

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

2

- 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.

2 Except as otherwise expressly provided, whenever in
3 this Act an amendment or repeal is expressed in terms
4 of an amendment to, or repeal of, a section or other provi-
5 sion, the reference shall be considered to be made to a
6 section or other provision of the Carl D. Perkins Career
7 and Technical Education Act of 2006 (20 U.S.C. 2301
8 et seq.).

1 **TITLE I—AMENDMENTS TO CARL**
2 **D. PERKINS CAREER AND**
3 **TECHNICAL EDUCATION ACT**
4 **OF 2006**

5 **SEC. 101. TABLE OF CONTENTS.**

6 Subsection (b) of section 1 will be amended.

7 **SEC. 102. PURPOSE.**

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

10 **“SEC. 2. PURPOSE.**

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

17 **SEC. 103. DEFINITIONS.**

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

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

21 (B) by redesignating paragraphs (6) and (7),
22 (8) and (9), (10), (11) through (14), (15), (17)
23 through (19), (20) through (23), (24) and (25), (27)
24 and (28), (29) through (31), and (33) and (34) as
25 paragraphs (9) and (10), (12) and (13), (16), (19)

1 through (22), (25), (28) through (30), (32) through
2 (35), (37) and (38), (39) and (40), (42) through
3 (44), and (45) and (46), respectively;

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

6 “(3) AREA CAREER AND TECHNICAL EDU-
7 CATION SCHOOL OR PROGRAM.—The term ‘area ca-
8 reer and technical education school or program’
9 means a school, program, or career academy that—

10 “(A) is designed to provide students with
11 the knowledge and the skills necessary to suc-
12 ceed in postsecondary education and the work-
13 force; and

14 “(B) is in—

15 “(i) a specialized public secondary
16 school—

17 “(I) used exclusively or prin-
18 cipally for the provision of career and
19 technical education; and

20 “(II) that is available to all stu-
21 dents;

22 “(ii) 1 or more departments of a pub-
23 lic secondary school—

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

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

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

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

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

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

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

24 (3) in paragraph (5)—

25 (A) in subparagraph (A)—

1 (i) in clause (i)—

2 (I) by striking “challenging aca-
3 demic standards” and inserting “the
4 challenging State academic standards
5 under section 1111(b)(1) of the Ele-
6 mentary and Secondary Education
7 Act of 1965”; and

8 (II) by inserting “, such as in in-
9 demand industry sectors or occupa-
10 tions” before the semicolon at the
11 end;

12 (ii) in clause (ii), by striking “, an in-
13 dustry recognized credential, a certificate,
14 or an associate degree” and inserting “or
15 a recognized postsecondary credential, in-
16 cluding through industry-recognized cre-
17 dentials”; and

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

20 (B) in subparagraph (B)—

21 (i) by striking “applied learning” and
22 all that follows through “problem-solving
23 skills,” and inserting “, work-based, or
24 other applied learning opportunities that
25 support the development of academic

1 knowledge, problem-solving skills, the abil-
2 ity to work collaboratively and commu-
3 nicate effectively,”;

4 (ii) by inserting “(such as profes-
5 sionalism and self-direction)” after “em-
6 ployability skills”;

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

9 (iv) by striking “aspects of” and in-
10 sserting “aspects and positions within”; and

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

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

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

19 “(D) to the extent practicable, are coordi-
20 nated between secondary and postsecondary
21 education programs, including—

22 “(i) articulated early college programs
23 with dual or concurrent enrollment pro-
24 gram opportunities; or

25 “(ii) career pathways that provide—

1 “(I) postsecondary credit; or

2 “(II) opportunities for advanced
3 placement classes or articulated cred-
4 it; and

5 “(E) may include career exploration at the
6 high school level or as early as the middle
7 grades (as defined in section 8101 of the Ele-
8 mentary and Secondary Education Act of
9 1965).”;

10 (4) by inserting after paragraph (5) the fol-
11 lowing:

12 “(6) CAREER AND TECHNICAL EDUCATION CON-
13 CENTRATOR.—The term ‘career and technical edu-
14 cation concentrator’ means—

15 “(A) at the high school level, a student
16 served by an eligible recipient who has com-
17 pleted 3 courses (in States that measure
18 progress in a CTE program of study through
19 course completion) or earned 3 credits (in
20 States that measure progress in such program
21 of study through credit attainment), in any
22 State-approved career and technical education
23 program of study, or has completed 2 courses
24 (in States that measure progress in a CTE pro-
25 gram of study through course completion) or

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

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

8 “(i) earned not less than 12 cumu-
9 lative career and technical education cred-
10 its from the eligible recipient or the equiva-
11 lent of the postsecondary component of a
12 State-approved career and technical edu-
13 cation program of study; or

14 “(ii) completed such a program if the
15 program encompasses fewer than 12 cred-
16 its or the equivalent in total.

17 “(7) CAREER AND TECHNICAL EDUCATION PAR-
18 TICIPANT.—The term ‘career and technical edu-
19 cation participant’ means an individual, whether in
20 high school or postsecondary education, who com-
21 pletes not less than 1 course or earns 1 credit in a
22 career and technical education program of study of
23 an eligible recipient.

24 “(8) CAREER AND TECHNICAL EDUCATION PRO-
25 GRAM OF STUDY; CTE PROGRAM OF STUDY.—The

1 term ‘career and technical education program of
2 study’ or ‘CTE program of study’ means a coordi-
3 nated, nonduplicative sequence of secondary and
4 postsecondary academic and technical content that—

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

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

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

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

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

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

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

25 (A) in subparagraph (A)—

1 (i) by inserting “and school dropouts”
2 after “students”; and

3 (ii) by inserting “, exploration oppor-
4 tunities,” after “career awareness”;

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

7 “(B) provides information to students and
8 school dropouts (and parents, as appropriate)
9 with respect to a career, financial aid, job train-
10 ing, secondary and postsecondary options (in-
11 cluding baccalaureate degree programs), dual or
12 concurrent enrollment programs, apprentice-
13 ships (which may include registered apprentice-
14 ships), financial literacy, and support services.”;

15 (6) by inserting after paragraph (10), as reded-
16 icated by paragraph (1), the following:

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

21 (7) by inserting after paragraph (13), as reded-
22 icated by paragraph (1), the following:

23 “(14) CREDIT TRANSFER AGREEMENT.—The
24 term ‘credit transfer agreement’ means a formal

1 agreement, such as an articulation agreement,
2 that—

3 “(A) is among and between—

4 “(i) secondary schools, local edu-
5 cational agencies or State educational
6 agencies; and

7 “(ii) postsecondary education institu-
8 tions or systems; and

9 “(B) grants students transcribed postsec-
10 ondary credit, which may include credit granted
11 to students in dual or concurrent enrollment
12 programs, dual credit, articulated credit, and
13 credit granted on the basis of performance on
14 technical assessments.

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

18 (8) by inserting after paragraph (16), as redes-
19 igned by paragraph (1), the following:

20 “(17) DUAL OR CONCURRENT ENROLLMENT
21 PROGRAM.—The term ‘dual or concurrent enrollment
22 program’ has the meaning given the term in section
23 8101 of the Elementary and Secondary Education
24 Act of 1965.

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

5 (9) in paragraph (21), as redesignated by para-
6 graph (1)—

7 (A) by striking subparagraph (F);

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

11 (C) by inserting before subparagraph (B),
12 as redesignated by subparagraph (B), the fol-
13 lowing:

14 “(A) a consortium of 2 or more of the enti-
15 ties described in subparagraphs (B) through
16 (F);”;

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

22 (E) in subparagraph (E), as redesignated
23 by subparagraph (B), by inserting “or” after
24 the semicolon at the end; and

1 (F) in subparagraph (F), as redesignated
2 by subparagraph (B), by striking “; or” and in-
3 serting a period;

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

6 (A) by striking subparagraph (B);

7 (B) by redesignating subparagraph (A) as
8 subparagraph (B);

9 (C) by inserting before subparagraph (B),
10 as redesignated by subparagraph (B), the fol-
11 lowing:

12 “(A) an eligible institution or consortium
13 of eligible institutions eligible to receive assist-
14 ance under section 132; or”;

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

17 (i) by striking “area career and tech-
18 nical education school” and inserting “area
19 career and technical education school or
20 program”; and

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

23 (11) by inserting after paragraph (22), as re-
24 designated by paragraph (1), the following:

1 “(23) ENGLISH LEARNER.—The term ‘English
2 learner’ means—

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

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

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

13 “(ii) who lives in a family or commu-
14 nity environment in which a language
15 other than English is the dominant lan-
16 guage.

17 “(24) EVIDENCE-BASED.—The term ‘evidence-
18 based’ has the meaning given the term in section
19 8101 of the Elementary and Secondary Education
20 Act of 1965.”;

21 (12) by inserting after paragraph (25), as re-
22 designated by paragraph (1), the following:

23 “(26) HIGH SCHOOL.—The term ‘high school’
24 has the meaning given the term in section 8101 of

1 the Elementary and Secondary Education Act of
2 1965.

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

8 (13) by inserting after paragraph (30), as re-
9 designated by paragraph (1), the following:

10 “(31) LOCAL WORKFORCE DEVELOPMENT
11 BOARD.—The term ‘local workforce development
12 board’ means a local workforce development board
13 established under section 107 of the Workforce In-
14 novation and Opportunity Act, subject to section
15 107(c)(4)(B)(i) of such Act.”;

16 (14) by striking paragraph (35), as redesign-
17 nated by paragraph (1), and inserting the following:

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

22 “(36) RECOGNIZED POSTSECONDARY CREDEN-
23 TIAL.—The term ‘recognized postsecondary creden-
24 tial’ means a credential consisting of an industry-
25 recognized certificate or certification, a certificate of

1 completion of an apprenticeship (which may include
2 a registered apprenticeship), a license recognized by
3 the State involved or Federal Government, or an as-
4 sociate or baccalaureate degree, as that term is de-
5 fined under section 3 of the Workforce Innovation
6 and Opportunity Act (29 U.S.C. 3102).”;

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

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

11 (B) by striking “The term ‘scientifically
12 based research’” and inserting “The term ‘sci-
13 entifically valid research’”;

14 (16) by inserting after paragraph (40), as re-
15 designated by paragraph (1), the following:

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

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

23 (A) in subparagraph (B), by striking “fos-
24 ter children” and inserting “youth who are in,
25 or have aged out of, the foster care system”;

1 (B) in subparagraph (E), by striking
2 “and” after the semicolon;

3 (C) by striking subparagraph (F) and in-
4 serting the following:

5 “(F) English learners; and”; and

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

7 “(G) homeless children and youth de-
8 scribed in section 3(24)(G) of the Workforce In-
9 novation and Opportunity Act (29 U.S.C.
10 3102(24)(G)).”;

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

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

16 “(47) UNIVERSAL DESIGN FOR LEARNING.—
17 The term ‘universal design for learning’ has the
18 meaning given the term in section 103 of the Higher
19 Education Act of 1965.

20 “(48) WORK-BASED LEARNING.—The term
21 ‘work-based learning’ means coordinated, sequenced,
22 and applied learning opportunities involving student
23 interactions with industry or community profes-
24 sionals in real, virtual, online, or simulated work en-
25 vironments that—

1 “(A) foster in-depth, first-hand engage-
2 ment with the tasks required of a given career
3 field;

4 “(B) are aligned to curriculum and in-
5 struction; and

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

8 **SEC. 104. TRANSITION PROVISIONS.**

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

10 (1) in the first sentence, by striking “(as
11 amended” and all that follows through the period at
12 the end and inserting the following: “(as amended
13 by the Career and Technical Education Act of 2016)
14 from any authority under the provisions of this Act,
15 as in effect on the day before the date of enactment
16 of the Career and Technical Education Act of
17 2016.”; and

18 (2) in the second sentence, by striking “Carl D.
19 Perkins Career and Technical Education Improve-
20 ment Act of 2006” and inserting “Career and Tech-
21 nical Education Act of 2016”.

22 **SEC. 105. PROHIBITIONS.**

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

24 (1) in subsection (a)—

1 (A) by inserting “career or technical edu-
2 cation program of study, career cluster,” after
3 “program of instruction,”; and

4 (B) by striking “311(b), and 323” and in-
5 serting “211(b), and 223”; and

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

7 “(f) PROHIBITIONS ON REGULATION AND STATE
8 PLAN APPROVAL.—

9 “(1) IN GENERAL.—Nothing in this Act shall
10 be construed to authorize or permit the Secretary—

11 “(A) when promulgating any rule or regu-
12 lation, to promulgate any rule or regulation on
13 the development or implementation of the state-
14 wide accountability system established under
15 section 113 that would—

16 “(i) add new requirements that are in-
17 consistent with or outside the scope of this
18 Act;

19 “(ii) add new criteria that are incon-
20 sistent with or outside the scope of this
21 Act; or

22 “(iii) be in excess of statutory author-
23 ity granted to the Secretary;

1 “(B) as a condition of approval of the
2 State plan, or revisions or amendments to the
3 State plan, submitted under section 122, to—

4 “(i) require a State to add any re-
5 quirements that are inconsistent with or
6 outside the scope of this Act;

7 “(ii) require a State to add or delete
8 one or more specific elements of the chal-
9 lenging State academic standards under
10 section 1111(b)(1) of the Elementary and
11 Secondary Education Act of 1965; or

12 “(iii) prescribe—

13 “(I) any specific performance or
14 accountability indicator that a State
15 shall establish for all students, or for
16 any special populations or subgroups
17 of students, beyond the indicators spe-
18 cifically delineated in section 113, in-
19 cluding—

20 “(aa) the specific target lev-
21 els of performance on the pri-
22 mary indicators of performance
23 for career and technical edu-
24 cation students required under

1 subparagraphs (A) and (B) of
2 section 113(b)(2);

3 “(bb) any additional indica-
4 tors of performance, and their
5 associated proposed and adjusted
6 levels of performance, identified
7 by an eligible agency under sec-
8 tion 113(b)(2)(C);

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

15 “(dd) the specific progress
16 expected from any special popu-
17 lation or subgroup of students in
18 meeting such levels of perform-
19 ance on the primary indicators;
20 or

21 “(ee) the extent to which a
22 specific level of performance is
23 likely to improve equitable aca-
24 demic and labor market out-
25 comes;

1 “(II) the specific preparation and
2 qualifications of teachers and faculty
3 of career and technical education;

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

8 “(IV) the specific academic and
9 career and technical education
10 achievement and employment out-
11 comes of career and technical edu-
12 cation concentrators;

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

21 “(VI) the specific content of a
22 career and technical education pro-
23 gram of study provided by a State or
24 other eligible entity under this Act, in-
25 cluding employability skills,

1 foundational skills, skills development,
2 simulated work environment, technical
3 skills, technical skills proficiency, or
4 technical skills attainment;

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

7 “(i) in seeking to provide explanation
8 of requirements under this Act for any
9 State or other eligible entities, either in re-
10 sponse to a request for information or in
11 anticipation of such a request, provides a
12 strictly limited or exhaustive list to illus-
13 trate successful implementation of provi-
14 sions under this Act; or

15 “(ii) purports to be legally binding; or

16 “(D) to require data collection under this
17 Act regarding data that is not derived from ex-
18 isting Federal, State, and local reporting re-
19 quirements.

20 “(2) DEFINING TERMS.—In carrying out this
21 Act, the Secretary shall not, through regulation or
22 as a condition of approval of a State plan or revi-
23 sions or amendments to a State plan, establish a
24 definition of any term used in this Act, or otherwise
25 prescribe any specification or clarification for any

1 such term, that is inconsistent with or outside the
2 scope of this Act or is in violation of paragraph
3 (1).”.

4 **SEC. 106. AUTHORIZATION OF APPROPRIATIONS.**

5 Section 9 (20 U.S.C. 2307) is amended—

6 (1) by striking “, and title II”; and

7 (2) by striking “2007 through 2012” and in-
8 serting “2017 through 2022”.

9 **PART A—CAREER AND TECHNICAL EDUCATION**

10 **ASSISTANCE TO THE STATES**

11 **SEC. 111. WITHIN STATE ALLOCATION.**

12 Section 112(a)(2)(A) (20 U.S.C. 2322(a)(2)(A)) is
13 amended—

14 (1) by striking “1 percent” and inserting “1.5
15 percent”; and

16 (2) by inserting “educational” before “institu-
17 tions that serve individuals with disabilities”.

18 **SEC. 112. ACCOUNTABILITY.**

19 (a) REORGANIZATION.—Section 113 (20 U.S.C.
20 2323) is amended—

21 (1) in subsection (c)—

22 (A) by redesignating paragraph (1), and
23 subparagraphs (A) and (B) of paragraph (1),
24 as clause (i), and subclauses (I) and (II) of
25 clause (i), respectively;

1 (B) by redesignating paragraph (2), and
2 subparagraphs (A) and (B) of paragraph (2),
3 as clause (ii), and subclauses (I) and (II) of
4 clause (ii), respectively;

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

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

11 (2) by redesignating subsection (c) as subpara-
12 graph (C) of subsection (b)(3), and moving the mar-
13 gins of such subparagraph (including the margins of
14 the clauses and subclauses of such subparagraph) 4
15 ems to the right; and

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

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

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

24 (2) by striking paragraph (1) and inserting the
25 following:

1 “(1) IN GENERAL.—For each eligible agency,
2 accountability measures shall consist of—

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

6 “(B) the additional indicators of perform-
7 ance (if any) identified by the eligible agency
8 under paragraph (2)(C); and

9 “(C) a State target level of performance
10 described in paragraph (3)(A) for each indi-
11 cator described in paragraph (2).”;

12 (3) in paragraph (2)—

13 (A) in subparagraph (A)—

14 (i) in the subparagraph heading—

15 (I) by striking “CORE” and in-
16 serting “PRIMARY”; and

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

19 (ii) in the matter preceding clause (i),
20 by striking “Each eligible” and all that fol-
21 lows through “following:” and inserting the
22 following: “The primary indicators of per-
23 formance for career and technical edu-
24 cation concentrators at the secondary level

1 shall be the following valid and reliable
2 measures:”;

3 (iii) in clause (i), by striking “Stu-
4 dent” and inserting “Concentrator”; and

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

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

10 “(I) the 4-year adjusted cohort
11 graduation rate, defined in a manner
12 consistent with section 8101 of the
13 Elementary and Secondary Education
14 Act of 1965, for the career and tech-
15 nical education concentrators; and

16 “(II) at the discretion of the
17 State, the extended-year adjusted co-
18 hort graduation rate, defined in a
19 manner consistent with such section,
20 for the career and technical education
21 concentrators.

22 “(iii) The percentage of career and
23 technical education concentrators who have
24 obtained a recognized postsecondary cre-
25 dential by not later than 1 year following

1 the concentrator’s exit from secondary edu-
2 cation, to the extent calculating such per-
3 centage is practicable.

4 “(iv) The percentage of career and
5 technical education concentrators who, in
6 the second quarter following the program
7 year in which the concentrators exit sec-
8 ondary education, are—

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

11 “(II) serving in the military, a
12 service program that receives assist-
13 ance under title I of the National and
14 Community Service Act of 1990 (42
15 U.S.C. 12511 et seq.), the Peace
16 Corps, or other national service; or

17 “(III) in unsubsidized employ-
18 ment.

19 “(v) The percentage of career and
20 technical education concentrators in career
21 and technical education programs or CTE
22 programs of study that lead to nontradi-
23 tional fields.”;

24 (B) by striking subparagraph (B) and in-
25 serting the following:

1 “(B) PRIMARY INDICATORS OF PERFORM-
2 ANCE FOR CAREER AND TECHNICAL EDUCATION
3 CONCENTRATORS AT THE POSTSECONDARY
4 LEVEL.—The primary indicators of perform-
5 ance for career and technical education con-
6 centrators at the postsecondary level shall be
7 the following valid and reliable measures:

8 “(i) The percentage of career and
9 technical education concentrators who ob-
10 tain a recognized postsecondary credential
11 during participation in, or not later than 1
12 year after exit from, the career and tech-
13 nical education program or CTE program
14 of study.

15 “(ii) The percentage of career and
16 technical education concentrators who,
17 during a program year, are in an education
18 or training program that leads to a recog-
19 nized postsecondary credential or employ-
20 ment and who are achieving measurable
21 skill gains toward such a credential or em-
22 ployment, which the State may choose to
23 measure—

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

1 under section 116(b)(2)(A)(i)(V) of
2 the Workforce Innovation and Oppor-
3 tunity Act (29 U.S.C.
4 3141(b)(2)(A)(i)(V));

5 “(II) in another manner identi-
6 fied by the Secretary of Education; or

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

10 “(iii) The percentage of career and
11 technical education concentrators who,
12 during the second quarter after exit from
13 a career and technical education pro-
14 gram—

15 “(I) are in unsubsidized employ-
16 ment;

17 “(II) are in the military, a serv-
18 ice program that receives assistance
19 under title I of the National and Com-
20 munity Service Act of 1990 (42
21 U.S.C. 12511 et seq.), or the Peace
22 Corps;

23 “(III) remain in postsecondary
24 education; or

1 “(IV) transfer to a baccalaureate
2 degree or apprenticeship (which may
3 include a registered apprenticeship)
4 program.

5 “(iv) The percentage of career and
6 technical education concentrators in non-
7 traditional fields.”;

8 (C) in subparagraph (C)—

9 (i) by striking “PERFORMANCE.—An”
10 and inserting the following: “PERFORM-
11 ANCE.—

12 “(i) IN GENERAL.—An”;

13 (ii) by inserting “, including indica-
14 tors used by the eligible agency before the
15 date of enactment of the Career and Tech-
16 nical Education Act of 2016,” after “addi-
17 tional indicators of performance”; and

18 (iii) by adding at the end the fol-
19 lowing:

20 “(ii) STATE ROLE.—Any additional
21 indicators of performance described in
22 clause (i) shall be established solely by
23 each eligible agency with input from the el-
24 igible recipients.”; and

1 (D) by striking subparagraphs (D) through
2 (F) and inserting the following:

3 “(D) ALIGNMENT OF PERFORMANCE INDI-
4 CATORS.—Each State and eligible agency shall,
5 to the greatest extent practicable, align the data
6 elements and definitions related to the indica-
7 tors of performance under this paragraph so
8 that—

9 “(i) substantially similar information
10 gathered for other State and Federal pro-
11 grams, or for any other purpose, is used to
12 meet the requirements of this section; and

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

19 (4) in paragraph (3)—

20 (A) in subparagraph (A)—

21 (i) in the subparagraph heading, by
22 striking “ADJUSTED LEVELS OF PERFORM-
23 ANCE FOR CORE” and inserting “TARGET
24 LEVELS OF PERFORMANCE FOR PRIMARY”;

25 (ii) in clause (i)—

1 (I) in the matter preceding sub-
2 clause (I)—

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

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

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

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

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

15 “(I) IDENTIFICATION OF TARGET
16 LEVELS OF PERFORMANCE.—Subject
17 to section 4, each eligible agency shall
18 identify, in the State plan submitted
19 under section 122, target levels of
20 performance for each of the primary
21 indicators of performance for the first
22 2 program years covered by the State
23 plan.

24 “(II) REPORTING AND DISSEMI-
25 NATION.—Upon establishment of the

1 target levels of performance identified
2 in accordance with subclause (I), the
3 eligible agency shall report the target
4 levels of performance to the Secretary
5 and immediately disseminate the tar-
6 get levels of performance—

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

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

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

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

20 “(I) IDENTIFICATION.—Prior to
21 the third program year covered by the
22 State plan, and every second year cov-
23 ered by the State plan thereafter
24 (which third and every second year
25 may be referred to in this paragraph

1 as ‘establishment years’), each eligible
2 agency shall identify the State target
3 levels of performance for each of the
4 primary indicators of performance for
5 the establishment year and the subse-
6 quent program year covered by the
7 State plan, taking into account the
8 factors described in clause (v). The
9 State target levels of performance
10 identified under this subclause shall
11 be incorporated into the State plan.

12 “(II) REPORTING AND DISSEMI-
13 NATION.—On establishment of the
14 State target levels of performance for
15 each of the primary indicators of per-
16 formance for the establishment year
17 and the subsequent program year
18 under subclause (I), the eligible agen-
19 cy shall report such target levels of
20 performance to the Secretary and dis-
21 seminate the State levels of perform-
22 ance in the same manner as described
23 in clause (ii)(II).

24 “(iv) ROLE OF THE SECRETARY.—
25 The role of the Secretary in the identifica-

1 participants entered the program and
2 the services or instruction to be pro-
3 vided;

4 “(II) except for the first program
5 year covered by the State plan, be ad-
6 justed, each year for which levels are
7 identified under clause (ii) or (iii),
8 taking into account (by comparison
9 with the prior such year)—

10 “(aa) the differences among
11 States in economic conditions (in-
12 cluding differences in unemploy-
13 ment rates and job losses or
14 gains in particular industries);

15 “(bb) the characteristics of
16 program participants when the
17 participants entered the program
18 involved; and

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

23 “(III) take into account the ex-
24 tent to which such target levels of per-
25 formance promote continuous im-

1 provement on the indicators of per-
2 formance by such State.

3 “(vi) LEVELS OF PERFORMANCE.—

4 “ (I) IN GENERAL.—At the end of
5 each program year, the eligible agency
6 shall determine the levels of perform-
7 ance obtained by the State on each of
8 the primary indicators of performance
9 for that program year.

10 “(II) REPORTING AND DISSEMI-
11 NATION.—The eligible agency shall,
12 for each program year, report the
13 State levels of performance described
14 in subclause (I) for each of the pri-
15 mary indicators of performance to the
16 Secretary and immediately dissemi-
17 nate the State levels of performance
18 in the manner described in clause
19 (ii)(II).

20 “(vii) ADJUSTED LEVELS OF PER-
21 FORMANCE.—

22 “(I) IN GENERAL.—The eligible
23 agency may adjust the actual levels of
24 performance described in clause (vi)
25 on each of the primary indicators of

1 performance for the State and the
2 program year, to account for the ac-
3 tual economic conditions in a State
4 and the characteristics of the con-
5 centrators. The role of the Secretary
6 in such adjustment shall be limited to
7 providing technical assistance, upon a
8 written request from the eligible agen-
9 cy, in adjusting the State's levels of
10 performance.

11 “(II) TREATMENT OF ADJUSTED
12 LEVELS OF PERFORMANCE.—Any ad-
13 justed level of performance under sub-
14 clause (I) shall be used as the State's
15 level of performance for the applicable
16 program year for purposes of sub-
17 paragraph (C)(i)(II), section 123(a),
18 and for other provisions of this Act,
19 except for the reporting requirements
20 of subclause (III) and clause (vi)(II).

21 “(III) REPORTING AND DISSEMI-
22 NATION.—In any case where an eligi-
23 ble agency or the Secretary, upon the
24 eligible agency's request, adjusts any
25 State level of performance under sub-

1 clause (I) for a primary indicator of
2 performance and a program year, the
3 eligible agency shall—

4 “(aa) immediately report, to
5 the Secretary, the State level of
6 performance on the indicator (as
7 described in clause (vi)), the ad-
8 justed State level of performance
9 under subclause (I), and the rea-
10 sons for the adjustment; and

11 “(bb) disseminate the infor-
12 mation described in item (aa) in
13 the same manner as described in
14 clause (ii)(II).”; and

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

17 (i) in clause (i)(I)—

18 (I) by striking “core” and insert-
19 ing “primary”; and

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

22 (ii) in clause (ii)—

23 (I) in the matter preceding sub-
24 clause (I)—

1 (aa) by striking “paragraphs
2 (3) and (4)” and inserting
3 “clauses (iii) and (iv)”; and
4 (bb) by striking “or 201”;
5 (II) in subclause (I)—
6 (aa) by striking
7 “1111(h)(1)(C)(i)” and inserting
8 “1111(h)(1)(C)(ii)”;
9 (bb) by striking “section
10 3(29)” and inserting “section
11 3(42)”; and
12 (cc) by striking “; and” and
13 inserting “, and by the career
14 and technical education programs
15 of study of the career and tech-
16 nical education concentrators of
17 the State or, if reporting by pro-
18 gram of study is impractical, by
19 the career clusters of such con-
20 centrators;”;
21 (III) in subclause (II)—
22 (aa) by striking “adjusted
23 levels” and inserting “target lev-
24 els”; and

1 (bb) by striking the period
2 at the end and inserting “; and”;
3 and

4 (IV) by adding at the end the fol-
5 lowing:

6 “(III) make available, consistent
7 with the requirements of section 444
8 of the General Education Provisions
9 Act (20 U.S.C. 1232g, commonly
10 known as the ‘Family Educational
11 Rights and Privacy Act of 1974’), the
12 information described in this clause
13 for the purposes of determining and
14 developing evidence-based approaches
15 to improving the effectiveness of ca-
16 reer and technical education pro-
17 grams.”; and

18 (iii) in clause (v)—

19 (I) in the matter preceding sub-
20 clause (I), by striking “The Sec-
21 retary—” and inserting “Within 180
22 days of receiving the report and data
23 described in clauses (i) and (ii), the
24 Secretary—”; and

1 (II) in subparagraph (C), by in-
2 sserting “Committee on Health, Edu-
3 cation, Labor, and Pensions of the
4 Senate, the Committee on Education
5 and the Workforce of the House of
6 Representatives, and other” after
7 “provide the”; and

8 (5) in paragraph (4)—

9 (A) in subparagraph (A)—

10 (i) in the subparagraph heading, by
11 striking “LOCAL ADJUSTED LEVELS OF
12 PERFORMANCE FOR CORE” and inserting
13 “LOCAL TARGET LEVELS OF PERFORM-
14 ANCE FOR PRIMARY”;

15 (ii) in clause (i)—

16 (I) in the matter preceding sub-
17 clause (I)—

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

21 (bb) by striking “core indi-
22 cators” and inserting “primary
23 indicators”; and

24 (cc) by striking “The levels
25 of performance” and inserting

1 “The target levels of perform-
2 ance”; and

3 (II) in subclause (I)—

4 (aa) by striking “in a per-
5 centage or numerical form” and
6 inserting “as a percentage”;

7 (bb) by striking “State lev-
8 els” and inserting “State target
9 levels”;

10 (iii) in clause (ii)—

11 (I) by striking “IN THE LOCAL
12 PLAN.—Each” and inserting the fol-
13 lowing: “AND DISSEMINATION FOR
14 THE FIRST 2 YEARS.—

15 “(I) IDENTIFICATION.—Each”;

16 (II) by striking “levels of per-
17 formance” and inserting “target levels
18 of performance”;

19 (III) by adding at the end the
20 following:

21 “(II) REPORTING AND DISSEMI-
22 NATION.—The eligible recipient shall
23 report the local target levels of per-
24 formance for each of the primary indi-
25 cators of performance identified in

1 clause (i) to the State and disseminate
2 the local target levels of perform-
3 ance—

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

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

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

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

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

19 “(I) IDENTIFICATION.—Prior to
20 the third program year covered by the
21 local plan, and every second year
22 thereafter (which third and every sec-
23 ond years may be referred to in this
24 paragraph as ‘establishment years’),
25 each eligible recipient shall identify

1 the local target levels of performance
2 for each of the primary indicators of
3 performance identified in clause (ii)(I)
4 for the establishment year and the
5 subsequent program year covered by
6 the local plan, taking into account the
7 factors described in paragraph
8 (3)(A)(v).

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

17 “(iv) LEVELS OF PERFORMANCE.—

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

24 “(II) REPORTING AND DISSEMI-
25 NATION.—Each eligible recipient

1 shall, for each program year, report
2 the levels of performance described in
3 subclause (I) of the eligible recipient
4 for each of the primary indicators of
5 performance to the Secretary and im-
6 mediately disseminate such levels of
7 performance in the same manner as
8 described in clause (ii)(II).

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

12 “(I) IN GENERAL.—At the end of
13 a program year and upon a written
14 request from an eligible recipient, the
15 State or, at the request of the State,
16 the Secretary, may adjust any of the
17 eligible recipient’s levels of perform-
18 ance described in clause (iv) for any
19 of the program’s primary indicators of
20 performance described in paragraph
21 (3)(A)(ii), for that program year and
22 locality, to account for the actual eco-
23 nomic conditions and characteristics
24 of participants (as described in para-
25 graph (3)(A)(v)(II)) in that program

1 during that program year in such lo-
2 cality.

3 “(II) TREATMENT OF ADJUSTED
4 LEVELS OF PERFORMANCE.—Any ad-
5 justed level of performance described
6 in subclause (I) shall be used as the
7 eligible recipient’s level of perform-
8 ance for the applicable program year
9 for purposes of subparagraph
10 (C)(i)(II), section 123(a), and for any
11 other provision under this Act (except
12 for the reporting requirements of sub-
13 clause (III) and clause (iv)(II)).

14 “(III) REPORTING AND DISSEMI-
15 NATION.—In any case where an eligi-
16 ble recipient has a level of perform-
17 ance for a primary indicator of per-
18 formance adjusted under subclause (I)
19 for a program year, the eligible recipi-
20 ent shall—

21 “(aa) immediately report, to
22 the State, the eligible recipient’s
23 level of performance on the indi-
24 cator (as described in subclause
25 (I)), the level of performance as

1 adjusted under subclause (II),
2 and the reason for the adjust-
3 ment; and

4 “(bb) disseminate the infor-
5 mation described in item (aa) in
6 the same manner as described in
7 clause (ii)(II).”; and

8 (B) in subparagraph (C)—

9 (i) in clause (i)—

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

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

15 (ii) in clause (ii)—

16 (I) in the matter preceding sub-
17 paragraph (A), by striking “described
18 in section 112 shall” and inserting
19 “described in section 131 or 132”;

20 (II) in subclause (I)—

21 (aa) by inserting “shall” be-
22 fore “disaggregate”;

23 (bb) by striking
24 “1111(h)(1)(C)(i)” and inserting
25 “1111(h)(1)(C)(ii)”;

1 (cc) by striking “section
2 3(29)” and inserting “section
3 3(42)”; and

4 (dd) by striking “; and” and
5 inserting “, and by the career
6 and technical education programs
7 of study of the career and tech-
8 nical education concentrators of
9 the State or, if reporting by pro-
10 gram of study is impractical, by
11 the career clusters of such con-
12 centrators; and”;

13 (III) in subclause (II)—

14 (aa) by inserting “shall” be-
15 fore “identify”; and

16 (bb) by striking the period
17 at the end and inserting a semi-
18 colon; and

19 (IV) by adding at the end the fol-
20 lowing:

21 “(III) shall make available, con-
22 sistent with the requirements of sec-
23 tion 444 of the General Education
24 Provisions Act (20 U.S.C. 1232g,
25 commonly known as the ‘Family Edu-

1 cational Rights and Privacy Act of
2 1974'), the information described in
3 this paragraph for the purposes of de-
4 termining and developing evidence-
5 based approaches to improving the ef-
6 fectiveness of career and technical
7 education programs; and

8 “(IV) with respect to eligible re-
9 cipients—

10 “(aa) serving at the sec-
11 ondary level, may utilize, con-
12 sistent with the requirements of
13 section 444 of the General Edu-
14 cation Provisions Act (20 U.S.C.
15 1232g, commonly known as the
16 ‘Family Educational Rights and
17 Privacy Act of 1974’), the meas-
18 ure described in section
19 116(b)(2)(A)(i)(VI) of the Work-
20 force Innovation and Opportunity
21 Act (29 U.S.C.
22 3141(b)(2)(A)(i)(V)) and report
23 outcomes on such measure to the
24 eligible agency; and

1 “(bb) serving at the postsec-
2 ondary level, shall utilize, to the
3 extent practicable and consistent
4 with the requirements of section
5 444 of the General Education
6 Provisions Act (20 U.S.C. 1232g,
7 commonly known as the ‘Family
8 Educational Rights and Privacy
9 Act of 1974’), the measure de-
10 scribed in section
11 116(b)(2)(A)(i)(VI) of the Work-
12 force Innovation and Opportunity
13 Act (29 U.S.C.
14 3141(b)(2)(A)(i)(V)) and report
15 outcomes on such measure to the
16 eligible agency.”;

17 (iii) in clause (iii), by striking “sub-
18 section (c)(3)” and inserting “paragraph
19 (3)(C)(iii)”;

20 (iv) in clause (v), by striking “to the
21 public” and all that follows through the pe-
22 riod at the end and inserting the following:
23 “to the public—

24 “(I) widely, including specifically
25 to students, parents, and educators;

1 “(i) consult with eligible agencies, the
2 Institute of Education Sciences, eligible re-
3 cipients, and career and technical edu-
4 cation educators; and

5 “(ii) collaborate with the business,
6 labor, workforce development, and eco-
7 nomic development sectors.”; and

8 (B) in paragraph (2)—

9 (i) in subparagraph (B), by inserting
10 “,acting through the Director of the Insti-
11 tute of Education Sciences,” after “the
12 Secretary”; and

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

16 (4) in subsection (d)—

17 (A) in paragraph (1)—

18 (i) in subparagraph (A)—

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

23 (II) by striking “advise the Sec-
24 retary” and inserting “advise the Di-
25 rector and Secretary”; and

1 (III) by inserting “, any other in-
2 formation or evaluation in addition to
3 the description and evaluation re-
4 quired under paragraph (2)(B)(i) that
5 the panel determines are necessary
6 and appropriate,” after “addressed”;
7 (ii) in subparagraph (B)—
8 (I) by redesignating clause (vi) as
9 clause (viii);
10 (II) in clause (v), by striking
11 “and” after the semicolon; and
12 (III) by inserting after clause (v)
13 the following:
14 “(vi) individuals with expertise on ad-
15 dressing inequities in access to, and in op-
16 portunities for, learning, skill development,
17 or effective teaching;
18 “(vii) members of special populations;
19 and”; and
20 (iii) in subparagraph (C), by inserting
21 “the Director,” after “the Secretary,”;
22 (B) in paragraph (2)—
23 (i) in subparagraph (A)—
24 (I) by striking “the Secretary
25 shall provide for the conduct of an

1 independent” and inserting “the Sec-
2 retary, acting through the Director,
3 shall conduct an independent”;

4 (II) by striking “the Carl D. Per-
5 kins Career and Technical Education
6 Improvement Act of 2006, to the ex-
7 tent practicable,” and inserting “the
8 Career and Technical Education Act
9 of 2016”; and

10 (III) by adding at the end the
11 following: “Whenever possible, data
12 used for the evaluation and assess-
13 ment for a fiscal year shall be the
14 most recent data available and from
15 the 5-year period preceding such fiscal
16 year.”;

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

19 “(B) CONTENTS.—The assessment re-
20 quired under subparagraph (A) shall include—

21 “(i) a description and evaluation of
22 the extent, and success, of the integration
23 of rigorous and challenging academic and
24 career and technical education for career
25 and technical education participants in ca-

1 reer and technical education programs,
2 which shall include a review of the effect of
3 such integration on the academic and tech-
4 nical proficiency achievement of such par-
5 ticipants (including how such participants
6 perform relative to the primary indicators
7 of performance described in section 113)
8 and on wages earned;

9 “(ii) a description and evaluation of—

10 “(I) employer involvement in,
11 satisfaction with, and benefit from,
12 career and technical education pro-
13 grams and CTE programs of study;
14 and

15 “(II) the preparation for and
16 performance in employment of career
17 and technical education participants
18 and career and technical education
19 concentrators; and

20 “(iii) any other description or evalua-
21 tion determined necessary and appropriate
22 by the Secretary, in consultation with the
23 Director, which may include—

1 “(I) any recommendations by the
2 independent advisory panel appointed
3 under paragraph (1);

4 “(II) the extent to which State,
5 local, and tribal entities have devel-
6 oped, implemented, or improved State
7 and local career and technical edu-
8 cation programs assisted under this
9 Act and met the needs identified by
10 the State plans and local plans under
11 sections 122 and 134, respectively;

12 “(III) the preparation and quali-
13 fications of teachers and faculty of ca-
14 reer and technical education (such as
15 meeting State established teacher cer-
16 tification or licensing requirements),
17 as well as shortages of such teachers
18 and faculty;

19 “(IV) academic and career and
20 technical education achievement and
21 employment outcomes of career and
22 technical education participants,
23 disaggregated by the subcategories de-
24 scribed in section 113(b)(4)(C)(ii)(I),
25 including analyses of—

1 “(aa) the extent to which ca-
2 reer and technical education pro-
3 grams prepare participants, in-
4 cluding special populations, for—

5 “(AA) subsequent em-
6 ployment in high-skill, high-
7 wage, or high-demand occu-
8 pations (including those oc-
9 cupations in which mathe-
10 matics and science skills are
11 critical); or

12 “(BB) participation in
13 postsecondary education;
14 and

15 “(bb) the extent to which el-
16 igible recipients have addressed
17 inequities in access to, and in op-
18 portunities for, learning, skill de-
19 velopment, or effective teaching,
20 with such inequities to be identi-
21 fied by the State;

22 “(V) the use of educational tech-
23 nology and distance learning with re-
24 spect to career and technical edu-
25 cation programs; and

1 “(VI) the effect of State and
2 local levels of performance on the de-
3 livery of career and technical edu-
4 cation services, including the percent-
5 age of career and technical education
6 students meeting the State and local
7 target levels of performance described
8 in paragraphs (3) and (4) of section
9 113(b).”; and
10 (iii) in subparagraph (C)—
11 (I) in the subparagraph heading,
12 by inserting “AND DISSEMINATION”
13 after “REPORTS”;
14 (II) in clause (i)—
15 (aa) in subclause (I), by
16 striking “on or before January 1,
17 2010; and” and inserting “by not
18 later than 180 days after the
19 date of enactment of the Career
20 and Technical Education Act of
21 2016, that builds on studies and
22 analyses existing as of such date
23 of enactment;”;

1 (bb) in subclause (II), by
2 striking “2011.” and inserting
3 “2018; and”; and

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

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

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

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

13 “(ii) DISSEMINATION.—The Secretary
14 shall disseminate the interim and final re-
15 ports and annual updates described in sub-
16 clauses (I), (II), and (III) of clause (i)
17 widely and on a timely basis to State and
18 local officials and educators.”; and

19 (V) in clause (iii), as redesign-
20 nated by subclause (III)—

21 (aa) by inserting “(including
22 the Institute of Education
23 Sciences)” after “Department of
24 Education”; and

1 (bb) by striking “the Sec-
2 retary” each place the term ap-
3 pears and inserting “the Sec-
4 retary, the Director”;

5 (C) in paragraph (3)(A)—

6 (i) by inserting “as long as such infor-
7 mation does not reveal any personally iden-
8 tifiable information” after “section
9 113(b)”;

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

12 (D) in paragraph (4)—

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

15 “(A) IN GENERAL.—From amounts made
16 available under subsection (f), the Secretary,
17 after consultation with the Director, the Com-
18 missioner for Education Research, and the
19 States, and with input from the independent
20 advisory panel established under subsection
21 (d)(1)(A), shall award, in accordance with sub-
22 subparagraph (B), grants, contracts, or cooperative
23 agreements, on a competitive basis, to an insti-
24 tution of higher education, a public or private
25 nonprofit organization or agency, or a consor-

1 appropriate to assist State and eligible re-
2 cipients of funds under this Act.”;

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

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

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

11 “(i) after consultation with the Direc-
12 tor and the Commissioner for Education
13 Research; and

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

17 (iv) in subparagraph (C), as redesign-
18 nated by clause (ii)—

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

21 (II) by striking “center” both
22 places it appears and inserting “enti-
23 ty”; and

24 (v) in subparagraph (D), as redesign-
25 nated by clause (ii)—

1 (I) by inserting “on a timely
2 basis, including through any public
3 and relevant networks and, as appro-
4 priate and relevant, technical assist-
5 ance providers within the Depart-
6 ment” before the period at the end;
7 and

8 (II) by striking “center” and in-
9 serting “entity”; and

10 (E) by striking paragraph (5) and insert-
11 ing the following:

12 “(5) DEMONSTRATIONS AND DISSEMINATION.—

13 “(A) DEMONSTRATIONS.—The Secretary,
14 in consultation with the Director, is authorized
15 to carry out demonstration career and technical
16 education programs, to replicate model career
17 and technical education programs, and to pro-
18 vide technical assistance upon request of a
19 State.

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

23 “(i) widely, including through the net-
24 works described in paragraph (4)(D) and,
25 as appropriate and relevant, technical as-

1 assistance providers within the Institute and
2 the Department;

3 “(ii) on a timely basis; and

4 “(iii) for the purposes of developing,
5 improving, and identifying the most suc-
6 cessful methods and techniques for pro-
7 viding career and technical education pro-
8 grams assisted under this Act.”;

9 (5) by redesignating subsection (e) as sub-
10 section (f);

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

13 “(e) CAREER AND TECHNICAL EDUCATION INNOVA-
14 TION.—

15 “(1) PURPOSE.—The purpose of this subsection
16 is to support innovative strategies and activities or
17 the replication and expansion of evidence-based
18 strategies and activities in order to improve career
19 and technical education, prepare students for suc-
20 cess in the workforce, and align workforce skills with
21 labor market needs.

22 “(2) DEFINITIONS.—

23 “(A) PAY-FOR-SUCCESS INITIATIVE.—In
24 this subsection, the term ‘pay-for-success initia-

1 tive’ means an initiative, carried out under a
2 grant, contract, or cooperative agreement—

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

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

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

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

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

21 “(ii) uses measures that are scientif-
22 ically sound to determine improvement in
23 agreed-upon academic, developmental,
24 postsecondary, or employment outcomes
25 and experiences for participants;

1 “(iii) includes a rigorous, third-party
2 evaluation that uses experimental or quasi-
3 experimental design or other research
4 methodologies that allow for the strongest
5 possible causal inferences, to determine
6 whether the project has met the measures;

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

10 “(v) is carried out under a grant, con-
11 tract, or cooperative agreement that has a
12 requirement that payments are made to
13 the recipient of the grant, contract, or co-
14 operative agreement only when the meas-
15 ures are met, except that the public entity
16 may make payments to compensate the
17 third party conducting the evaluation de-
18 scribed in clause (iii).

19 “(C) EXCLUSION.—For purposes of sub-
20 paragraphs (A) and (B), the term ‘initiative’
21 does not include a project that—

22 “(i) reduces the special education or
23 related services that a student would other-
24 wise receive under the Individuals with

1 Disabilities Education Act (20 U.S.C.
2 1400 et seq.); or

3 “(ii) otherwise reduces the rights of
4 the student or parents or the obligations of
5 an entity under such Act, the Rehabilita-
6 tion Act of 1973 (29 U.S.C. 701 et seq.),
7 the Americans with Disabilities Act of
8 1990 (42 U.S.C. 12101 et seq.), or any
9 other law.

10 “(3) GRANTS AUTHORIZED.—

11 “(A) IN GENERAL.—Subsequent to con-
12 ducting research and evaluation under sub-
13 section (c), the Secretary may make grants to
14 eligible entities to enable the eligible entities
15 to—

16 “(i) create, develop, implement, rep-
17 licate, or take to scale entrepreneurial, evi-
18 dence-based, field-initiated innovations to
19 improve student outcomes in career and
20 technical education; and

21 “(ii) rigorously evaluate such innova-
22 tions, in accordance with paragraph (10).

23 “(B) DESCRIPTION OF GRANTS.—If the
24 Secretary elects to make grants under subpara-
25 graph (A) for any fiscal year, the Secretary

1 shall make grants for such year from 1 or more
2 of the following categories:

3 “(i) Early-phase grants to fund the
4 development, implementation, and feasi-
5 bility testing of a program, which prior re-
6 search suggests has promise, for the pur-
7 pose of determining whether the program
8 can successfully improve student outcomes
9 in career and technical education.

10 “(ii) Mid-phase grants to fund imple-
11 mentation and a rigorous evaluation of a
12 program that has been successfully imple-
13 mented under an early-phase grant de-
14 scribed in clause (i) or other effort meeting
15 similar criteria, for the purpose of meas-
16 uring the program’s impact and cost effec-
17 tiveness, if possible using existing adminis-
18 trative data.

19 “(iii) Expansion grants to fund the
20 implementation and a rigorous replication
21 evaluation of a program that has been
22 found to produce sizable, important im-
23 pacts under a mid-phase grant described in
24 clause (ii) or other effort meeting similar
25 criteria, for the purposes of—

1 “(I) determining whether such
2 impacts can be successfully repro-
3 duced and sustained over time; and

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

6 “(C) DURATION OF GRANTS.—

7 “(i) IN GENERAL.—Except as pro-
8 vided in clause (ii), a grant made under
9 this subsection shall be for a period of not
10 more than 3 years.

11 “(ii) EXTENSION.—The Secretary
12 may extend a grant made under this sub-
13 section for an additional 2-year period if
14 the grant recipient demonstrates to the
15 Secretary that the recipient is achieving its
16 grant objectives and, as applicable, has im-
17 proved student outcomes in career and
18 technical education.

19 “(iii) LIMITATION OF GRANTS.—If an
20 eligible entity that is a partnership of enti-
21 ties described in paragraph (4) receives a
22 grant under this subsection, the same part-
23 nership of the same entities shall not be el-
24 igible to receive an additional grant under
25 this subsection.

1 “(4) ELIGIBLE ENTITY.—In this subsection, the
2 term ‘eligible entity’ means a partnership of two or
3 more of the following entities:

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

11 “(B) A local educational agency.

12 “(C) An educational service agency.

13 “(D) A postsecondary educational institu-
14 tion.

15 “(E) An area career and technical edu-
16 cation school or program providing education at
17 the postsecondary level.

18 “(F) A State educational agency.

19 “(G) The Bureau of Indian Education.

20 “(5) MATCHING FUNDS.—In order to receive a
21 grant under this subsection, an eligible entity shall
22 demonstrate that the eligible entity will provide
23 matching funds, in cash or through in-kind contribu-
24 tions, from State, local, or private sources in an
25 amount equal to at least 50 percent of the funds

1 provided under such grant, except that the Secretary
2 may waive the matching funds requirement, on a
3 case-by-case basis, upon a showing of exceptional
4 circumstances, such as—

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

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

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

14 “(ii) who are eligible for a free or re-
15 duced price lunch under the Richard B.
16 Russell National School Lunch Act (42
17 U.S.C. 1751 et seq.);

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

22 “(iv) who are eligible to receive med-
23 ical assistance under the Medicaid program
24 under title XIX of the Social Security Act
25 (42 U.S.C. 1396 et seq.); and

1 “(C) the difficulty of raising funds on trib-
2 al land.

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

13 “(A) a description of—

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

16 “(ii) the type of grant the eligible en-
17 tity is seeking, as described in paragraph
18 (3)(B);

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

23 “(iv) the period for which the grant is
24 requested;

1 “(v) the estimated number of career
2 and technical education students, including
3 the number of career and technical edu-
4 cation concentrators and participants, that
5 the eligible entity plans to serve under the
6 proposed project, including the percentage
7 of such students who are from each of the
8 special populations served by the eligible
9 recipient;

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

13 “(vii) the eligible entity’s plan for
14 independently evaluating the effectiveness
15 of projects carried out with funds under
16 this subsection and the performance of the
17 entity in carrying out the projects, includ-
18 ing how the eligible entity will use perform-
19 ance measures that include performance
20 indicators identified under section 113 to
21 determine performance;

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

1 out with the activities described in the ap-
2 plication;

3 “(ix) the articulation agreement in
4 place between secondary schools and post-
5 secondary educational institutions or be-
6 tween institutions of higher education, if
7 the application describes a project involv-
8 ing those schools or institutions; and

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

12 “(B) information identifying the fiscal
13 agent for the grant funds, which shall be an en-
14 tity described in any of subparagraphs (A)
15 through (F) of paragraph (4); and

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

18 “(i) cooperate with evaluations, as re-
19 quested by the Secretary;

20 “(ii) make data available to third par-
21 ties for validation and further study, in ac-
22 cordance with applicable data privacy laws,
23 including section 444 of the General Edu-
24 cation Provisions Act (20 U.S.C. 1232g,
25 commonly known as the ‘Family Edu-

1 cational Rights and Privacy Act of 1974’);
2 and

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

17 “(7) RURAL AREAS.—

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

24 “(i) a local educational agency with
25 an urban-centric district locale code of 32,

1 33, 41, 42, or 43, as determined by the
2 Secretary;

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

6 “(iii) a consortium of such local edu-
7 cational agencies or such institutions of
8 higher education;

9 “(iv) a partnership between—

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

12 “(II) such a local educational
13 agency or such an institution of high-
14 er education; or

15 “(v) a partnership between—

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

18 “(II) a State educational agency.

19 “(B) EXCEPTION.—Notwithstanding sub-
20 paragraph (A), the Secretary shall reduce the
21 amount of funds made available under such
22 subparagraph if the Secretary does not receive
23 a sufficient number of applications of sufficient
24 quality.

1 “(8) USES OF FUNDS.—Funds made available
2 under subsection (f) and awarded through grants
3 under this subsection shall be used for at least one
4 of the following:

5 “(A) Improving career and technical edu-
6 cation outcomes of students served by eligible
7 recipients under this title.

8 “(B) Improving career and technical edu-
9 cation teacher effectiveness, such as through
10 high-quality professional development or teacher
11 and leader externship programs.

12 “(C) Improving students’ transition from
13 secondary education to postsecondary edu-
14 cation, or from completion of one postsecondary
15 program to another postsecondary program
16 awarding a recognized postsecondary credential.

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

20 “(E) Increasing the effective use of tech-
21 nology within career and technical education
22 programs.

23 “(F) Supporting new models for inte-
24 grating academic content and career and tech-
25 nical education content in such programs.

1 “(G) Supporting the development and en-
2 hancement of innovative delivery models for ca-
3 reer and technical education.

4 “(H) Working with industry to design and
5 implement courses and CTE programs of study,
6 or assessments of technical skills, that are
7 aligned to labor market needs in new or emerg-
8 ing industries or occupations and that lead to
9 recognized postsecondary credentials.

10 “(I) Integrating science, technology, engi-
11 neering, mathematics and computer science
12 education with career and technical education.

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

19 “(K) Carrying out any other activity the
20 independent advisory panel established under
21 section 114(d)(1) determines meets the objec-
22 tives of this subsection and recommends to the
23 Secretary.

24 “(9) PERFORMANCE MEASURES.—The Sec-
25 retary shall establish performance measures for the

1 projects carried out under this subsection. Such a
2 measure shall, at a minimum, include the perform-
3 ance indicators identified under section 113, if appli-
4 cable to the project involved.

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

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

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

14 “(B) information regarding the effective-
15 ness of the projects carried out and perform-
16 ance of the eligible entities carrying out the
17 projects under this subsection on the perform-
18 ance measures described in paragraph (9),
19 disaggregated by—

20 “(i) subgroups of students described
21 in section 1111(b)(2)(C)(v)(II) of the Ele-
22 mentary and Secondary Act of 1965;

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

25 “(iii) career clusters of students; and

1 “(iv) as applicable, CTE programs of
2 study of students.

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

7 “(A) provide technical assistance for eligi-
8 ble entities, which may include pre-application
9 workshops, web-based seminars, and evaluation
10 support; and

11 “(B) disseminate best practices.

12 “(13) PROHIBITIONS.—No officer or employee
13 of the Federal Government shall incentivize the sub-
14 mission of any grant (including a subgrant, contract,
15 or cooperative agreement under that grant), or the
16 receipt of any priority or preference for that grant
17 (including a subgrant, contract, or cooperative
18 agreement under that grant), upon—

19 “(A) an entity’s adoption or implementa-
20 tion of specific instructional content, academic
21 standards and assessments, curricula, CTE pro-
22 grams of study, activities related to career clus-
23 ters, or programs of instruction developed and
24 implemented to meet the requirements of this
25 subsection;

1 “(B) an entity’s adoption of specific State-
2 determined target levels of performance for per-
3 formance measures described in paragraph (9);
4 and

5 “(C) an entity’s implementation of activi-
6 ties based on the Secretary’s determination of
7 regional, State, or local workforce needs that is
8 not supported by the region, State, or local
9 area, respectively.”; and

10 (7) in subsection (f), as redesignated by para-
11 graph (5), by striking “2007 through 2012” and in-
12 serting “2017–2022”.

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

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

15 (1) in subsection (b)(1), by striking “to the Pa-
16 cific Region Educational Laboratory in Honolulu,
17 Hawaii, to make grants”;

18 (2) by striking subsection (c); and

19 (3) by redesignating subsection (d) as sub-
20 section (c).

21 **SEC. 115. NATIVE AMERICAN PROGRAMS.**

22 Section 117 (20 U.S.C. 2326(i)) is amended by strik-
23 ing “2007 through 2012”

24 **SEC. 116. LABOR MARKET INFORMATION.**

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

1 **SEC. 117. STATE PLAN.**

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

3 (1) in subsection (a)—

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

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

9 (C) in paragraph (3)—

10 (i) by striking “charter school author-
11 izers and organizers consistent with State
12 law,” and inserting “teachers, school lead-
13 ers, authorized public chartering agencies
14 and charter school leaders in a State that
15 has charter schools,”; and

16 (ii) by inserting “and any other orga-
17 nizations and groups determined appro-
18 priate by the State,” after “organiza-
19 tions,”;

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

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

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

25 “(b) PLAN OPTIONS.—

26 “(1) COMBINED PLAN.—

1 “(A) SUBMISSION.—The eligible agency
2 may submit a combined plan that meets the re-
3 quirements of this section and the requirements
4 of section 103 of the Workforce Innovation and
5 Opportunity Act (29 U.S.C. 3113), unless the
6 State opts to submit a single plan under para-
7 graph (2) and informs the Secretary of such de-
8 cision.

9 “(B) APPROVAL.—The procedures for ap-
10 proval of a combined plan under this paragraph
11 shall be those procedures described in section
12 103(c) of the Workforce Innovation and Oppor-
13 tunity Act (29 U.S.C. 3113(c)).

14 “(2) SINGLE PLAN.—

15 “(A) SUBMISSION.—If the State elects not
16 to submit a combined plan under paragraph
17 (1), an eligible agency shall fulfill the plan or
18 application submission requirements of this sec-
19 tion by submitting a single State plan. In such
20 plan, the eligible agency may allow recipients to
21 fulfill the plan or application submission re-
22 quirements of section 134 by submitting a sin-
23 gle local plan.

24 “(B) CONSIDERATION.—In reviewing a
25 State plan, the Secretary shall review and take

1 into consideration all aspects of the plan, in-
2 cluding the State’s proposed—

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

8 “(ii) plans to ensure students partici-
9 pating in State-approved career and tech-
10 nical education programs and CTE pro-
11 grams of study will, at the secondary level,
12 meet the challenging academic standards
13 under section 1111(b)(1) of the Elemen-
14 tary and Secondary Education Act of
15 1965, as referenced in subsection
16 (d)(1)(O);

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

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

23 “(C) APPROVAL.—The Secretary shall ap-
24 prove a State plan, or a revision to an approved
25 State plan, under this paragraph unless the

1 Secretary determines that the State plan, or re-
2 vision, respectively does not meet the require-
3 ments of this Act.

4 “(D) DISAPPROVAL.—The Secretary shall
5 not finally disapprove a State plan without giv-
6 ing the eligible agency notice and an oppor-
7 tunity for a hearing.

8 “(E) CONSULTATION.—

9 “(i) IN GENERAL.—The eligible agen-
10 cy shall develop the portion of each State
11 plan relating to the amount and uses of
12 any funds proposed to be reserved for
13 adult career or technical education, post-
14 secondary career and technical education,
15 and secondary career and technical edu-
16 cation after consultation with—

17 “(I) the State agency responsible
18 for supervision of community colleges,
19 technical institutes, or other 2-year
20 postsecondary educational institutions
21 primarily engaged in providing post-
22 secondary career and technical edu-
23 cation; and

24 “(II) the State agency respon-
25 sible for secondary education.

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

3 “(iv) authorized public chartering
4 services and charter school organizers, con-
5 sistent with State law;”;

6 (III) by striking clause (vii);

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

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

13 “(ix) the State workforce development
14 board established under section 101 of the
15 Workforce Innovation and Opportunity Act
16 (29 U.S.C. 3111);”;

17 (VI) in clause (x), by inserting “,
18 including the State Coordinator for
19 Education of Homeless Children and
20 Youths established or designated
21 under section 722(d)(3) of the McKin-
22 ney-Vento Homeless Assistance Act
23 (42 U.S.C. 11432(d)(3))” before the
24 semicolon;

1 (VII) in clause (xi), by striking “;
2 and” and inserting “, which may in-
3 clude representatives of industry and
4 sector partnerships in the State, as
5 appropriate;”; and

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

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

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

19 (6) in subsection (d), as redesignated by para-
20 graph (3)—

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

23 (B) by striking “CONTENTS.—The State
24 plan shall include information that—”; and in-
25 serting the following: “CONTENTS.—

1 “(1) DESCRIPTIONS.—Each State plan de-
2 scribed in paragraph (1) or (2) of subsection (b)
3 shall include information that—”;

4 (C) by redesignating paragraph (9), and
5 subparagraphs (A), (B), and (C) of such para-
6 graph, as subparagraph (K) of paragraph (1),
7 and clauses (i), (ii), and (iii) of such subpara-
8 graph;

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

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

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

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

20 “(I) existing and emerging in-de-
21 mand industry sectors and occupa-
22 tions; and

23 “(II) the employment needs of
24 employers, including a description of
25 the knowledge, skills, and abilities,

1 needed in in-demand industry sectors
2 and occupations;

3 “(ii) the workforce development activi-
4 ties (including education and training) in
5 the State and an assurance that the career
6 and technical education programs, and ca-
7 reer and technical education programs of
8 study, in the State are aligned with such
9 activities in order to address the identified
10 education and skill needs of the workforce
11 and the employment needs of employers in
12 the State, including in in-demand industry
13 sectors and occupations identified by the
14 State workforce development board estab-
15 lished under section 101 of the Workforce
16 Innovation and Opportunity Act (29
17 U.S.C. 3111), as appropriate;

18 “(iii) the State’s strategic vision and
19 set of goals for preparing an educated and
20 skilled workforce (including special popu-
21 lations) and for meeting the skilled work-
22 force needs of employers, including in ex-
23 isting and emerging in-demand industry
24 sectors and occupations as identified by
25 the State, and how the State’s career and

1 technical education programs will help to
2 meet these goals; and

3 “(iv) taking into account the analyses
4 described in clauses (i) and (ii), a strategy
5 for aligning the State’s career and tech-
6 nical education programs, and career and
7 technical education programs of study,
8 with the State’s workforce development
9 system, including the core programs de-
10 fined in section 3 of the Workforce Innova-
11 tion and Opportunity Act (29 U.S.C.
12 3102), and other resources available to the
13 State, to achieve the strategic vision and
14 goals described in clause (iii);

15 “(B) describes the career and technical
16 education programs of study that will be sup-
17 ported, developed, or improved at the State
18 level, including a description of—

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

24 “(I) promote continuous improve-
25 ment in academic achievement;

1 cation programs of study by eligible
2 recipients; and

3 “(III) ensure equitable access to
4 approved career and technical edu-
5 cation programs of study; and

6 “(iii) how the eligible agency will in-
7 clude the opportunity for secondary school
8 students to participate in dual or concur-
9 rent enrollment programs, early college
10 high school, or other ways to acquire post-
11 secondary education credits, should such
12 opportunities be available within the State;
13 and

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

22 “(i) for teachers providing instruction
23 in career and technical education, faculty,
24 administrators, career guidance and aca-
25 demic counselors, specialized instructional

1 support personnel, work-based supervisors,
2 and any other individual or group deter-
3 mined by the State; and

4 “(ii) that—

5 “(I) promote the integration of
6 coherent and rigorous academic con-
7 tent standards and career and tech-
8 nical education curricula, including
9 through opportunities for appropriate
10 academic and career and technical
11 education teachers to jointly develop
12 and implement curricula and peda-
13 gogical strategies, as appropriate;

14 “(II) are high quality, sustained,
15 intensive, and focused on instruction,
16 and increase the academic knowledge
17 and understanding of industry stand-
18 ards, as appropriate, of career and
19 technical education teachers;

20 “(III) include mentoring by expe-
21 rienced teachers;

22 “(IV) include resources and
23 training to improve instruction for,
24 and provide appropriate accommoda-
25 tions to, special populations, and

1 “(V) promote integration with
2 professional development activities
3 that the State carries out under title
4 II of the Elementary and Secondary
5 Education Act of 1965 and title II of
6 the Higher Education Act of 1965;

7 “(D) describes—

8 “(i) how the eligible agency will, in
9 collaboration with local educational agen-
10 cies and postsecondary educational institu-
11 tions, support the recruitment, prepara-
12 tion, retention, and training of—

13 “(I) teachers that meet applica-
14 ble State certification and licensure
15 requirements (including any require-
16 ments obtained through alternative
17 routes to certification), including spe-
18 cial education teachers;

19 “(II) faculty;

20 “(III) administrators;

21 “(IV) specialized instructional
22 support personnel; and

23 “(V) individuals from groups
24 underrepresented in the teaching pro-

1 fession in career and technical edu-
2 cation; and

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

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

14 “(F) describes how the eligible agency will
15 annually evaluate, for eligible recipients pro-
16 viding secondary education, data disaggregated
17 by each of the subgroups of students described
18 in section 1111(h)(1)(C)(ii) of the Elementary
19 and Secondary Education Act of 1965 and each
20 of the special populations, to determine
21 progress of such subgroups and populations in
22 meeting the State target levels of performance
23 in order to develop a statewide plan to address
24 closing gaps in participation and performance
25 among such subgroups and populations;

1 “(G) describes how the eligible agency will
2 actively involve parents and family members,
3 academic and career and technical education
4 teachers, administrators, and faculty, career
5 guidance and academic counselors, local busi-
6 ness (including small businesses), and labor or-
7 ganizations, and, as appropriate, community-
8 based nonprofit providers, in the planning, de-
9 velopment, implementation, and evaluation of
10 career and technical education programs sup-
11 ported under this Act;

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

15 “(i) among any consortia that will be
16 formed among secondary schools and eligi-
17 ble institutions, and how funds will be allo-
18 cated among the members of the consortia,
19 including the rationale for such allocation;
20 and

21 “(ii) among career and technical edu-
22 cation at the secondary level, or career and
23 technical education at the postsecondary
24 and adult level, or both, including the ra-
25 tionale for such allocation;

1 “(I) if applicable, how the State will award
2 incentive grants under section 124(e), using
3 funding from section 112(a)(2);

4 “(J) describes how the eligible agency
5 will—

6 “(i) improve the academic, employ-
7 ability, and technical skills of students par-
8 ticipating in career and technical education
9 programs, including strengthening the aca-
10 ademic and career and technical components
11 of career and technical education programs
12 through the integration of academics with
13 career and technical education to ensure
14 learning in—

15 “(I) a well-rounded education (as
16 defined in section 8101 of the Ele-
17 mentary and Secondary Education
18 Act of 1965); and

19 “(II) career and technical edu-
20 cation subjects;

21 “(ii) provide students with strong ex-
22 perience in, and understanding of, all as-
23 pects of an industry, which may include
24 work-based learning such as internships,
25 pre-apprenticeships, apprenticeships (which

1 may include registered apprenticeships),
2 mentorships, simulated work environments,
3 and other hands-on or inquiry-based learn-
4 ing activities; and

5 “(iii) use funds effectively to coordi-
6 nate academic and career and technical
7 education at the secondary level and at the
8 postsecondary level in a manner that in-
9 creases student academic and career and
10 technical achievement;”;

11 (ii) in subparagraph (K), as redesign-
12 nated by subparagraph (C)—

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

15 (II) in clause (iii)—

16 (aa) by striking “State ad-
17 justed” and inserting “State tar-
18 get”; and

19 (bb) by striking the semi-
20 colon at the end and inserting “;
21 and”; and

22 (III) by adding at the end the
23 following:

24 “(iv) will be provided with appropriate
25 accommodations;” and

1 (iii) by adding at the end the fol-
2 lowing:

3 “(L) describes how the eligible agency, in
4 consultation with eligible recipients, will develop
5 a process for the negotiation of local target lev-
6 els of performance under section 113(b)(4) if
7 an eligible recipient does not accept the State
8 target levels of performance under section
9 113(b)(3);

10 “(M) describes the methods proposed for
11 the joint planning, alignment, coordination, and
12 leveraging of funds between programs carried
13 out under this title with other Federal pro-
14 grams, which may include programs funded
15 under the Workforce Innovation and Oppor-
16 tunity Act (29 U.S.C. 3101 et seq.) and the El-
17 elementary and Secondary Education Act of
18 1965;

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

23 “(i) identifying and adopting strate-
24 gies to overcome barriers that result in
25 lowering rates of access to or lowering suc-

1 cess in the programs for such children and
2 youth, such as those barriers caused by
3 fees, lack of transportation, lack of a par-
4 ent or guardian, lack of records normally
5 required for enrollment, or mobility; and

6 “(ii) coordination with local edu-
7 cational agency liaisons designated under
8 section 722(g)(1)(J)(ii) of the McKinney-
9 Vento Homeless Assistance Act (42 U.S.C.
10 11432(g)(1)(J)(ii));

11 “(O) for programs at the secondary level,
12 demonstrates that the State career and tech-
13 nical education standards are aligned with the
14 challenging State academic standards as re-
15 quired under section 1111(b)(1) of the Elemen-
16 tary and Secondary Education Act of 1965;

17 “(P) if appropriate, describes how the
18 State will support career and technical student
19 organizations and provide other career and
20 technical education student activities that are
21 an integral part of the instructional program
22 funded under this title to enable students to de-
23 velop their leadership skills; and

24 “(Q) contains the description and informa-
25 tion specified in subparagraphs (B) and (C)(iii)

1 of section 102(b)(2), and, as appropriate, sec-
2 tion 103(b)(3)(A), and section 121(c), of the
3 Workforce Innovation and Opportunity Act con-
4 cerning only the provision of services under this
5 title for postsecondary students and school
6 dropouts.”; and

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

8 “(2) ASSURANCES.—Each State plan shall pro-
9 vide assurances that the eligible agency—

10 “(A) will ensure that eligible recipients are
11 given the opportunity to provide input in deter-
12 mining the State target levels of performance
13 described in section 113(b)(3);

14 “(B) will comply with the requirements of
15 this Act and the provisions of the State plan,
16 including the provision of a financial audit of
17 funds received under this Act which may be in-
18 cluded as part of an audit of other Federal or
19 State programs;

20 “(C) will spend no funds provided under
21 this Act to acquire equipment (including com-
22 puter software) in any instance in which such
23 acquisition results in a direct financial benefit
24 to any organization representing the interests of
25 the acquiring entity or the employees of the ac-

1 quiring entity, or any affiliate of such an orga-
2 nization;

3 “(D) will use the funds to promote prepa-
4 ration for high-skill, high-wage, or high-demand
5 occupations and nontraditional fields, as identi-
6 fied by the State;

7 “(E) will provide students in alternative
8 education programs with equal access to career
9 and technical education programs, where appro-
10 priate;

11 “(F) will use the funds provided under this
12 Act to implement career and technical edu-
13 cation programs for individuals in State correc-
14 tional institutions, including juvenile delin-
15 quency programs;

16 “(G) will provide local educational agen-
17 cies, area career and technical education schools
18 and programs, and eligible institutions in the
19 State with technical assistance;

20 “(H) will develop, improve, or expand ac-
21 cess to appropriate technology in career and
22 technical education programs;

23 “(I) will address issues related to legisla-
24 tive, regulatory, or policy barriers at the State
25 level related to implementation of this Act;

1 “(J) will ensure eligible recipients comply
2 with civil rights laws;

3 “(K) will facilitate the coordinated transi-
4 tion between secondary schools and sub-bacca-
5 laureate postsecondary educational institutions
6 and sub-baccalaureate and baccalaureate post-
7 secondary educational institutions, which may
8 include—

9 “(i) agreements, including articulation
10 agreements and credit transfer agree-
11 ments, among secondary and postsec-
12 ondary education systems supporting dual
13 or concurrent enrollment programs, dual
14 credit, or articulated credit;

15 “(ii) support for stackable credentials
16 and career pathways developed and imple-
17 mented pursuant to section 101(d)(3)(B)
18 of the Workforce Innovation and Oppor-
19 tunity Act (29 U.S.C. 311(d)(3)(B)); or

20 “(iii) the State’s process for certifying
21 career and technical education courses that
22 will allow students to gain high school
23 credit and postsecondary credit while at-
24 tending high school;

1 “(L) in consultation with eligible recipi-
2 ents, will incorporate regional and State labor
3 market analysis as required under section
4 15(e)(2)(B) of the Wagner-Peyser Act (29
5 U.S.C. 491–2(e)(2)), and a description of how
6 that analysis will be used to develop and imple-
7 ment the career and technical education pro-
8 grams of study described in paragraph (1)(B);

9 “(M) will support eligible recipients in de-
10 veloping and implementing articulation agree-
11 ments between secondary schools and postsec-
12 ondary educational institutions;

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

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

22 “(P) to the extent appropriate and prac-
23 ticable, will coordinate with eligible agencies in
24 other States to meet the needs of multi-State
25 regional economies.

1 “(3) EXCEPTION.—Should a State not apply
2 for funding under the Workforce Innovation and Op-
3 portunity Act and not submit a State plan under
4 such Act, the State shall—

5 “(A) meet the requirements of paragraph
6 (1)(A) by drawing the required summary from
7 an appropriate and current State economic de-
8 velopment plan identified by the Governor;

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

12 “(C) meet the requirements of paragraph
13 (2)(O) by coordinating with other one-stop ca-
14 reer centers and workforce development pro-
15 grams in the State.”.

16 **SEC. 118. IMPROVEMENT PLANS.**

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

18 (1) in subsection (a)—

19 (A) in paragraph (1)—

20 (i) by striking “of an agreed upon
21 State adjusted level of performance for any
22 of the core indicators” and inserting “of
23 the State target level of performance for
24 such year as established in the most re-
25 cently approved State plan, or fails to show

1 improvement, as determined by the State,
2 in closing disparities or gaps identified in
3 section 113(c)(2)(B), for any of the pri-
4 mary indicators”; and

5 (ii) by striking “the State adjusted
6 level of performance for any of the core in-
7 dicators” and inserting “the State target
8 level of performance for any of the primary
9 indicators”;

10 (B) in paragraph (2), by striking “ad-
11 justed” and inserting “target”; and

12 (C) in paragraph (3)(A)—

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

15 (ii) in clause (ii), by striking “ad-
16 justed levels” and inserting “target levels”;

17 and

18 (iii) in clause (iii)—

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

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

24 (2) in subsection (b)—

25 (A) in paragraph (1)—

1 (i) by striking “shall evaluate annu-
2 ally” and inserting the following: “shall an-
3 nually—

4 “(A) evaluate”;

5 (ii) by striking “adjusted” and insert-
6 ing “target”;

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

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

11 “(B) conduct an analysis regarding dis-
12 parities or gaps identified in section
13 113(b)(4)(C)(ii)(II).”;

14 (B) in paragraph (2)—

15 (i) by striking “an agreed upon local
16 adjusted level of performance for any of
17 the core indicators” and inserting “the eli-
18 gible recipient’s target level of performance
19 for any of the primary indicators”; and

20 (ii) by striking “the local adjusted lev-
21 els of performance for any of the core indi-
22 cators” and inserting “such target levels
23 for any of the primary indicators”;

24 (C) in paragraph (3), by striking “ad-
25 justed” and inserting “target”; and

1 (D) in paragraph (4)(A)—

2 (i) in clause (ii), by striking “local ad-
3 justed levels of performance for the core
4 indicators” and inserting “eligible recipi-
5 ent’s target levels of performance for the
6 primary indicators”; and

7 (ii) in clause (iii), by striking “an
8 agreed upon local adjusted level of per-
9 formance for the same core indicator” and
10 inserting “a target level of performance for
11 the eligible recipient for the same primary
12 indicator”.

13 **SEC. 119. STATE LEADERSHIP ACTIVITIES.**

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

15 (1) in subsection (b)—

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

19 (B) in paragraph (2)—

20 (i) in subparagraph (A)—

21 (I) by striking “and administra-
22 tors” and inserting “administrators,
23 or work-based supervisors”; and

24 (II) by inserting “, virtual, or on-
25 line” after “distance”;

1 (ii) in subparagraph (B), by striking
2 “or” after the semicolon;

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

6 (iv) by adding at the end the fol-
7 lowing:

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

10 (C) in paragraph (3)—

11 (i) in the matter preceding subpara-
12 graph (A)—

13 (I) by inserting “which may be
14 coordinated with other Federal, State,
15 local, or private programs,” after
16 “professional development pro-
17 grams;”;

18 (II) by striking “including pro-
19 viding comprehensive professional de-
20 velopment (including initial teacher
21 preparation)”; and

22 (III) by striking “administra-
23 tors,” and inserting “special and gen-
24 eral education teachers, specialized in-

1 structural support personnel, admin-
2 istrators, work-based supervisors,”;

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

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

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

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

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

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

21 “(D) will help eligible recipients eliminate
22 inequities in access to, and in opportunities for,
23 learning, skill development, or effective teach-
24 ing, with such inequities to be identified by the
25 State;” and

1 (vi) in the matter preceding clause (i)
2 of subparagraph (E), as redesignated by
3 clause (iv), by inserting “, including special
4 education teachers and specialized instruc-
5 tional support personnel,” after “public
6 school personnel”;

7 (D) in paragraph (4)—

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

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

12 (iii) by adding at the end the fol-
13 lowing:

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

16 (E) in paragraph (6), by inserting “, in-
17 cluding community-based nonprofit organiza-
18 tions,” after “and local partnerships”; and

19 (F) in paragraph (7), by inserting “edu-
20 cational” before “institutions that serve individ-
21 uals with disabilities”;

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

24 (H) by redesignating paragraph (9) as
25 paragraph (11); and

1 (I) by inserting after paragraph (8) the
2 following:

3 “(9) support for establishing and expanding
4 work-based learning opportunities, including pre-ap-
5 prenticeships, apprenticeships, internships,
6 externships, and simulated work environments;

7 “(10) awarding incentive grants to eligible re-
8 cipients for exemplary performance in carrying out
9 programs under this Act, which awards—

10 “(A) shall be based on eligible recipients
11 having exceeded the local target levels of per-
12 formance established under section
13 113(b)(4)(A) in a manner that reflects sus-
14 tained or significant improvement; and

15 “(B) may be based on eligible recipients—

16 “(i) effectively developing connections
17 between secondary education and postsec-
18 ondary education and training;

19 “(ii) developing career and technical
20 education programs and CTE programs of
21 study that focus on in-demand occupations
22 for high-growth industries that reflect
23 demonstrated economic needs and prior-
24 ities in local and regional economies;

1 “(iii) effectively partnering with em-
2 ployers;

3 “(iv) providing sustained work-based
4 learning opportunities, including pre-ap-
5 prenticeships and apprenticeships (which
6 may include registered apprenticeships);

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

9 “(vi) adopting and integrating coher-
10 ent and rigorous content aligned with chal-
11 lenging academic standards and technical
12 coursework;

13 “(vii) demonstrating progress in hav-
14 ing special populations who participate in
15 career and technical education programs
16 meet the local target levels of performance
17 described in section 113(b)(4)(A); and

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

23 (2) in subsection (c)—

24 (A) in paragraph (1)(B), by inserting “, or
25 high demand” before “ occupations”;

1 (B) in paragraph (2), by striking “, such
2 as tech prep programs”;

3 (C) in paragraph (10)(A)—

4 (i) in clause (i), by striking “local ad-
5 justed levels” and inserting “local target
6 levels”; and

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

10 (D) in paragraph (12), by striking “Adult
11 Education and Family Literacy Act” and in-
12 serting “Workforce Innovation and Opportunity
13 Act”;

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

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

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

24 “(14) partnering with intermediary organiza-
25 tions to improve training, the development of public-

1 private partnerships, systems development, capacity-
2 building, and scalability of the delivery of high-qual-
3 ity career and technical education;”;

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

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

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

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

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

16 “(19) programs and activities, such as those
17 that provide hands-on inquiry-based learning oppor-
18 tunities, that increase access, student engagement,
19 and success in science, technology, engineering, and
20 mathematics fields (including computer science, op-
21 tics, and photonics), particularly for students who
22 are members of groups underrepresented in such
23 subject fields, such as female students, minority stu-
24 dents, and special populations; and”;

1 (I) in paragraph (19), as redesignated by
2 subparagraph (E), by striking “support for”
3 and inserting “any other activities that align
4 with the purposes of this Act and support”.

5 **SEC. 120. DISTRIBUTION OF FUNDS TO SECONDARY EDU-**
6 **CATION PROGRAMS.**

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

8 (1) in the subsection heading of subsection (e),
9 by striking “AREA CAREER AND TECHNICAL EDU-
10 CATION SCHOOLS” and inserting “AREA CAREER
11 AND TECHNICAL EDUCATION SCHOOLS OR PRO-
12 GRAMS”;

13 (2) by striking “area career and technical edu-
14 cation school” each place the term appears and in-
15 serting “area career and technical education school
16 or program”; and

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

20 **SEC. 121. LOCAL PLAN FOR CAREER AND TECHNICAL EDU-**
21 **CATION PROGRAMS.**

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

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

25 “(b) NEEDS ASSESSMENT.—

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

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

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

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

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

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

23 “(i) aligned to State, regional, or local
24 economic needs, including in-demand in-
25 dustry sectors or occupations identified by

1 the local workforce development board,
2 where appropriate;

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

6 “(iii) aligned with career pathways de-
7 veloped and implemented pursuant to sec-
8 tion 101(d)(3)(B) of the Workforce Inno-
9 vation and Opportunity Act (29 U.S.C.
10 3111(d)(3)(B)), where appropriate;

11 “(C) determine the efforts required to pro-
12 vide equitable access for special populations to
13 career and technical education courses and pro-
14 grams of study;

15 “(D) describe efforts to improve—

16 “(i) the recruitment and retention of
17 career and technical education teachers
18 and faculty, and career guidance and aca-
19 demic counselors, including individuals in
20 groups underrepresented in the teaching
21 profession; and

22 “(ii) the transition for individuals
23 from business and industry to teaching;
24 and

1 “(E) include an evaluation of progress to-
2 ward specific elements leading to high-quality
3 implementation of career and technical edu-
4 cation courses, including career and technical
5 education programs of study, including—

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

14 “(ii) providing programs that are de-
15 signed to enable the special populations to
16 meet the local levels of performance; and

17 “(iii) providing activities to prepare
18 special populations, including single par-
19 ents and displaced homemakers, for high
20 skill, high wage, or high demand occupa-
21 tions that will lead to self-sufficiency.

22 “(c) CONSULTATION.—In conducting a needs assess-
23 ment described in subsection (b) and developing the local
24 plan described in subsection (d), an eligible recipient shall
25 consult with—

1 “(1) parents and students;

2 “(2) representatives of academic and career and
3 technical education programs in a local educational
4 agency, including teachers, counselors, principals
5 and other school leaders, administrators, and spe-
6 cialized instructional support personnel;

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

11 “(4) representatives of local or regional busi-
12 nesses or industries, including industry or sector
13 partnerships in the local area, where applicable;

14 “(5) representatives of local workforce develop-
15 ment boards;

16 “(6) representatives of special populations;

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

19 “(8) representatives of Indian tribes, where ap-
20 plicable;

21 “(9) representatives of minority serving institu-
22 tions, where applicable; and

23 “(10) other relevant community stakeholders.

24 “(d) CONTENTS OF LOCAL PLAN.—Each local plan
25 submitted under subsection (a) shall be based on the re-

1 sults of the needs assessment required under subsection
2 (b). The eligible agency shall determine the requirements
3 for local plans, except that each local plan shall include
4 the following:

5 “(1) A description of the results of the com-
6 prehensive needs assessment carried out under sub-
7 section (b).

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

13 “(A) how the results of the needs assess-
14 ment described in subsection (b) informed the
15 selection of specific programs and activities to
16 be funded;

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

22 “(C) if the eligible recipient will develop
23 any new career and technical programs of study
24 to submit to the State for approval; and

1 “(D) how students will learn about their
2 school’s career and technical education course
3 offerings and whether each course is part of a
4 career and technical education program of
5 study.

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

15 “(A) Career exploration and career devel-
16 opment coursework, activities or services.

17 “(B) Career information.

18 “(C) Career guidance and academic coun-
19 seling.

20 “(D) Employment opportunities that incor-
21 porate the most up-to-date information on in-
22 demand industry sectors or occupations, as de-
23 termined by the needs assessment in subsection
24 (b).

1 “(4) A description of how the eligible recipient
2 will improve the academic and technical skills of stu-
3 dents participating in career and technical education
4 programs, and how skills and programs reflect the
5 needs of local employers, as demonstrated by avail-
6 able State or local labor market data, including by
7 strengthening the academic and career and technical
8 education components of such programs through the
9 integration of coherent and rigorous content which is
10 aligned with—

11 “(A) the challenging State academic stand-
12 ards required under section 1111(b)(2) of the
13 Elementary and Secondary Education Act of
14 1965, for programs at the secondary level; and

15 “(B) relevant State career and technical
16 education standards, for programs at the sec-
17 ondary level and programs at the postsecondary
18 level.

19 “(5) A description of how the eligible recipient
20 will utilize funding from this program, as well as, if
21 appropriate, other Federal, State, local, and private
22 sources, which may include funds provided under
23 title II of the Elementary and Secondary Education
24 Act of 1965, to provide comprehensive professional
25 development and leadership opportunities that—

1 “(A) is for teachers providing instruction
2 in career and technical education, faculty, spe-
3 cial and general education teachers, administra-
4 tors, career guidance and academic counselors,
5 specialized instructional support personnel, and
6 any other individual or group determined ap-
7 propriate by the eligible recipient;

8 “(B) promotes the integration of chal-
9 lenging State academic standards under section
10 1111(b)(1) of the Elementary and Secondary
11 Education Act of 1965 and career and technical
12 education curricula, including through opportu-
13 nities for appropriate academic and career and
14 technical education teachers to jointly develop
15 and implement curricula and pedagogical strat-
16 egies, as appropriate;

17 “(C) is high quality, sustained, intensive,
18 and focused on instruction, and increases the
19 academic knowledge and understanding of in-
20 dustry standards, as appropriate, of career and
21 technical education teachers;

22 “(D) includes mentoring by experienced
23 teachers;

1 “(E) includes resources and training to im-
2 prove instruction for, and provide appropriate
3 accommodations to, special populations; and

4 “(F) promotes integration with profes-
5 sional development activities that the State car-
6 ries out under title II of the Elementary and
7 Secondary Education Act of 1965 and title II
8 of the Higher Education Act of 1965.

9 “(6) A description of the work-based learning
10 opportunities that the eligible recipient will provide
11 through the plan to students participating in the ca-
12 reer and technical education programs and how the
13 recipient will work with representatives from employ-
14 ers to develop or expand work-based learning oppor-
15 tunities for career and technical education students,
16 as applicable.

17 “(7) A description of the career and technical
18 education programs that the eligible recipient will
19 develop and implement to provide students partici-
20 pating in career and technical education programs
21 with the opportunity to gain postsecondary credit
22 while still attending high school, such as through
23 dual or concurrent enrollment programs or early col-
24 lege high school, as practicable.

1 “(8) a description of how the eligible recipient
2 will coordinate with the eligible agency and postsec-
3 ondary educational institutions to support the re-
4 cruitment, preparation, retention, and training of in-
5 dividuals, including individuals from groups under-
6 represented in the teaching profession, such as—

7 “(A) teachers (including special education
8 teachers) that meet applicable State certifi-
9 cation and licensure requirements (including
10 any requirements obtained through alternative
11 routes to certification);

12 “(B) faculty;

13 “(C) administrators; and

14 “(D) specialized instructional support per-
15 sonnel.

16 “(e) ASSURANCES.—Each local plan submitted under
17 subsection (a) shall provide assurances that the eligible re-
18 cipient will—

19 “(1) seek to identify and address barriers to ac-
20 cess, participation, and completion for students who
21 are underserved or from special populations;

22 “(2) seek to maximize the number of students,
23 out-of-school youth, and educational programs that
24 can benefit from the use of facilities providing career
25 and technical education for before-school, after-

1 school, and summer programs and activities, includ-
2 ing through collaboration with the—

3 “(A) providers of such programs and ac-
4 tivities;

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

7 “(C) other relevant community-based orga-
8 nizations;

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

12 “(4) to the extent practicable, coordinate the
13 purchase of equipment between the eligible recipient
14 and business and industry partners in order to mini-
15 mize duplication and reduce costs to the eligible re-
16 cipient; and

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

20 **SEC. 122. LOCAL USES OF FUNDS.**

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

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

24 “(a) **GENERAL AUTHORITY.**—Each eligible recipient
25 that receives funds under this part shall use such funds

1 to develop, coordinate, implement, or improve career and
2 technical education programs, including not less than 1
3 career and technical education program of study, that—

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

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

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

13 “(B) the provision of a well-rounded edu-
14 cation (as defined in section 8101 of the Ele-
15 mentary and Secondary Education Act of
16 1965); and

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

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

22 “(A) a curriculum aligned with the require-
23 ments for a career and technical education pro-
24 gram of study;

1 “(B) teaching and learning strategies fo-
2 cused on the integration of academic and career
3 and technical education content, including sup-
4 ports necessary to implement such strategies;

5 “(C) sustainable relationships—

6 “(i) among secondary schools and
7 postsecondary educational institutions,
8 business and industry, and other commu-
9 nity stakeholders, including industry or
10 sector partnerships in the local area, if ap-
11 plicable;

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

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

21 “(D) strong links between secondary and
22 postsecondary programs with opportunities for
23 secondary students to earn postsecondary credit
24 while enrolled in secondary school, such as
25 through dual or concurrent enrollment pro-

1 grams, early college high school, programs that
2 allow late-entering English learners extended
3 time to complete their secondary school gradua-
4 tion requirements in a higher education setting,
5 or credit transfer and articulation agreements;

6 “(E) at the postsecondary level, developing
7 and supporting programs that provide concur-
8 rent and integrated provision of basic skills in-
9 struction in career and technical education
10 courses;

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

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

17 “(ii) establishes partnerships with
18 local employers to provide career aware-
19 ness and work-based learning opportunities
20 for students;

21 “(G) career and technical student organi-
22 zations and other activities that promote the de-
23 velopment of employability skills;

24 “(H) leasing, purchasing, repairing, up-
25 grading, or adapting appropriate equipment and

1 machinery tools, new or emerging technology
2 (including high-speed internet connectivity), and
3 instructional materials aligned with business
4 and industry needs that are used for instruction
5 and teacher preparation and professional devel-
6 opment;

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

12 “(J) valid and reliable technical skills as-
13 sessments to measure student achievement,
14 which may include industry-recognized certifi-
15 cation exams or other assessments leading to
16 student attainment of recognized postsecondary
17 credentials;

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

22 “(L) where applicable, coordination with
23 other education and workforce development pro-
24 grams and initiatives, including career path-
25 ways and industry or sector partnerships, as de-

1 fined in section 3 of the Workforce Innovation
2 and Opportunity Act (29 U.S.C. 3102) and de-
3 veloped under such Act;

4 “(M) programs and activities, such as
5 those that provide hands-on inquiry-based
6 learning opportunities, that increase access, stu-
7 dent engagement, and success in science, tech-
8 nology, engineering, and mathematics fields (in-
9 cluding computer science and optics and
10 photonics), particularly for students who are
11 members of groups underrepresented in such
12 subject fields, such as female students, minority
13 students, and special populations;

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

19 “(O) partnering with intermediary organi-
20 zations to improve training, the development of
21 public-private partnerships, systems develop-
22 ment, capacity-building, and scalability of the
23 delivery of high-quality career and technical
24 education; or

1 “(P) involving parents, businesses, commu-
2 nity-based nonprofit providers, and labor orga-
3 nizations, as appropriate, in the design, imple-
4 mentation, and evaluation of career and tech-
5 nical education programs and CTE programs of
6 study authorized under this title, including es-
7 tablishing effective programs and procedures to
8 enable informed and effective participation in
9 such programs;

10 “(4) provide career exploration, counseling, and
11 career development activities through an organized,
12 systemic framework designed to aid students, both
13 before and during the participation of the students
14 in career and technical education programs and
15 CTE programs of study, in making informed plans
16 and decisions about future education and career op-
17 portunities (such as apprenticeships, which may in-
18 clude registered apprenticeships) and about enroll-
19 ment in career and technical education programs of
20 study, which may include—

21 “(A) introductory courses or activities fo-
22 cused on career exploration and career aware-
23 ness, including awareness of nontraditional ca-
24 reers, which may include courses or activities
25 offered before high school;

1 “(B) readily available career and labor
2 market information, such as—

3 “(i) information supplied by section
4 15(e)(2) of the Wagner-Peyser Act (29
5 U.S.C. 491–2), or section 102(b)(1) of the
6 Workforce Innovation and Opportunity Act
7 (29 U.S.C. 3112(b)(1)), and relative to
8 employment sectors;

9 “(ii) educational requirements for
10 these careers;

11 “(iii) information on occupational sup-
12 ply and demand; and

13 “(iv) other information on careers
14 aligned to State or local economic prior-
15 ities;

16 “(C) programs and activities related to the
17 development of student graduation and career
18 plans including the development of career acad-
19 emies;

20 “(D) career guidance and academic coun-
21 seling that provides information on postsec-
22 ondary and career options, such as pre-appren-
23 ticeships, apprenticeships (which may include
24 registered apprenticeships), internships,
25 externships, or simulated work environments;

1 “(E) programs and activities, such as
2 those that provide hands-on inquiry-based
3 learning opportunities, that increase access, stu-
4 dent engagement, and success in science, tech-
5 nology, engineering, and mathematics fields, in-
6 cluding computer science, particularly for stu-
7 dents who are members of groups underrep-
8 resented in such subject fields, such as female
9 students, minority students, and special popu-
10 lations;

11 “(F) improving or developing career and
12 technical education courses, including fur-
13 nishing coursework and training to veterans to
14 enable such veterans to satisfy certification re-
15 quirements for medical services professions (in-
16 cluding the paramedic, emergency medical tech-
17 nician, licensed practical nurse, registered
18 nurse, and physician assistant professions) as
19 determined by the appropriate State regulatory
20 entity, as long as the entity also takes into ac-
21 count previous medical coursework and training
22 received by the veterans while members of the
23 Armed Forces;

24 “(G) hiring career and technical education
25 coordinators who can assist and support career

1 and technical education programs or eligible re-
2 cipients in bringing together businesses, com-
3 munity institutions, labor organizations, and
4 other entities to—

5 “(i) provide resources;

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

8 “(iii) identify work-based learning ex-
9 periences, pre-apprenticeships, apprentice-
10 ships (which may include registered ap-
11 prenticeships), simulated work environ-
12 ments, externships, and internships for
13 students;

14 “(iv) provide technical assistance on
15 proper workplace accommodations for stu-
16 dents; or

17 “(v) identify externships for career
18 and technical education instructors in
19 order to remain current on the latest tech-
20 nology and processes; and

21 “(H) any other program that the eligible
22 agency or eligible recipient determines advances
23 knowledge of career opportunities and assists
24 students in making informed decisions about
25 future education and employment goals;

1 “(5) plan and implement sustained high quality
2 and comprehensive professional development (includ-
3 ing initial teacher preparation and externships and
4 which may be coordinated with other Federal, State,
5 local, or private programs, in accordance with the
6 purpose and requirements of those programs) at the
7 secondary and postsecondary levels—

8 “(A) for career and technical education
9 teachers, faculty, special and general education
10 teachers, specialized instructional support per-
11 sonnel, principals and other school leaders, ad-
12 ministrators, career and guidance counselors, or
13 any other individual determined appropriate by
14 the eligible recipient;

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

17 “(C) that includes—

18 “(i) supporting high-quality individ-
19 ualized academic and career and technical
20 education instructional approaches based
21 on evidence-based research, including the
22 integration of academic and career and
23 technical education courses, standards, and
24 curricula;

1 “(ii) ensuring labor market informa-
2 tion, including information provided under
3 section 15(e)(2) of the Wagner-Peyser Act
4 (29 U.S.C. 491–2(e)(2)), is utilized to in-
5 form programs, guidance, and advisement
6 offered to students;

7 “(iii) training on designing and imple-
8 menting appropriate accommodations for
9 students with disabilities, including the use
10 of universal design for learning, where
11 practicable;

12 “(iv) providing educators with oppor-
13 tunities—

14 “(I) to advance knowledge, skills,
15 and understanding of all aspects of an
16 industry and of the latest equipment,
17 technologies, standards, and creden-
18 tials required in the workplace, includ-
19 ing through relevant industry pre-ap-
20 prenticeships, apprenticeships (which
21 may include registered apprentice-
22 ships), internships, externships, and
23 simulated work environments; and

1 “(II) to learn how to use the rel-
2 evant information described in sub-
3 clause (I) in the classroom;

4 “(v) supporting teachers, principals,
5 and other school leaders in managing ca-
6 reer and technical education courses and
7 career and technical education programs of
8 study in their schools, postsecondary edu-
9 cational institutions, or school districts;

10 “(vi) supporting the implementation
11 of effective strategies to improve student
12 achievement and close inequities in access
13 to, and in opportunities for, learning, skill
14 development, or effective teaching, with
15 such inequities to be identified by the eligi-
16 ble recipient; and

17 “(vii) any other activity determined
18 necessary by the eligible recipient to pro-
19 vide sustained high-quality professional de-
20 velopment for teachers, principals and
21 other school leaders, administrators, career
22 and guidance counselors, or any other indi-
23 vidual determined appropriate by the eligi-
24 ble entity;

1 “(6) implement programs, practices, policies, or
2 support services to ensure the closing of inequities in
3 access to, and in opportunities for, learning, skill de-
4 velopment, or effective teaching, with such inequities
5 to be identified by the eligible recipient, among spe-
6 cial populations, in order to prepare such popu-
7 lations for high skill, high wage, or high demand oc-
8 cupations; and

9 “(7) develop and implement evaluations of the
10 activities carried out with funds under this part, in-
11 cluding evaluations necessary to complete the bien-
12 nial needs assessment required under section 134(b)
13 and the local report required under section
14 113(b)(4)(C).

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

21 (2) by redesignating subsection (d) as sub-
22 section (c).

1 **PART B—GENERAL PROVISIONS**

2 **SEC. 151. REPEAL OF TECH PREP EDUCATION AND REOR-**
3 **GANIZATION.**

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

6 (b) REORGANIZATION OF TITLES II AND III.—The
7 Act (20 U.S.C. 2301 et seq.) is amended—

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

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

12 **SEC. 152. CONFORMING AMENDMENTS REGARDING FISCAL**
13 **REQUIREMENTS.**

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

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

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

19 **SEC. 153. VOLUNTARY SELECTION AND PARTICIPATION.**

20 Section 214(2) (20 U.S.C. 2394(2)), as redesignated
21 by section 151(b)(2), is amended by striking “that re-
22 quires the attainment of” and inserting “or career and
23 technical education program of study that requires the at-
24 tainment of a recognized postsecondary credential”.

1 **SEC. 154. LIMITATION FOR CERTAIN STUDENTS.**

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

5 **TITLE II—OTHER LAWS**

6 **SEC. 201. LABOR MARKET INFORMATION.**

7 Section 15(e)(2)(B) of the Wagner-Peyser Act (29
8 U.S.C. 491–2(e)(2)(B)) is amended to read as follows:

9 “(B) consult with State educational agen-
10 cies, eligible agencies (as defined in section 3 of
11 the Carl D. Perkins Career and Technical Edu-
12 cation Act of 2006 (20 U.S.C. 2302)), local
13 educational agencies, and educational service
14 agencies (as so defined) concerning the provi-
15 sion of workforce and labor market information
16 in order to—

17 “(i) meet the needs of teachers, stu-
18 dents, and administrators at secondary
19 schools and postsecondary educational in-
20 stitutions (as such terms are so defined);
21 and

22 “(ii) inform the identification and de-
23 velopment of career and technical edu-
24 cation programs;”.