry or sector partnerships in the local area, where applicable;

“(5) representatives of local workforce development boards;

“(6) representatives of special populations;

“(7) representatives of labor organizations, where appropriate;

“(8) representatives of Indian tribes, where applicable;

“(9) representatives of minority serving institutions, where applicable; and

“(10) other relevant community stakeholders.

“(d) CONTENTS OF LOCAL PLAN.—Each local plan submitted under subsection (a) shall be based on the re-
results of the needs assessment required under subsection (b). The eligible agency shall determine the requirements for local plans, except that each local plan shall include the following:

“(1) A description of the results of the comprehensive needs assessment carried out under subsection (b).

“(2) Information on the career and technical education course offerings, including not less than 1 State-approved career and technical education program of study, that will be supported by the eligible recipient with funds under this part, including—

“(A) how the results of the needs assessment described in subsection (b) informed the selection of specific programs and activities to be funded;

“(B) how the eligible recipient will ensure the quality of the career and technical education programs leading to a recognized post-secondary credential that are supported by the eligible recipient with funds under this part;

“(C) if the eligible recipient will develop any new career and technical programs of study to submit to the State for approval; and
“(D) how students will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study.

“(3) A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop career centers described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide, through an organized, systemic framework, students with all of the following before and during the career and technical education programs:

“(A) Career exploration and career development coursework, activities or services.

“(B) Career information.

“(C) Career guidance and academic counseling.

“(D) Employment opportunities that incorporate the most up-to-date information on in-demand industry sectors or occupations, as determined by the needs assessment in subsection (b).
“(4) A description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs, and how skills and programs reflect the needs of local employers, as demonstrated by available State or local labor market data, including by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content which is aligned with—

“(A) the challenging State academic standards required under section 1111(b)(2) of the Elementary and Secondary Education Act of 1965, for programs at the secondary level; and

“(B) relevant State career and technical education standards, for programs at the secondary level and programs at the postsecondary level.

“(5) A description of how the eligible recipient will utilize funding from this program, as well as, if appropriate, other Federal, State, local, and private sources, which may include funds provided under title II of the Elementary and Secondary Education Act of 1965, to provide comprehensive professional development and leadership opportunities that—
“(A) is for teachers providing instruction in career and technical education, faculty, special and general education teachers, administrators, career guidance and academic counselors, specialized instructional support personnel, and any other individual or group determined appropriate by the eligible recipient;

“(B) promotes the integration of challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and career and technical education curricula, including through opportunities for appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;

“(C) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

“(D) includes mentoring by experienced teachers;
“(E) includes resources and training to improve instruction for, and provide appropriate accommodations to, special populations; and

“(F) promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965.

“(6) A description of the work-based learning opportunities that the eligible recipient will provide through the plan to students participating in the career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

“(7) A description of the career and technical education programs that the eligible recipient will develop and implement to provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.
“(8) a description of how the eligible recipient will coordinate with the eligible agency and postsecondary educational institutions to support the recruitment, preparation, retention, and training of individuals, including individuals from groups underrepresented in the teaching profession, such as—

“(A) teachers (including special education teachers) that meet applicable State certification and licensure requirements (including any requirements obtained through alternative routes to certification);

“(B) faculty;

“(C) administrators; and

“(D) specialized instructional support personnel.

“(e) ASSURANCES.—Each local plan submitted under subsection (a) shall provide assurances that the eligible recipient will—

“(1) seek to identify and address barriers to access, participation, and completion for students who are underserved or from special populations;

“(2) seek to maximize the number of students, out-of-school youth, and educational programs that can benefit from the use of facilities providing career and technical education for before-school, after-
school, and summer programs and activities, including through collaboration with the—

“(A) providers of such programs and activities;

“(B) local workforce development boards and other local workforce agencies; and

“(C) other relevant community-based organizations;

“(3) meet the requirements of all applicable Federal civil rights laws in carrying out the activities under this Act;

“(4) to the extent practicable, coordinate the purchase of equipment between the eligible recipient and business and industry partners in order to minimize duplication and reduce costs to the eligible recipient; and

“(5) to the extent appropriate and practicable, coordinate with eligible recipients in other States to meet the needs of multistate regional economies.”.

SEC. 122. LOCAL USES OF FUNDS.

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

(1) by striking subsections (a), (b), and (c) and inserting the following:

“(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds
1 to develop, coordinate, implement, or improve career and
technical education programs, including not less than 1
career and technical education program of study, that—

“(1) meet the needs identified in the local needs
assessment described in section 134(b);

“(2) develop, strengthen, plan, and carry out high-quality elements of career and technical edu-
cation programs and CTE programs of study that support—

“(A) increasing student achievement of the local levels of performance established under section 113(b)(4);

“(B) the provision of a well-rounded edu-
cation (as defined in section 8101 of the Ele-
mentary and Secondary Education Act of 1965); and

“(C) the development of employability skills required in the workforce;

“(3) develop, strengthen, plan, and carry out high-quality elements of career and technical edu-
cation that may include—

“(A) a curriculum aligned with the require-
ments for a career and technical education pro-
gram of study;
“(B) teaching and learning strategies focused on the integration of academic and career and technical education content, including supports necessary to implement such strategies;

“(C) sustainable relationships—

“(i) among secondary schools and postsecondary educational institutions, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, if applicable;

“(ii) that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy; and

“(iii) in collaboration with business outreach staff in one-stop career centers, the vocational rehabilitation system, and other appropriate organizations;

“(D) strong links between secondary and postsecondary programs with opportunities for secondary students to earn postsecondary credit while enrolled in secondary school, such as through dual or concurrent enrollment pro-
grams, early college high school, programs that allow late-entering English learners extended time to complete their secondary school graduation requirements in a higher education setting, or credit transfer and articulation agreements;

“(E) at the postsecondary level, developing and supporting programs that provide concurrent and integrated provision of basic skills instruction in career and technical education courses;

“(F) the development of career academies, which create a supportive, personalized learning environment that—

“(i) combines academic and career and technical curricula around a career theme to enrich teaching and learning; and

“(ii) establishes partnerships with local employers to provide career awareness and work-based learning opportunities for students;

“(G) career and technical student organizations and other activities that promote the development of employability skills;

“(H) leasing, purchasing, repairing, upgrading, or adapting appropriate equipment and
machinery tools, new or emerging technology
(including high-speed internet connectivity), and
instructional materials aligned with business
and industry needs that are used for instruction
and teacher preparation and professional develop-
ment;

“(I) a continuum of work-based learning
opportunities, including pre-apprenticeships, ap-
prenticeships (including registered apprentice-
ships), internships, externships, or simulated
work environments;

“(J) valid and reliable technical skills as-
se ssments to measure student achievement,
which may include industry-recognized certifi-
cation exams or other assessments leading to
student attainment of recognized postsecondary
credentials;

“(K) recruitment and retention efforts to
ensure highly effective career and technical edu-
cation educators and career and technical edu-
cation program administrators;

“(L) where applicable, coordination with
other education and workforce development pro-
grams and initiatives, including career path-
ways and industry or sector partnerships, as de-
fined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and developed under such Act;

“(M) programs and activities, such as those that provide hands-on inquiry-based learning opportunities, that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and optics and photonics), particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and special populations;

“(N) any other activities that the eligible agency determines is necessary to meet the high quality implementation of career and technical education programs of study and student achievement of the local levels of performance;

“(O) partnering with intermediary organizations to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education; or
“(P) involving parents, businesses, community-based nonprofit providers, and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education programs and CTE programs of study authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

“(4) provide career exploration, counseling, and career development activities through an organized, systemic framework designed to aid students, both before and during the participation of the students in career and technical education programs and CTE programs of study, in making informed plans and decisions about future education and career opportunities (such as apprenticeships, which may include registered apprenticeships) and about enrollment in career and technical education programs of study, which may include—

“(A) introductory courses or activities focused on career exploration and career awareness, including awareness of nontraditional careers, which may include courses or activities offered before high school;
“(B) readily available career and labor market information, such as—

“(i) information supplied by section 15(e)(2) of the Wagner-Peyser Act (29 U.S.C. 491–2), or section 102(b)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3112(b)(1)), and relative to employment sectors;

“(ii) educational requirements for these careers;

“(iii) information on occupational supply and demand; and

“(iv) other information on careers aligned to State or local economic priorities;

“(C) programs and activities related to the development of student graduation and career plans including the development of career academies;

“(D) career guidance and academic counseling that provides information on postsecondary and career options, such as pre-apprenticeships, apprenticeships (which may include registered apprenticeships), internships, externships, or simulated work environments;
“(E) programs and activities, such as those that provide hands-on inquiry-based learning opportunities, that increase access, student engagement, and success in science, technology, engineering, and mathematics fields, including computer science, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and special populations;

“(F) improving or developing career and technical education courses, including furnishing coursework and training to veterans to enable such veterans to satisfy certification requirements for medical services professions (including the paramedic, emergency medical technician, licensed practical nurse, registered nurse, and physician assistant professions) as determined by the appropriate State regulatory entity, as long as the entity also takes into account previous medical coursework and training received by the veterans while members of the Armed Forces;

“(G) hiring career and technical education coordinators who can assist and support career
and technical education programs or eligible recipients in bringing together businesses, community institutions, labor organizations, and other entities to—

“(i) provide resources;

“(ii) share information about skill sets needed for employment;

“(iii) identify work-based learning experiences, pre-apprenticeships, apprenticeships (which may include registered apprenticeships), simulated work environments, externships, and internships for students;

“(iv) provide technical assistance on proper workplace accommodations for students; or

“(v) identify externships for career and technical education instructors in order to remain current on the latest technology and processes; and

“(H) any other program that the eligible agency or eligible recipient determines advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals;
“(5) plan and implement sustained high quality and comprehensive professional development (including initial teacher preparation and externships and which may be coordinated with other Federal, State, local, or private programs, in accordance with the purpose and requirements of those programs) at the secondary and postsecondary levels—

“(A) for career and technical education teachers, faculty, special and general education teachers, specialized instructional support personnel, principals and other school leaders, administrators, career and guidance counselors, or any other individual determined appropriate by the eligible recipient;

“(B) on both content and pedagogy that support activities described in section 122; and

“(C) that includes—

“(i) supporting high-quality individualized academic and career and technical education instructional approaches based on evidence-based research, including the integration of academic and career and technical education courses, standards, and curricula;
“(ii) ensuring labor market information, including information provided under section 15(e)(2) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)), is utilized to inform programs, guidance, and advisement offered to students;

“(iii) training on designing and implementing appropriate accommodations for students with disabilities, including the use of universal design for learning, where practicable;

“(iv) providing educators with opportunities—

“(I) to advance knowledge, skills, and understanding of all aspects of an industry and of the latest equipment, technologies, standards, and credentials required in the workplace, including through relevant industry pre-apprenticeships, apprenticeships (which may include registered apprenticeships), internships, externships, and simulated work environments; and
“(II) to learn how to use the relevant information described in subclause (I) in the classroom;

“(v) supporting teachers, principals, and other school leaders in managing career and technical education courses and career and technical education programs of study in their schools, postsecondary educational institutions, or school districts;

“(vi) supporting the implementation of effective strategies to improve student achievement and close inequities in access to, and in opportunities for, learning, skill development, or effective teaching, with such inequities to be identified by the eligible recipient; and

“(vii) any other activity determined necessary by the eligible recipient to provide sustained high-quality professional development for teachers, principals and other school leaders, administrators, career and guidance counselors, or any other individual determined appropriate by the eligible entity;
“(6) implement programs, practices, policies, or support services to ensure the closing of inequities in access to, and in opportunities for, learning, skill development, or effective teaching, with such inequities to be identified by the eligible recipient, among special populations, in order to prepare such populations for high skill, high wage, or high demand occupations; and

“(7) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the biennial needs assessment required under section 134(b) and the local report required under section 113(b)(4)(C).

“(b) COMBINATION OF FUNDS.—An eligible recipient may combine a portion of the funds provided to the eligible recipient under this part with a portion of funds available to 1 or more other eligible recipients to support the high-quality implementation of 1 or more career and technical education programs of study.”; and

(2) by redesignating subsection (d) as subsection (e).
PART B—GENERAL PROVISIONS

SEC. 151. REPEAL OF TECH PREP EDUCATION AND REORGANIZATION.

(a) Repeal.—Title II (20 U.S.C. 2371 et seq.) is repealed.

(b) Reorganization of Titles II and III.—The Act (20 U.S.C. 2301 et seq.) is amended—

(1) by redesignating title III as title II; and

(2) by redesignating sections 311 through 318 and 321 through 324 as sections 211 through 218 and 221 through 224, respectively.

SEC. 152. CONFORMING AMENDMENTS REGARDING FISCAL REQUIREMENTS.

Section 311 (20 U.S.C. 2391) is amended—

(1) in subsection (a), by striking “and tech prep program activities”; and

(2) in subsection (b)(1)(A), by striking “or tech prep programs”.

SEC. 153. VOLUNTARY SELECTION AND PARTICIPATION.

Section 214(2) (20 U.S.C. 2394(2)), as redesignated by section 151(b)(2), is amended by striking “that requires the attainment of” and inserting “or career and technical education program of study that requires the attainment of a recognized postsecondary credential,”.
SEC. 154. LIMITATION FOR CERTAIN STUDENTS.

Section 215 (20 U.S.C. 2395), as redesignated by section 151(2), is amended by striking “the seventh grade” and inserting “the middle grades”.

TITLE II—OTHER LAWS

SEC. 201. LABOR MARKET INFORMATION.

Section 15(e)(2)(B) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)(2)(B)) is amended to read as follows:

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

“(i) meet the needs of teachers, students, and administrators at secondary schools and postsecondary educational institutions (as such terms are so defined); and

“(ii) inform the identification and development of career and technical education programs;”.