

Suspend the Rules and Pass the Bill, H.R. 5587, with an Amendment

(The amendment strikes all after the enacting clause and inserts a new text)

114TH CONGRESS
2^D SESSION

H. R. 5587

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

IN THE HOUSE OF REPRESENTATIVES

JUNE 28, 2016

Mr. THOMPSON of Pennsylvania (for himself, Mr. BYRNE, Mr. CURBELO of Florida, Ms. CLARK of Massachusetts, Mr. LANGEVIN, and Mr. NOLAN) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

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

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

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

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

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

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Effective date.
- Sec. 5. Table of contents of the Carl D. Perkins Career and Technical Education Act of 2006.
- Sec. 6. Purpose.
- Sec. 7. Definitions.
- Sec. 8. Transition provisions.
- Sec. 9. Prohibitions.
- Sec. 10. Authorization of appropriations.

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO
THE STATES

PART A—ALLOTMENT AND ALLOCATION

- Sec. 110. Reservations and State allotment.
- Sec. 111. Within State allocation.
- Sec. 112. Accountability.
- Sec. 113. National activities.
- Sec. 114. Assistance for the outlying areas.
- Sec. 115. Tribally controlled postsecondary career and technical institutions.
- Sec. 116. Occupational and employment information.

PART B—STATE PROVISIONS

- Sec. 121. State plan.
- Sec. 122. Improvement plans.
- Sec. 123. State leadership activities.

PART C—LOCAL PROVISIONS

- Sec. 131. Local application for career and technical education programs.
- Sec. 132. Local uses of funds.

TITLE II—GENERAL PROVISIONS

- Sec. 201. Federal and State administrative provisions.

TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT

- Sec. 301. State responsibilities.

1 SEC. 3. REFERENCES.

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

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

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

4 This Act and the amendments made by this Act shall
5 take effect beginning on July 1, 2017.

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

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

10 “(b) TABLE OF CONTENTS.—The table of contents
11 for this Act is as follows:

“Sec. 1. Short title; table of contents.

“Sec. 2. Purpose.

“Sec. 3. Definitions.

“Sec. 4. Transition provisions.

“Sec. 5. Privacy.

“Sec. 6. Limitation.

“Sec. 7. Special rule.

“Sec. 8. Prohibitions.

“Sec. 9. Authorization of appropriations.

“TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO
THE STATES

“PART A—ALLOTMENT AND ALLOCATION

“Sec. 111. Reservations and State allotment.

“Sec. 112. Within State allocation.

“Sec. 113. Accountability.

“Sec. 114. National activities.

“Sec. 115. Assistance for the outlying areas.

“Sec. 116. Native American programs.

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

“PART B—STATE PROVISIONS

“Sec. 121. State administration.

“Sec. 122. State plan.

“Sec. 123. Improvement plans.

“Sec. 124. State leadership activities.

“PART C—LOCAL PROVISIONS

“Sec. 131. Distribution of funds to secondary education programs.

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

“TITLE II—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

- “Sec. 211. Fiscal requirements.
- “Sec. 212. Authority to make payments.
- “Sec. 213. Construction.
- “Sec. 214. Voluntary selection and participation.
- “Sec. 215. Limitation for certain students.
- “Sec. 216. Federal laws guaranteeing civil rights.
- “Sec. 217. Participation of private school personnel and children.
- “Sec. 218. Limitation on Federal regulations.
- “Sec. 219. Study on programs of study aligned to high-skill, high-wage occupations.

“PART B—STATE ADMINISTRATIVE PROVISIONS

- “Sec. 221. Joint funding.
- “Sec. 222. Prohibition on use of funds to induce out-of-State relocation of businesses.
- “Sec. 223. State administrative costs.
- “Sec. 224. Student assistance and other Federal programs.”.

1 **SEC. 6. PURPOSE.**

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

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

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

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

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

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

4 **SEC. 7. DEFINITIONS.**

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

6 (1) by striking paragraphs (16), (23), (24),
7 (25), (26), and (32);

8 (2) by redesignating paragraphs (8), (9), (10),
9 (11), (12), (13), (14), (15), (17), (18), (19), (20),
10 (21), (22), (27), (28), (29), (30), (31), (33), and
11 (34) as paragraphs (9), (10), (13), (16), (17), (19),
12 (20), (23), (25), (27), (28), (30), (32), (35), (39),
13 (40), (41), (44), (45), (46), and (47), respectively;

14 (3) in paragraph (3)—

15 (A) in subparagraph (B), by striking “5
16 different occupational fields to individuals” and
17 inserting “3 different fields, especially in in-de-
18 mand industry sectors or occupations, that are
19 available to all students”; and

20 (B) in subparagraph (D), by striking “not
21 fewer than 5 different occupational fields” and
22 inserting “not fewer than 3 different occupa-
23 tional fields”;

24 (4) in paragraph (5)—

25 (A) in subparagraph (A)—

1 (i) in clause (i)—

2 (I) by striking “coherent and rig-
3 orous content aligned with challenging
4 academic standards” and inserting
5 “content at the secondary level
6 aligned with the challenging State
7 academic standards adopted by a
8 State under section 1111(b)(1) of the
9 Elementary and Secondary Education
10 Act of 1965 (20 U.S.C. 6311(b)(1)),
11 and at the postsecondary level with
12 the rigorous academic content,”

13 (II) by striking “and skills” and
14 inserting “and skills,”; and

15 (III) by inserting “, including in
16 in-demand industry sectors or occupa-
17 tions” before the semicolon at the
18 end;

19 (ii) in clause (ii), by striking “, an in-
20 dustry-recognized credential, a certificate,
21 or an associate degree” and inserting “or
22 a recognized postsecondary credential,
23 which may include an industry-recognized
24 credential”; and

1 (iii) in clause (iii), by striking “and”
2 at the end;

3 (B) in subparagraph (B)—

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

6 (ii) by striking “contributes to the”
7 and inserting “supports the development
8 of”;

9 (iii) by striking the period at the end
10 and inserting a semicolon; and

11 (iv) by striking “general”; and

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

13 “(C) to the extent practicable, coordinate
14 between secondary and postsecondary education
15 programs, which may include early college pro-
16 grams with articulation agreements, dual or
17 concurrent enrollment program opportunities,
18 or programs of study; and

19 “(D) may include career exploration at the
20 high school level or as early as the middle
21 grades (as such term is defined in section 8101
22 of the Elementary and Secondary Education
23 Act of 1965 (20 U.S.C. 7801)).”;

24 (5) in paragraph (7)—

1 (A) in subparagraph (A), by striking “(and
2 parents, as appropriate)” and inserting “(and,
3 as appropriate, parents and out-of-school
4 youth)”; and

5 (B) in subparagraph (B), by striking “fi-
6 nancial aid,” and all that follows through the
7 period at the end and inserting “financial aid,
8 job training, secondary and postsecondary op-
9 tions (including baccalaureate degree pro-
10 grams), dual or concurrent enrollment pro-
11 grams, work-based learning opportunities, and
12 support services.”;

13 (6) by inserting after paragraph (7) the fol-
14 lowing:

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

19 (7) by inserting after paragraph (10) (as so re-
20 designated by paragraph (2)) the following:

21 “(11) CTE CONCENTRATOR.—The term ‘CTE
22 concentrator’ means—

23 “(A) at the secondary school level, a stu-
24 dent served by an eligible recipient who has—

1 “(i) completed 3 or more career and
2 technical education courses; or

3 “(ii) completed at least 2 courses in a
4 single career and technical education pro-
5 gram or program of study; or

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

8 “(i) earned at least 12 cumulative
9 credits within a career and technical edu-
10 cation program or program of study; or

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

14 “(12) CTE PARTICIPANT.—The term ‘CTE
15 participant’ means an individual who completes not
16 less than 1 course or earns not less than 1 credit in
17 a career and technical education program or pro-
18 gram of study of an eligible recipient.”;

19 (8) by inserting after paragraph (13) (as so re-
20 designated by paragraph (2)) the following:

21 “(14) DUAL OR CONCURRENT ENROLLMENT.—
22 The term ‘dual or concurrent enrollment’ has the
23 meaning given the term in section 8101 of the Ele-
24 mentary and Secondary Education Act of 1965 (20
25 U.S.C. 7801).

1 “(15) 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 (20 U.S.C.
5 7801).”;

6 (9) by inserting after paragraph (17) (as so re-
7 designated by paragraph (2)) the following:

8 “(18) ELIGIBLE ENTITY.—The term ‘eligible
9 entity’ means a consortium that—

10 “(A) shall include at least two of the fol-
11 lowing:

12 “(i) a local educational agency;

13 “(ii) an educational service agency;

14 “(iii) an eligible institution;

15 “(iv) an area career and technical
16 education school;

17 “(v) a State educational agency; or

18 “(vi) the Bureau of Indian Education;

19 “(B) may include a regional, State, or local
20 public or private organization, including a com-
21 munity-based organization, one or more employ-
22 ers, or a qualified intermediary; and

23 “(C) is led by an entity or partnership of
24 entities described in subparagraph (A).”;

1 (10) by amending paragraph (19) (as so reded-
2 ignated by paragraph (2)) to read as follows:

3 “(19) ELIGIBLE INSTITUTION.—The term ‘eli-
4 gible institution’ means—

5 “(A) a consortium of 2 or more of the enti-
6 ties described in subparagraphs (B) through
7 (F);

8 “(B) a public or nonprofit private institu-
9 tion of higher education that offers and will use
10 funds provided under this title in support of ca-
11 reer and technical education courses that lead
12 to technical skill proficiency, an industry-recog-
13 nized credential, a certificate, or an associate
14 degree;

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

17 “(D) an area career and technical edu-
18 cation school providing education at the post-
19 secondary level;

20 “(E) a postsecondary educational institu-
21 tion controlled by the Bureau of Indian Affairs
22 or operated by or on behalf of any Indian tribe
23 that is eligible to contract with the Secretary of
24 the Interior for the administration of programs
25 under the Indian Self-Determination and Edu-

1 cation Assistance Act (25 U.S.C. 450 et seq.)
2 or the Act of April 16, 1934 (25 U.S.C. 452 et
3 seq.); or

4 “(F) an educational service agency.”;

5 (11) by amending paragraph (20) (as so reded-
6 igned by paragraph (2)) to read as follows:

7 “(20) ELIGIBLE RECIPIENT.—The term ‘eligible
8 recipient’ means—

9 “(A) an eligible institution or consortium
10 of eligible institutions eligible to receive assist-
11 ance under section 132; or

12 “(B) a local educational agency (including
13 a public charter school that operates as a local
14 educational agency), an area career and tech-
15 nical education school, an educational service
16 agency, or a consortium of such entities, eligible
17 to receive assistance under section 131.”;

18 (12) by adding after paragraph (20) (as so re-
19 designated by paragraph (2)) the following:

20 “(21) ENGLISH LEARNER.—The term ‘English
21 learner’ means—

22 “(A) a secondary school student who is an
23 English learner, as defined in section 8101 of
24 the Elementary and Secondary Education Act
25 of 1965 (20 U.S.C. 7801); or

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

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

7 “(ii) who lives in a family environment
8 in which a language other than English is
9 the dominant language.

10 “(22) EVIDENCE-BASED.—The term ‘evidence-
11 based’ has the meaning given the term in section
12 8101(21)(A) of the Elementary and Secondary Edu-
13 cation Act of 1965 (20 U.S.C. 7801(21)(A)).”;

14 (13) by inserting after paragraph (23) (as so
15 redesignated by paragraph (2)) the following:

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

21 (14) by inserting after paragraph (25) (as so
22 redesignated by paragraph (2)) the following:

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

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

3 (15) by inserting after paragraph (28) (as so
4 redesignated by paragraph (2)) the following:

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

10 (16) by inserting after paragraph (30) (as so
11 redesignated by paragraph (2)) the following:

12 “(31) OUT-OF-SCHOOL YOUTH.—The term ‘out-
13 of-school youth’ has the meaning given the term in
14 section 3 of the Workforce Innovation and Oppor-
15 tunity Act (29 U.S.C. 3102).”;

16 (17) by inserting after paragraph (32) (as so
17 redesignated by paragraph (2)) the following:

18 “(33) PARAPROFESSIONAL.—The term ‘para-
19 professional’ has the meaning given the term in sec-
20 tion 8101 of the Elementary and Secondary Edu-
21 cation Act of 1965 (20 U.S.C. 7801).

22 “(34) PAY FOR SUCCESS INITIATIVE.—The
23 term ‘pay for success initiative’ has the meaning
24 given the term in section 8101 of the Elementary
25 and Secondary Education Act of 1965 (20 U.S.C.

1 7801), except that such term does not include an
2 initiative that—

3 “(A) reduces the special education or re-
4 lated services that a student would otherwise
5 receive under the Individuals with Disabilities
6 Education Act (20 U.S.C. 1400 et seq.); or

7 “(B) otherwise reduces the rights of a stu-
8 dent or the obligations of an entity under the
9 Individuals with Disabilities Education Act (20
10 U.S.C. 1400 et seq.), the Rehabilitation Act of
11 1973 (29 U.S.C. 701 et seq.), the Americans
12 with Disabilities Act of 1990 (42 U.S.C. 12101
13 et seq.), or any other law.”;

14 (18) by inserting after paragraph (35) (as so
15 redesignated by paragraph (2)) the following:

16 “(36) PROGRAM OF STUDY.—The term ‘pro-
17 gram of study’ means a coordinated, nonduplicative
18 sequence of secondary and postsecondary academic
19 and technical content that—

20 “(A) incorporates challenging State aca-
21 demic standards, including those adopted by a
22 State under section 1111(b)(1) of the Elemen-
23 tary and Secondary Education Act of 1965 (20
24 U.S.C. 6311(b)(1)), that—

1 “(i) address both academic and tech-
2 nical knowledge and skills, including em-
3 ployability skills; and

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

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

11 “(C) has multiple entry and exit points
12 that incorporate credentialing; and

13 “(D) culminates in the attainment of a
14 recognized postsecondary credential.

15 “(37) QUALIFIED INTERMEDIARY.—The term
16 ‘qualified intermediary’ means a non-profit entity
17 that demonstrates expertise to build, connect, sus-
18 tain, and measure partnerships with entities such as
19 employers, schools, community-based organizations,
20 postsecondary institutions, social service organiza-
21 tions, economic development organizations, and
22 workforce systems to broker services, resources, and
23 supports to youth and the organizations and systems
24 that are designed to serve youth, including—

25 “(A) connecting employers to classrooms;

1 “(B) assisting in the design and implemen-
2 tation of career and technical education pro-
3 grams and programs of study;

4 “(C) delivering professional development;

5 “(D) connecting students to internships
6 and other work-based learning opportunities;
7 and

8 “(E) developing personalized student sup-
9 ports.

10 “(38) RECOGNIZED POSTSECONDARY CREDEN-
11 TIAL.—The term ‘recognized postsecondary creden-
12 tial’ has the meaning given the term in section 3 of
13 the Workforce Innovation and Opportunity Act (29
14 U.S.C. 3102).”;

15 (19) in paragraph (41) (as so redesignated by
16 paragraph (2))—

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

20 (B) in subparagraph (E), by striking
21 “and” at the end;

22 (C) in subparagraph (F), by striking “indi-
23 viduals with limited English proficiency.” and
24 inserting “English learners;”; and

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

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

4 “(H) youth with a parent who—

5 “(i) is a member of the armed forces
6 (as such term is defined in section
7 101(a)(4) of title 10, United States Code);
8 and

9 “(ii) is on active duty (as such term
10 is defined in section 101(d)(1) of such
11 title).”;

12 (20) by inserting after paragraph (41) (as so
13 redesignated by paragraph (2)) the following:

14 “(42) SPECIALIZED INSTRUCTIONAL SUPPORT
15 PERSONNEL.—The term ‘specialized instructional
16 support personnel’ has the meaning given the term
17 in section 8101 of the Elementary and Secondary
18 Education Act of 1965 (20 U.S.C. 7801).

19 “(43) SPECIALIZED INSTRUCTIONAL SUPPORT
20 SERVICES.—The term ‘specialized instructional sup-
21 port services’ has the meaning given the term in sec-
22 tion 8101 of the Elementary and Secondary Edu-
23 cation Act of 1965 (20 U.S.C. 7801).”;

24 (21) in paragraph (45) (as so redesignated by
25 paragraph (2)) by inserting “(including paraprofes-

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

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

4 “(48) UNIVERSAL DESIGN FOR LEARNING.—
5 The term ‘universal design for learning’ has the
6 meaning given the term in section 8101 of the Ele-
7 mentary and Secondary Education Act of 1965 (20
8 U.S.C. 7801).

9 “(49) WORK-BASED LEARNING.—The term
10 ‘work-based learning’ means sustained interactions
11 with industry or community professionals in real
12 workplace settings, to the extent practicable, or sim-
13 ulated environments at an educational institution
14 that foster in-depth, first-hand engagement with the
15 tasks required of a given career field, that are
16 aligned to curriculum and instruction.”.

17 **SEC. 8. TRANSITION PROVISIONS.**

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

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

21 (2) by striking “Carl D. Perkins Career and
22 Technical Education Improvement Act of 2006”
23 each place it appears and inserting “Strengthening
24 Career and Technical Education for the 21st Cen-
25 tury Act”; and

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

2 **SEC. 9. PROHIBITIONS.**

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

4 (1) in subsection (a), by striking “Federal Gov-
5 ernment to mandate,” and all that follows through
6 the end and inserting “Federal Government—

7 “(1) to condition or incentivize the receipt of
8 any grant, contract, or cooperative agreement, or the
9 receipt of any priority or preference under such
10 grant, contract, or cooperative agreement, upon a
11 State, local educational agency, eligible agency, eligi-
12 ble recipient, eligible entity, or school’s adoption or
13 implementation of specific instructional content, aca-
14 demic standards and assessments, curricula, or pro-
15 gram of instruction (including any condition, pri-
16 ority, or preference to adopt the Common Core State
17 Standards developed under the Common Core State
18 Standards Initiative, any other academic standards
19 common to a significant number of States, or any
20 assessment, instructional content, or curriculum
21 aligned to such standards);

22 “(2) through grants, contracts, or other cooper-
23 ative agreements, to mandate, direct, or control a
24 State, local educational agency, eligible agency, eligi-
25 ble recipient, eligible entity, or school’s specific in-

1 instructional content, academic standards and assess-
2 ments, curricula, or program of instruction (includ-
3 ing any requirement, direction, or mandate to adopt
4 the Common Core State Standards developed under
5 the Common Core State Standards Initiative, any
6 other academic standards common to a significant
7 number of States, or any assessment, instructional
8 content, or curriculum aligned to such standards);
9 and

10 “(3) except as required under sections 112(b),
11 211(b), and 223—

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

14 “(B) to mandate that a State or a political
15 subdivision of a State spend any funds or incur
16 any costs not paid for under this Act.”; and

17 (2) by striking subsection (d) and redesignating
18 subsection (e) as subsection (d).

19 **SEC. 10. AUTHORIZATION OF APPROPRIATIONS.**

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

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

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

25 “(1) \$1,133,002,074 for fiscal year 2017;

- 1 “(2) \$1,148,618,465 for fiscal year 2018;
2 “(3) \$1,164,450,099 for fiscal year 2019;
3 “(4) \$1,180,499,945 for fiscal year 2020;
4 “(5) \$1,196,771,008 for fiscal year 2021; and
5 “(6) \$1,213,266,339 for fiscal year 2022.”.

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

9 **PART A—ALLOTMENT AND ALLOCATION**

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

11 Paragraph (5) of section 111(a) (20 U.S.C. 2321(a))
12 is amended—

13 (1) in subparagraph (A), by striking “No
14 State” and inserting “For each of fiscal years 2017,
15 2018, and 2019, no State”;

16 (2) by redesignating subparagraph (B) as sub-
17 paragraph (C);

18 (3) by inserting after subparagraph (A), as
19 amended by paragraph (1), the following:

20 “(B) FISCAL YEAR 2020 AND EACH SUC-
21 CEEDING FISCAL YEAR.—For fiscal year 2020
22 and each of the succeeding fiscal years, no
23 State shall receive an allotment under this sec-
24 tion for a fiscal year that is less than 90 per-

1 cent of the allotment the State received under
2 this section for the preceding fiscal year.”; and
3 (4) in subparagraph (C), as redesignated by
4 paragraph (2), by striking “subparagraph (A)” and
5 inserting “subparagraph (A) or (B)”.

6 **SEC. 111. WITHIN STATE ALLOCATION.**

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

8 (1) in subsection (a)—

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

11 (B) in paragraph (2)—

12 (i) in subparagraph (A)—

13 (I) by striking “1 percent” and
14 inserting “2 percent”; and

15 (II) by striking “State correc-
16 tional institutions and institutions”
17 and inserting “State correctional in-
18 stitutions, juvenile justice facilities,
19 and educational institutions”; and

20 (ii) in subparagraph (B), by striking
21 “available for services” and inserting
22 “available to assist eligible recipients in
23 providing services”; and

1 (C) in paragraph (3)(B), by striking “a
2 local plan;” and inserting “local applications;”;
3 and
4 (2) in subsection (c), by striking “section 135”
5 and all that follows through the end and inserting
6 “section 135—
7 “(1) in—
8 “(A) rural areas;
9 “(B) areas with high percentages of CTE
10 concentrators or CTE participants; and
11 “(C) areas with high numbers of CTE con-
12 centrators or CTE participants; and
13 “(2) in order to—
14 “(A) foster innovation through the identi-
15 fication and promotion of promising and proven
16 career and technical education programs, prac-
17 tices, and strategies, which may include prac-
18 tices and strategies that prepare individuals for
19 nontraditional fields; or
20 “(B) promote the development, implemen-
21 tation, and adoption of programs of study or
22 career pathways aligned with State-identified
23 in-demand occupations or industries.”.

24 **SEC. 112. ACCOUNTABILITY.**

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

1 (1) in subsection (a), by striking “comprised of
2 the activities” and inserting “comprising the activi-
3 ties”;

4 (2) in subsection (b)—

5 (A) in paragraph (1), by striking subpara-
6 graph (B) and redesignating subparagraph (C)
7 as subparagraph (B);

8 (B) in paragraph (1)(B), as so redesign-
9 nated, by striking “, and State levels of per-
10 formance described in paragraph (3)(B) for
11 each additional indicator of performance”; and

12 (C) by striking paragraph (2) and insert-
13 ing the following:

14 “(2) INDICATORS OF PERFORMANCE.—

15 “(A) CORE INDICATORS OF PERFORMANCE
16 FOR CTE CONCENTRATORS AT THE SECONDARY
17 LEVEL.—Each eligible agency shall identify in
18 the State plan core indicators of performance
19 for CTE concentrators at the secondary level
20 that are valid and reliable, and that include, at
21 a minimum, measures of each of the following:

22 “(i) The percentage of CTE con-
23 centrators who graduate high school, as
24 measured by—

1 “(I) the four-year adjusted co-
2 hort graduation rate (defined in sec-
3 tion 8101 of the Elementary and Sec-
4 ondary Education Act of 1965 (20
5 U.S.C. 7801)); and

6 “(II) at the State’s discretion,
7 the extended-year adjusted cohort
8 graduation rate defined in such sec-
9 tion 8101 (20 U.S.C. 7801).

10 “(ii) CTE concentrator attainment of
11 challenging State academic standards
12 adopted by the State under section
13 1111(b)(1) of the Elementary and Sec-
14 ondary Education Act of 1965 (20 U.S.C.
15 6311(b)(1)), and measured by the aca-
16 demic assessments described in section
17 1111(b)(2) of such Act (20 U.S.C.
18 6311(b)(2)).

19 “(iii) The percentage of CTE con-
20 centrators who, in the second quarter fol-
21 lowing the program year after exiting from
22 secondary education, are in postsecondary
23 education or advanced training, military
24 service, or unsubsidized employment.

1 “(iv) Not less than one indicator of
2 career and technical education program
3 quality that—

4 “(I) shall include, not less than
5 one of the following—

6 “(aa) the percentage of CTE
7 concentrators graduating from
8 high school having attained rec-
9 ognized postsecondary creden-
10 tials;

11 “(bb) the percentage of CTE
12 concentrators graduating from
13 high school having attained post-
14 secondary credits in the relevant
15 career and technical educational
16 program or program of study
17 earned through dual and concu-
18 rent enrollment or another credit
19 transfer agreement; or

20 “(cc) the percentage of CTE
21 concentrators graduating from
22 high school having participated in
23 work-based learning; and

24 “(II) may include any other
25 measure of student success in career

1 and technical education that is state-
2 wide, valid, and reliable.

3 “(v) The percentage of CTE con-
4 centrators in career and technical edu-
5 cation programs and programs of study
6 that lead to nontraditional fields.

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

15 “(i) The percentage of CTE con-
16 centrators, who, during the second quarter
17 after program completion, are in education
18 or training activities, advanced training, or
19 unsubsidized employment.

20 “(ii) The median earnings of CTE
21 concentrators in unsubsidized employment
22 two quarters after program completion.

23 “(iii) The percentage of CTE con-
24 centrators who receive a recognized post-

1 secondary credential during participation
2 in or within 1 year of program completion.

3 “(iv) The percentage of CTE con-
4 centrators in career and technical edu-
5 cation programs and programs of study
6 that lead to nontraditional fields.

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

16 (D) in paragraph (3)—

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

19 “(A) STATE ADJUSTED LEVELS OF PER-
20 FORMANCE FOR CORE INDICATORS OF PER-
21 FORMANCE.—

22 “(i) IN GENERAL.—Each eligible
23 agency, with input from eligible recipients,
24 shall establish and identify in the State
25 plan submitted under section 122, for the

1 first 2 program years covered by the State
2 plan, levels of performance for each of the
3 core indicators of performance described in
4 subparagraphs (A) and (B) of paragraph
5 (2) for career and technical education ac-
6 tivities authorized under this title. The lev-
7 els of performance established under this
8 subparagraph shall, at a minimum—

9 “(I) be expressed in a percentage
10 or numerical form, so as to be objec-
11 tive, quantifiable, and measurable;
12 and

13 “(II) be sufficiently ambitious to
14 allow for meaningful evaluation of
15 program quality.

16 “(ii) STATE ADJUSTED LEVELS OF
17 PERFORMANCE FOR SUBSEQUENT
18 YEARS.—Prior to the third program year
19 covered by the State plan, each eligible
20 agency shall revise the State levels of per-
21 formance for each of the core indicators of
22 performance for the subsequent program
23 years covered by the State plan, taking
24 into account the extent to which such lev-
25 els of performance promote meaningful

1 program improvement on such indicators.
2 The State adjusted levels of performance
3 identified under this clause shall be consid-
4 ered to be the State adjusted levels of per-
5 formance for the State for such years and
6 shall be incorporated into the State plan.

7 “(iii) REPORTING.—The eligible agen-
8 cy shall, for each year described in clauses
9 (i) and (iii), publicly report and widely dis-
10 seminate the State levels of performance
11 described in this subparagraph.

12 “(iv) REVISIONS.—If unanticipated
13 circumstances arise in a State, the eligible
14 agency may revise the State adjusted levels
15 of performance required under this sub-
16 paragraph, and submit such revised levels
17 of performance with evidence supporting
18 the revision and demonstrating public con-
19 sultation, in a manner consistent with the
20 process described in subsections (d) and (f)
21 of section 122.”; and

22 (ii) by striking subparagraph (B) and
23 inserting the following:

24 “(B) ACTUAL LEVELS OF PERFORM-
25 ANCE.—At the end of each program year, the

1 eligible agency shall determine actual levels of
2 performance on each of the core indicators of
3 performance and publicly report and widely dis-
4 seminate the actual levels of performance de-
5 scribed in this subparagraph.”; and

6 (E) in paragraph (4)—

7 (i) in subparagraph (A)—

8 (I) in clause (i)(I), by striking
9 “consistent with the State levels of
10 performance established under para-
11 graph (3), so as” and inserting “con-
12 sistent with the form expressed in the
13 State levels, so as”;

14 (II) by striking clause (i)(II) and
15 inserting the following:

16 “(II) be sufficiently ambitious to
17 allow for meaningful evaluation of
18 program quality.”;

19 (III) in clause (iv)—

20 (aa) by striking “third and
21 fifth program years” and insert-
22 ing “third program year”; and

23 (bb) by striking “cor-
24 responding” before “subsequent
25 program years”;

- 1 (IV) in clause (v)—
- 2 (aa) by striking “and” at
- 3 the end of subclause (I);
- 4 (bb) by redesignating sub-
- 5 clause (II) as subclause (III);
- 6 (cc) by inserting after sub-
- 7 clause (I) the following:
- 8 “(II) local economic conditions;”;
- 9 (dd) in subclause (III), as so
- 10 redesignated, by striking “pro-
- 11 mote continuous improvement on
- 12 the core indicators of perform-
- 13 ance by the eligible recipient.”
- 14 and inserting “advance the eligi-
- 15 ble recipient’s accomplishments
- 16 of the goals set forth in the local
- 17 application; and”; and
- 18 (ee) by adding at the end
- 19 the following:
- 20 “(IV) the eligible recipient’s abil-
- 21 ity and capacity to collect and access
- 22 valid, reliable, and cost effective
- 23 data.”;
- 24 (V) in clause (vi), by inserting
- 25 “or changes occur related to improve-

1 ments in data or measurement ap-
2 proaches,” after “factors described in
3 clause (v),”; and

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

6 “(vii) REPORTING.—The eligible re-
7 cipient shall, for each year described in
8 clauses (iii) and (iv), publicly report the
9 local levels of performance described in this
10 subparagraph.”;

11 (ii) by striking subparagraph (B) and
12 redesignating subparagraph (C) as sub-
13 paragraph (B); and

14 (iii) in clause (ii)(I) of subparagraph
15 (B), as so redesignated—

16 (I) by striking “section
17 1111(h)(1)(C)(i)” and inserting “sec-
18 tion 1111(h)(1)(C)(ii)”;

19 (II) by striking “section 3(29)”
20 and inserting “section 3(40)”;

21 (3) in subsection (c)—

22 (A) in the heading, by inserting “STATE”
23 before “REPORT”;

24 (B) in paragraph (1)(B), by striking “in-
25 formation on the levels of performance achieved

1 by the State with respect to the additional indi-
2 cators of performance, including the” and in-
3 serting “the”; and

4 (C) in paragraph (2)(A)—

5 (i) by striking “categories” and in-
6 serting “subgroups”;

7 (ii) by striking “section
8 1111(h)(1)(C)(i)” and inserting “section
9 1111(h)(1)(C)(ii)”;

10 (iii) by striking “section 3(29)” and
11 inserting “section 3(40)”.

12 **SEC. 113. NATIONAL ACTIVITIES.**

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

14 (1) in subsection (a)—

15 (A) in paragraph (1)—

16 (i) by striking “The Secretary shall”
17 the first place it appears and inserting
18 “The Secretary shall, in consultation with
19 the Director of the Institute for Education
20 Sciences,”; and

21 (ii) by inserting “from eligible agen-
22 cies under section 113(c)” after “pursuant
23 to this title”; and

24 (B) by striking paragraph (3);

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

3 “(b) REASONABLE COST.—The Secretary shall take
4 such action as may be necessary to secure at reasonable
5 cost the information required by this title. To ensure rea-
6 sonable cost, the Secretary, in consultation with the Na-
7 tional Center for Education Statistics and the Office of
8 Career, Technical, and Adult Education shall determine
9 the methodology to be used and the frequency with which
10 such information is to be collected.”;

11 (3) in subsection (c)—

12 (A) in paragraph (1)—

13 (i) by striking “may” and inserting
14 “shall”;

15 (ii) by striking “, directly or through
16 grants, contracts, or cooperative agree-
17 ments,” and inserting “directly or through
18 grants”; and

19 (iii) by striking “and assessment”;
20 and

21 (B) in paragraph (2)—

22 (i) in subparagraph (B), by inserting
23 “, acting through the Director of the Insti-
24 tute for Education Sciences,” after “de-
25 scribe how the Secretary”; and

1 (ii) in subparagraph (C), by inserting
2 “, in consultation with the Director of the
3 Institute for Education Sciences,” after
4 “the Secretary”;

5 (4) in subsection (d)—

6 (A) in paragraph (1)—

7 (i) in subparagraph (A)—

8 (I) by inserting “, acting through
9 the Director of the Institute for Edu-
10 cation Sciences,” after “The Sec-
11 retary”;

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

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

18 (ii) in subparagraph (B)—

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

21 (II) in clause (vi), by striking the
22 period at the end and inserting “,
23 which may include individuals with ex-
24 pertise in addressing inequities in ac-
25 cess to, and in opportunities for aca-

1 demic and technical skill attainment;
2 and”]; and

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

5 “(vii) representatives of special popu-
6 lations.”];

7 (B) in paragraph (2)—

8 (i) in the heading, by striking “AND
9 ASSESSMENT”];

10 (ii) in subparagraph (A)—

11 (I) by inserting “, acting through
12 the Director of the Institute for Edu-
13 cation Sciences,” after “the Sec-
14 retary”];

15 (II) by striking “an independent
16 evaluation and assessment” and in-
17 serting “a series of research and eval-
18 uation initiatives for each year for
19 which funds are appropriated to carry
20 out this Act, which are aligned with
21 the plan in subsection (c)(2),”];

22 (III) by striking “Carl D. Per-
23 kins Career and Technical Education
24 Improvement Act of 2006” and

1 “Strengthening Career and Technical
2 Education for the 21st Century Act”;

3 (IV) by striking “, contracts, and
4 cooperative agreements that are” and
5 inserting “to institutions of higher
6 education or a consortia of one or
7 more institutions of higher education
8 and one or more private nonprofit or-
9 ganizations or agencies”; and

10 (V) by adding at the end the fol-
11 lowing: “Such evaluation shall, when-
12 ever possible, use the most recent
13 data available.”; and

14 (iii) by amending subparagraph (B) to
15 read as follows:

16 “(B) CONTENTS.—The evaluation required
17 under subparagraph (A) shall include descrip-
18 tions and evaluations of—

19 “(i) the extent and success of the inte-
20 gration of challenging State academic
21 standards adopted under 1111(b)(1) of the
22 Elementary and Secondary Education Act
23 of 1965 (20 U.S.C. 6311(b)(1)) and career
24 and technical education for students par-
25 ticipating in career and technical education

1 programs, including a review of the effect
2 of such integration on the academic and
3 technical proficiency achievement of such
4 students (including the number of such
5 students that receive a regular high school
6 diploma, as such term is defined under sec-
7 tion 8101 of the Elementary and Sec-
8 ondary Education Act of 1965 or a State-
9 defined alternative diploma described in
10 section 8101(25)(A)(ii)(I)(bb) of such Act
11 (20 U.S.C. 7801(25)(A)(ii)(I)(bb));

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

21 “(iii) employer involvement in, benefit
22 from, and satisfaction with, career and
23 technical education programs and pro-
24 grams of study and career and technical

1 education students' preparation for em-
2 ployment;

3 “(iv) efforts to expand access to ca-
4 reer and technical education programs of
5 study for all students;

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

11 “(vi) the impact of the amendments to
12 this Act made under the Strengthening Ca-
13 reer and Technical Education for the 21st
14 Century Act, including comparisons, where
15 appropriate, of—

16 “(I) the use of the comprehensive
17 needs assessment under section
18 134(b);

19 “(II) the implementation of pro-
20 grams of study; and

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

1 tary and Secondary Education Act of
2 1965 (20 U.S.C. 6301 et seq.);

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

8 “(viii) changes in student enrollment
9 patterns.”; and

10 (iv) in subparagraph (C)—

11 (I) in clause (i)—

12 (aa) by inserting “, in con-
13 sultation with the Director of the
14 Institute for Education
15 Sciences,” after “The Secretary”;

16 (bb) in subclause (I)—

17 (AA) by striking “as-
18 sessment” and inserting
19 “evaluation and summary of
20 research activities carried
21 out under this section”; and

22 (BB) by striking
23 “2010” and inserting
24 “2021”; and

25 (cc) in subclause (II)—

1 (AA) by striking “as-
2 sessment” and inserting
3 “evaluation and summary of
4 research activities carried
5 out under this section”; and

6 (BB) by striking
7 “2011” and inserting
8 “2023”; and

9 (II) by adding after clause (ii)
10 the following:

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

23 (C) by striking paragraphs (3), (4), and
24 (5) and inserting the following:

25 “(3) INNOVATION.—

1 “(A) GRANT PROGRAM.—To identify and
2 support innovative strategies and activities to
3 improve career and technical education and
4 align workforce skills with labor market needs
5 as part of the plan developed under subsection
6 (c) and the requirements of this subsection, the
7 Secretary may award grants to eligible entities
8 to—

9 “(i) create, develop, implement, or
10 take to scale evidence-based, field initiated
11 innovations, including through a pay for
12 success initiative to improve student out-
13 comes in career and technical education;
14 and

15 “(ii) rigorously evaluate such innova-
16 tions.

17 “(B) MATCHING FUNDS.—

18 “(i) MATCHING FUNDS REQUIRED.—
19 Except as provided under clause (ii), to re-
20 ceive a grant under this paragraph, an eli-
21 gible entity shall, through cash or in-kind
22 contributions, provide matching funds from
23 public or private sources in an amount
24 equal to at least 50 percent of the funds
25 provided under such grant.

1 “(ii) EXCEPTION.—The Secretary
2 may waive the matching fund requirement
3 under clause (i) if the eligible entity dem-
4 onstrates exceptional circumstances.

5 “(C) APPLICATION.—To receive a grant
6 under this paragraph, an eligible entity shall
7 submit to the Secretary at such a time as the
8 Secretary may require, an application that—

9 “(i) identifies and designates the
10 agency, institution, or school responsible
11 for the administration and supervision of
12 the program assisted under this paragraph;

13 “(ii) identifies the source and amount
14 of the matching funds required under sub-
15 paragraph (B)(i);

16 “(iii) describes how the eligible entity
17 will use the grant funds, including how
18 such funds will directly benefit students,
19 including special populations, served by the
20 eligible entity;

21 “(iv) describes how the program as-
22 sisted under this paragraph will be coordi-
23 nated with the activities carried out under
24 section 124 or 135;

1 “(v) describes how the program as-
2 sisted under this paragraph aligns with the
3 single plan described in subsection (c); and

4 “(vi) describes how the program as-
5 sisted under this paragraph will be evalu-
6 ated and how that evaluation may inform
7 the report described in subsection
8 (d)(2)(C).

9 “(D) PRIORITY.—In awarding grants
10 under this paragraph, the Secretary shall give
11 priority to applications from eligible entities
12 that will predominantly serve students from
13 low-income families.

14 “(E) GEOGRAPHIC DIVERSITY.—

15 “(i) IN GENERAL.—In awarding
16 grants under this paragraph, the Secretary
17 shall award no less than 25 percent of the
18 total available funds for any fiscal year to
19 eligible entities proposing to fund career
20 and technical education activities that
21 serve—

22 “(I) a local educational agency
23 with an urban-centric district locale
24 code of 32, 33, 41, 42, or 43, as de-
25 termined by the Secretary;

1 “(II) an institution of higher
2 education primarily serving the one or
3 more areas served by such a local edu-
4 cational agency;

5 “(III) a consortium of such local
6 educational agencies or such institu-
7 tions of higher education;

8 “(IV) a partnership between—

9 “(aa) an educational service
10 agency or a nonprofit organiza-
11 tion; and

12 “(bb) such a local edu-
13 cational agency or such an insti-
14 tution of higher education; or

15 “(V) a partnership between—

16 “(aa) a grant recipient de-
17 scribed in subclause (I) or (II);
18 and

19 “(bb) a State educational
20 agency.

21 “(ii) EXCEPTION.—Notwithstanding
22 clause (i), the Secretary shall reduce the
23 amount of funds made available under
24 such clause if the Secretary does not re-

1 ceive a sufficient number of applications of
2 sufficient quality.

3 “(F) USES OF FUNDS.—An eligible entity
4 that is awarded a grant under this paragraph
5 shall use the grant funds, in a manner con-
6 sistent with subparagraph (A)(i), to—

7 “(i) improve career and technical edu-
8 cation outcomes of students served by eligi-
9 ble entities under this title;

10 “(ii) improve career and technical
11 education teacher effectiveness;

12 “(iii) improve the transition of stu-
13 dents from secondary education to postsec-
14 ondary education or employment;

15 “(iv) improve the incorporation of
16 comprehensive work-based learning into ca-
17 reer and technical education;

18 “(v) increase the effective use of tech-
19 nology within career and technical edu-
20 cation programs;

21 “(vi) support new models for inte-
22 grating academic content and career and
23 technical education content in such pro-
24 grams;

1 “(vii) support the development and
2 enhancement of innovative delivery models
3 for career and technical education;

4 “(viii) work with industry to design
5 and implement courses or programs of
6 study aligned to labor market needs in new
7 or emerging fields;

8 “(ix) integrate science, technology, en-
9 gineering, and mathematics fields, includ-
10 ing computer science education, with ca-
11 reer and technical education;

12 “(x) support innovative approaches to
13 career and technical education by rede-
14 signing the high school experience for stu-
15 dents, which may include evidence-based
16 transitional support strategies for students
17 who have not met postsecondary education
18 eligibility requirements;

19 “(xi) improve CTE concentrator em-
20 ployment outcomes in nontraditional fields;
21 or

22 “(xii) support the use of career and
23 technical education programs and pro-
24 grams of study in a coordinated strategy to
25 address identified employer needs and

1 workforce shortages, such as shortages in
2 the early childhood, elementary school, and
3 secondary school education workforce.

4 “(G) EVALUATION.—Each eligible entity
5 receiving a grant under this paragraph shall
6 provide for an independent evaluation of the ac-
7 tivities carried out using such grant and submit
8 to the Secretary an annual report that in-
9 cludes—

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

12 “(ii) the performance of the eligible
13 entity with respect to, at a minimum, the
14 performance indicators described under
15 section 113, as applicable, and
16 disaggregated by—

17 “(I) subgroups of students de-
18 scribed in section 1111(c)(2)(B) of
19 the Elementary and Secondary Edu-
20 cation Act of 1965 (20 U.S.C.
21 6311(c)(2)(B));

22 “(II) special populations; and

23 “(III) as appropriate, each career
24 and technical education program and
25 program of study; and

1 “(iii) a quantitative analysis of the ef-
2 fectiveness of the project carried out under
3 this paragraph.”; and

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

6 “(e) AUTHORIZATION OF APPROPRIATIONS.—There
7 are authorized to be appropriated to carry out this sec-
8 tion—

9 “(1) \$7,523,285 for fiscal year 2017;

10 “(2) \$7,626,980 for fiscal year 2018;

11 “(3) \$7,732,104 for fiscal year 2019;

12 “(4) \$7,838,677 for fiscal year 2020;

13 “(5) \$7,946,719 for fiscal year 2021; and

14 “(6) \$8,056,251 for fiscal year 2022.”.

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

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

17 (1) in subsection (a)(3), by striking “subject to
18 subsection (d)” and inserting “subject to subsection
19 (b)”;

20 (2) by striking subsections (b) and (c); and

21 (3) by redesignating subsection (d) as sub-
22 section (b).

1 **SEC. 115. TRIBALLY CONTROLLED POSTSECONDARY CA-**
2 **REER AND TECHNICAL INSTITUTIONS.**

3 Section 117(i) (20 U.S.C. 2327(i)) is amended to
4 read as follows:

5 “(i) **AUTHORIZATION OF APPROPRIATIONS.**—There
6 are authorized to be appropriated to carry out this sec-
7 tion—

8 “(1) \$8,400,208 for fiscal year 2017;

9 “(2) \$8,515,989 for fiscal year 2018;

10 “(3) \$8,633,367 for fiscal year 2019;

11 “(4) \$8,752,362 for fiscal year 2020;

12 “(5) \$8,872,998 for fiscal year 2021; and

13 “(6) \$8,995,296 for fiscal year 2022.”.

14 **SEC. 116. OCCUPATIONAL AND EMPLOYMENT INFORMA-**
15 **TION.**

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

17 **PART B—STATE PROVISIONS**

18 **SEC. 121. STATE PLAN.**

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

20 (1) in subsection (a)—

21 (A) in paragraph (1)—

22 (i) by striking “6-year period” and in-
23 serting “4-year period”; and

24 (ii) by striking “Carl D. Perkins Ca-
25 reer and Technical Education Improve-
26 ment Act of 2006” and inserting

1 “Strengthening Career and Technical Edu-
2 cation for the 21st Century Act”;

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

5 (C) in paragraph (3), by striking “(includ-
6 ing charter school” and all that follows through
7 “and community organizations)” and inserting
8 “(including teachers, specialized instructional
9 support personnel, paraprofessionals, school
10 leaders, authorized public chartering agencies,
11 and charter school leaders, consistent with
12 State law, employers, labor organizations, par-
13 ents, students, and community organizations)”;
14 and

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

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

18 “(1) COMBINED PLAN.—The eligible agency
19 may submit a combined plan that meets the require-
20 ments of this section and the requirements of section
21 103 of the Workforce Innovation and Opportunity
22 Act (29 U.S.C. 3113), unless the eligible agency
23 opts to submit a single plan under paragraph (2)
24 and informs the Secretary of such decision.

1 “(2) SINGLE PLAN.—If the eligible agency
2 elects not to submit a combined plan as described in
3 paragraph (1), such eligible agency shall submit a
4 single State plan.

5 “(c) PLAN DEVELOPMENT.—

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

7 “(A) develop the State plan in consultation
8 with—

9 “(i) representatives of secondary and
10 postsecondary career and technical edu-
11 cation programs, including eligible recipi-
12 ents and representatives of two-year Mi-
13 nority-Serving Institutions and Historically
14 Black Colleges and Universities in States
15 where such institutions are in existence,
16 and charter school representatives in
17 States where such schools are in existence,
18 which shall include teachers, school lead-
19 ers, specialized instructional support per-
20 sonnel (including guidance counselors), and
21 paraprofessionals;

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

24 “(iii) the State workforce development
25 board described in section 101 of the

1 Workforce Innovation and Opportunity Act
2 (29 U.S.C. 3111);

3 “(iv) representatives of special popu-
4 lations;

5 “(v) representatives of business and
6 industry (including representatives of small
7 business), which shall include representa-
8 tives of industry and sector partnerships in
9 the State, as appropriate, and representa-
10 tives of labor organizations in the State;

11 “(vi) representatives of agencies serv-
12 ing out-of-school youth, homeless children
13 and youth, and at-risk youth; and

14 “(vii) representatives of Indian tribes
15 located in the State; and

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

21 “(2) ACTIVITIES AND PROCEDURES.—The eligi-
22 ble agency shall develop effective activities and pro-
23 cedures, including access to information needed to
24 use such procedures, to allow the individuals and en-
25 tities described in paragraph (1) to participate in

1 State and local decisions that relate to development
2 of the State plan.

3 “(d) PLAN CONTENTS.—The State plan shall in-
4 clude—

5 “(1) a summary of State-supported workforce
6 development activities (including education and
7 training) in the State, including the degree to which
8 the State’s career and technical education programs
9 and programs of study are aligned with such activi-
10 ties;

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

19 “(3) a summary of the strategic planning ele-
20 ments of the unified State plan required under sec-
21 tion 102(b)(1) of the Workforce Innovation and Op-
22 portunity Act (29 U.S.C. 3112(b)(1)), including the
23 elements related to system alignment under section
24 102(b)(2)(B) of such Act (29 U.S.C.
25 3112(b)(2)(B));

1 “(4) a description of the career and technical
2 education programs or programs of study that will
3 be supported, developed, or improved, including de-
4 scriptions of—

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

8 “(B) the process and criteria to be used
9 for approving locally developed programs of
10 study or career pathways, including how such
11 programs address State workforce development
12 and education needs; and

13 “(C) how the eligible agency will—

14 “(i) make information on approved
15 programs of study and career pathways,
16 including career exploration, work-based
17 learning opportunities, guidance and ad-
18 visement resources, available to students
19 and parents;

20 “(ii) ensure nonduplication of eligible
21 recipients’ development of programs of
22 study and career pathways;

23 “(iii) determine alignment of eligible
24 recipients’ programs of study to the State,
25 regional or local economy, including in-de-

1 mand fields and occupations identified by
2 the State workforce development board as
3 appropriate;

4 “(iv) provide equal access to activities
5 assisted under this Act for special popu-
6 lations;

7 “(v) coordinate with the State work-
8 force board to support the local develop-
9 ment of career pathways and articulate
10 processes by which career pathways will be
11 developed by local workforce development
12 boards;

13 “(vi) use State, regional, or local labor
14 market data to align career and technical
15 education with State labor market needs;

16 “(vii) support effective and meaning-
17 ful collaboration between secondary
18 schools, postsecondary institutions, and
19 employers; and

20 “(viii) improve outcomes for CTE con-
21 centrators, including those who are mem-
22 bers of special populations;

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

1 “(A) each eligible recipient will promote
2 academic achievement;

3 “(B) each eligible recipient will promote
4 skill attainment, including skill attainment that
5 leads to a recognized postsecondary credential;
6 and

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

12 “(6) a description of how the eligible agency
13 will support the recruitment and preparation of
14 teachers, including special education teachers, fac-
15 ulty, administrators, specialized instructional sup-
16 port personnel, and paraprofessionals to provide ca-
17 reer and technical education instruction, leadership,
18 and support;

19 “(7) a description of how the eligible agency
20 will use State leadership funding to meet the re-
21 quirements of section 124(b);

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

1 “(A) among career and technical education
2 at the secondary level, or career and technical
3 education at the postsecondary and adult level,
4 or both, including how such distribution will
5 most effectively provide students with the skills
6 needed to succeed in the workplace; and

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

14 “(9) a description of the procedure the eligible
15 agency will adopt for determining State adjusted lev-
16 els of performance described in section 113, which at
17 a minimum shall include—

18 “(A) consultation with stakeholders identi-
19 fied in paragraph (1);

20 “(B) opportunities for the public to com-
21 ment in person and in writing on the State ad-
22 justed levels of performance included in the
23 State plan; and

1 “(C) submission of public comment on
2 State adjusted levels of performance as part of
3 the State plan; and

4 “(10) assurances that—

5 “(A) the eligible agency will comply with
6 the requirements of this Act and the provisions
7 of the State plan, including the provision of a
8 financial audit of funds received under this Act,
9 which may be included as part of an audit of
10 other Federal or State programs;

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

19 “(C) the eligible agency will use the funds
20 to promote preparation for high-skill, high-
21 wage, or in-demand occupations and nontradi-
22 tional fields, as identified by the State;

23 “(D) the eligible agency will use the funds
24 provided under this Act to implement career
25 and technical education programs and programs

1 of study for individuals in State correctional in-
2 stitutions, including juvenile justice facilities;
3 and

4 “(E) the eligible agency will provide local
5 educational agencies, area career and technical
6 education schools, and eligible institutions in
7 the State with technical assistance, including
8 technical assistance on how to close gaps in stu-
9 dent participation and performance in career
10 and technical education programs.

11 “(e) CONSULTATION.—

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

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

24 “(B) the State agency responsible for sec-
25 ondary education; and

1 “(C) the State agency responsible for adult
2 education.

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

10 “(f) PLAN APPROVAL.—

11 “(1) IN GENERAL.—The Secretary shall ap-
12 prove a State plan, or a revision to an approved
13 State plan, unless the Secretary determines that the
14 State plan, or revision, respectively, does not meet
15 the requirements of this Act.

16 “(2) DISAPPROVAL.—The Secretary shall—

17 “(A) have the authority to disapprove a
18 State plan only if the Secretary—

19 “(i) determines how the State plan
20 fails to meet the requirements of this Act;
21 and

22 “(ii) immediately provides to the
23 State, in writing, notice of such determina-
24 tion and the supporting information and

1 rationale to substantiate such determina-
2 tion; and

3 “(B) not finally disapprove a State plan,
4 except after making the determination and pro-
5 viding the information described in subpara-
6 graph (A) and giving the eligible agency notice
7 and an opportunity for a hearing.

8 “(3) TIMEFRAME.—A State plan shall be
9 deemed approved by the Secretary if the Secretary
10 has not responded to the eligible agency regarding
11 the State plan within 90 days of the date the Sec-
12 retary receives the State plan.”.

13 **SEC. 122. IMPROVEMENT PLANS.**

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

15 (1) in subsection (a)—

16 (A) in paragraph (1)—

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

19 (ii) by striking “appropriate agen-
20 cies,” and inserting “appropriate State
21 agencies,”;

22 (B) in paragraph (2)—

23 (i) by inserting “including after imple-
24 mentation of the improvement plan de-

1 scribed in paragraph (1),” after “purposes
2 of this Act,”; and

3 (ii) by striking “Act” and inserting
4 “subsection”;

5 (C) in paragraph (3)—

6 (i) by amending subparagraph (A) to
7 read as follows:

8 “(A) IN GENERAL.—If the eligible agency
9 fails to make any improvement in meeting any
10 of the State adjusted levels of performance for
11 any of the core indicators of performance iden-
12 tified under paragraph (1) during the first 2
13 years of implementation of the improvement
14 plan required under paragraph (1), the eligible
15 agency—

16 “(i) shall revise such improvement
17 plan to address the reasons for such fail-
18 ure; and

19 “(ii) shall continue to implement such
20 improvement plan until the eligible agency
21 meets at least 90 percent of the State ad-
22 justed level of performance for the same
23 core indicators of performance for which
24 the plan is revised.”; and

1 (ii) in subparagraph (B), by striking
2 “sanction in” and inserting “requirements
3 of”; and

4 (D) by striking paragraph (4);

5 (2) in subsection (b)—

6 (A) in paragraph (2), by striking “the eli-
7 gible agency, appropriate agencies, individuals,
8 and organizations” and inserting “local stake-
9 holders included in section 134(d)(1)”;

10 (B) in paragraph (3), by striking “shall
11 work with the eligible recipient to implement
12 improvement activities consistent with the re-
13 quirements of this Act.” and inserting “shall
14 provide technical assistance to assist the eligible
15 recipient in meeting its responsibilities under
16 section 134.”;

17 (C) in paragraph (4)—

18 (i) by amending subparagraph (A) to
19 read as follows:

20 “(A) IN GENERAL.—If the eligible recipi-
21 ent fails to make any improvement in meeting
22 any of the local adjusted levels of performance
23 for any of the core indicators of performance
24 identified under paragraph (2) during a number

1 of years determined by the eligible agency, the
2 eligible recipient—

3 “(i) shall revise the improvement plan
4 described in paragraph (2) to address the
5 reasons for such failure; and

6 “(ii) shall continue to implement such
7 improvement plan until such recipient
8 meets at least 90 percent of an agreed
9 upon local adjusted level of performance
10 for the same core indicators of perform-
11 ance for which the plan is revised.”; and

12 (ii) in subparagraph (B)—

13 (I) in the matter preceding clause

14 (i)—

15 (aa) by striking “In deter-
16 mining whether to impose sanc-
17 tions under subparagraph (A),
18 the” and inserting “The”; and

19 (bb) by striking “waive im-
20 posing sanctions” and inserting
21 “waive the requirements of sub-
22 paragraph (A)”;

23 (II) in clause (i), by striking “or”

24 at the end;

1 (III) in clause (ii), by striking
2 the period at the end and inserting “;
3 or”; and

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

6 “(iii) in response to a public request
7 from an eligible recipient consistent with
8 clauses (i) and (ii).”; and

9 (D) by striking paragraph (5); and
10 (3) by adding at the end the following:

11 “(c) PLAN DEVELOPMENT.—Except for consultation
12 described in subsection (b)(2), the State and local im-
13 provement plans, and the elements of such plans, required
14 under this section shall be developed solely by the eligible
15 agency or the eligible recipient, respectively.”.

16 **SEC. 123. STATE LEADERSHIP ACTIVITIES.**

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

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

20 “(1) conduct State leadership activities directly;
21 and

22 “(2) report on the effectiveness of such use of
23 funds in achieving the goals described in section
24 122(d)(2) and the State adjusted levels of perform-
25 ance described in section 113(b)(3)(A).”;

1 (2) in subsection (b)—

2 (A) by striking paragraphs (1) through (4)

3 and inserting the following:

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

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

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

13 “(4) establishing statewide partnerships among
14 local educational agencies, institutions of higher edu-
15 cation, and employers, including small businesses, to
16 develop and implement programs of study aligned to
17 State and local economic and education needs, in-
18 cluding as appropriate, in-demand industry sectors
19 and occupations;” and

20 (B) by striking paragraphs (6) through (9)

21 and inserting the following:

22 “(6) support services for individuals in State in-
23 stitutions, such as State correctional institutions, in-
24 cluding juvenile justice facilities, and educational in-
25 stitutions that serve individuals with disabilities;

1 “(7) for faculty and teachers providing career
2 and technical education instruction, support services,
3 and specialized instructional support services, high-
4 quality comprehensive professional development that
5 is, to the extent practicable, grounded in evidence-
6 based research (to the extent a State determines
7 that such evidence is reasonably available) that iden-
8 tifies the most effective educator professional devel-
9 opment process and is coordinated and aligned with
10 other professional development activities carried out
11 by the State (including under title II of the Elemen-
12 tary and Secondary Education Act of 1965 (20
13 U.S.C. 6601 et seq.) and title II of the Higher Edu-
14 cation Act of 1965 (20 U.S.C. 1021 et seq.)), in-
15 cluding programming that—

16 “(A) promotes the integration of the chal-
17 lenging State academic standards adopted by
18 the State under section 1111(b)(1) of the Ele-
19 mentary and Secondary Education Act of 1965
20 (20 U.S.C. 6311(b)(1)) and relevant technical
21 knowledge and skills;

22 “(B) prepares career and technical edu-
23 cation teachers, specialized instructional sup-
24 port personnel, and paraprofessionals to provide
25 appropriate accommodations for students who

1 are members of special populations, including
2 through the use of principles of universal design
3 for learning; and

4 “(C) increases understanding of industry
5 standards, as appropriate, for faculty providing
6 career and technical education instruction; and

7 “(8) technical assistance for eligible recipi-
8 ents.”; and

9 (3) in subsection (c), by striking paragraphs (1)
10 through (17) and inserting the following:

11 “(1) awarding incentive grants to eligible recipi-
12 ents—

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

16 “(i) eligible recipients exceeding the
17 local adjusted level of performance estab-
18 lished under section 113(b)(4)(A) in a
19 manner that reflects sustained or signifi-
20 cant improvement;

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

1 “(iii) the integration of academic and
2 technical standards;

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

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

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

13 “(2) providing support for the adoption and in-
14 tegration of recognized postsecondary credentials or
15 for consultation and coordination with other State
16 agencies for the identification, consolidation, or
17 elimination of licenses or certifications which pose an
18 unnecessary barrier to entry for aspiring workers
19 and provide limited consumer protection;

20 “(3) the creation, implementation, and support
21 of pay-for-success initiatives leading to recognized
22 postsecondary credentials;

23 “(4) support for career and technical education
24 programs for adults and out-of-school youth concur-

1 rent with their completion of their secondary school
2 education in a school or other educational setting;

3 “(5) the creation, evaluation, and support of
4 competency-based curricula;

5 “(6) support for the development, implementa-
6 tion, and expansion of programs of study or career
7 pathways in areas declared to be in a state of emer-
8 gency under section 501 of the Robert T. Stafford
9 Disaster Relief and Emergency Assistance Act (42
10 U.S.C. 5191);

11 “(7) providing support for dual or concurrent
12 enrollment programs, such as early college high
13 schools;

14 “(8) improvement of career guidance and aca-
15 demic counseling programs that assist students in
16 making informed academic and career and technical
17 education decisions, including academic and financial
18 aid counseling;

19 “(9) support for the integration of employ-
20 ability skills into career and technical education pro-
21 grams and programs of study;

22 “(10) support for programs and activities that
23 increase access, student engagement, and success in
24 science, technology, engineering, and mathematics
25 fields (including computer science), particularly for

1 students who are members of groups underrep-
2 resented in such subject fields, such as female stu-
3 dents, minority students, and students who are
4 members of special populations;

5 “(11) support for career and technical student
6 organizations, especially with respect to efforts to in-
7 crease the participation of students who are mem-
8 bers of special populations;

9 “(12) support for establishing and expanding
10 work-based learning opportunities;

11 “(13) support for preparing, retaining, and
12 training of career and technical education teachers,
13 faculty, specialized instructional support personnel,
14 and paraprofessionals, such as preservice, profes-
15 sional development, and leadership development pro-
16 grams;

17 “(14) integrating and aligning programs of
18 study and career pathways;

19 “(15) supporting the use of career and tech-
20 nical education programs and programs of study
21 aligned with State, regional, or local in-demand in-
22 dustry sectors or occupations identified by State or
23 local workforce development boards;

1 “(16) making all forms of instructional content
2 widely available, which may include use of open edu-
3 cational resources;

4 “(17) support for the integration of arts and
5 design skills, when appropriate, into career and tech-
6 nical education programs and programs of study;
7 and

8 “(18) support for accelerated learning programs
9 (described in section 4104(b)(3)(A)(i)(IV) of the El-
10 elementary and Secondary Education Act of 1965 (20
11 U.S.C. 7114(b)(3)(A)(i)(IV)) when any such pro-
12 gram is part of a program of study.”.

13 **PART C—LOCAL PROVISIONS**

14 **SEC. 131. LOCAL APPLICATION FOR CAREER AND TECH-** 15 **NICAL EDUCATION PROGRAMS.**

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

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

19 (2) in subsection (a)—

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

22 (B) by striking “submit a local plan” and
23 inserting “submit a local application”; and

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

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

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

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

9 “(2) information on the programs of study ap-
10 proved by a State under section 124(b)(2) supported
11 by the eligible recipient with funds under this part,
12 including—

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

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

21 “(3) a description of how the eligible recipient
22 will provide—

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

25 “(B) career information; and

1 “(C) an organized system of career guid-
2 ance and academic counseling to students be-
3 fore enrolling and while participating in a ca-
4 reer and technical education program; and

5 “(4) a description of how the eligible recipient
6 will—

7 “(A) provide activities to prepare special
8 populations for high-skill, high-wage, or in-de-
9 mand occupations that will lead to self-suffi-
10 ciency; and

11 “(B) prepare CTE participants for non-
12 traditional fields.

13 “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

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

17 “(A) conduct a comprehensive local needs
18 assessment related to career and technical edu-
19 cation; and

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

23 “(2) REQUIREMENTS.—The comprehensive
24 local needs assessment described under paragraph
25 (1) shall include—

1 “(A) an evaluation of the performance of
2 the students served by the eligible recipient
3 with respect to State and local adjusted levels
4 of performance established pursuant to section
5 113, including an evaluation of performance for
6 special populations;

7 “(B) a description of how career and tech-
8 nical education programs offered by the eligible
9 recipient are—

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

13 “(ii)(I) aligned to State, regional, or
14 local in-demand industry sectors or occupa-
15 tions identified by the State or local work-
16 force development board, including career
17 pathways, where appropriate; or

18 “(II) designed to meet local education
19 or economic needs not identified by State
20 or local workforce development boards;

21 “(C) an evaluation of progress toward the
22 implementation of career and technical edu-
23 cation programs and programs of study;

24 “(D) an evaluation of strategies needed to
25 overcome barriers that result in lowering rates

1 of access to, or lowering success in, career and
2 technical education programs for special popu-
3 lations, which may include strategies to estab-
4 lish or utilize existing flexible learning and
5 manufacturing facilities, such as makerspaces;

6 “(E) a description of how the eligible re-
7 cipient will improve recruitment, retention, and
8 training of career and technical education
9 teachers, faculty, specialized instructional sup-
10 port personnel, paraprofessionals, and career,
11 academic, and guidance counselors, including
12 individuals in groups underrepresented in such
13 professions; and

14 “(F) a description of how the eligible re-
15 cipient will support the transition to teaching
16 from business and industry.

17 “(d) CONSULTATION.—In conducting the comprehen-
18 sive needs assessment under subsection (c), an eligible re-
19 cipient shall involve a diverse body of stakeholders, includ-
20 ing, at a minimum—

21 “(1) representatives of career and technical
22 education programs in a local educational agency or
23 educational service agency, including teachers and
24 administrators;

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

4 “(3) representatives of State or local workforce
5 development boards and a range of local or regional
6 businesses or industries;

7 “(4) parents and students;

8 “(5) representatives of special populations; and

9 “(6) representatives of local agencies serving
10 out-of-school youth, homeless children and youth,
11 and at-risk youth (as defined in section 1432 of the
12 Elementary and Secondary Education Act of 1965
13 (20 U.S.C. 6472)).

14 “(e) CONTINUED CONSULTATION.—An eligible re-
15 cipient receiving financial assistance under this part shall
16 consult with the entities described in subsection (d) on an
17 ongoing basis to—

18 “(1) provide input on annual updates to the
19 comprehensive needs assessment required under sub-
20 section (c);

21 “(2) ensure programs of study are—

22 “(A) responsive to community employment
23 needs;

24 “(B) aligned with employment priorities in
25 the State, regional, or local economy identified

1 by employers and the entities described in sub-
2 section (d), which may include in-demand in-
3 dustry sectors or occupations identified by the
4 local workforce development board;

5 “(C) informed by labor market informa-
6 tion, including information provided under sec-
7 tion 15(e)(2)(C) of the Wagner-Peyser Act (29
8 U.S.C. 491–2(e)(2)(C));

9 “(D) designed to meet current, inter-
10 mediate, or long-term labor market projections;
11 and

12 “(E) allow employer input, including input
13 from industry or sector partnerships in the local
14 area, where applicable, into the development
15 and implementation of programs of study to en-
16 sure programs align with skills required by local
17 employment opportunities, including activities
18 such as the identification of relevant standards,
19 curriculum, industry-recognized credentials, and
20 current technology and equipment;

21 “(3) identify and encourage opportunities for
22 work-based learning; and

23 “(4) ensure funding under this part is used in
24 a coordinated manner with other local resources.”.

1 **SEC. 132. LOCAL USES OF FUNDS.**

2 Section 135 (20 U.S.C. 2355) is amended to read as
3 follows:

4 **“SEC. 135. LOCAL USES OF FUNDS.**

5 “(a) GENERAL AUTHORITY.—Each eligible recipient
6 that receives funds under this part shall use such funds
7 to develop, coordinate, implement, or improve career and
8 technical education programs to meet the needs identified
9 in the comprehensive needs assessment described in sec-
10 tion 134(c).

11 “(b) REQUIREMENTS FOR USES OF FUNDS.—Funds
12 made available to eligible recipients under this part shall
13 be used to support career and technical education pro-
14 grams that are of sufficient size, scope, and quality to be
15 effective and—

16 “(1) provide career exploration and career de-
17 velopment activities through an organized, system-
18 atic framework designed to aid students, before en-
19 rolling and while participating in a career and tech-
20 nical education program, in making informed plans
21 and decisions about future education and career op-
22 portunities and programs of study, which may in-
23 clude—

24 “(A) introductory courses or activities fo-
25 cused on career exploration and career aware-
26 ness;

- 1 “(B) readily available career and labor
2 market information, including information on—
3 “(i) occupational supply and demand;
4 “(ii) educational requirements;
5 “(iii) other information on careers
6 aligned to State or local economic prior-
7 ities; and
8 “(iv) employment sectors;
9 “(C) programs and activities related to the
10 development of student graduation and career
11 plans;
12 “(D) career guidance and academic coun-
13 selors that provide information on postsec-
14 ondary education and career options; or
15 “(E) any other activity that advances
16 knowledge of career opportunities and assists
17 students in making informed decisions about
18 future education and employment goals;
19 “(2) provide professional development for teach-
20 ers, principals, school leaders, administrators, fac-
21 ulty, and career and guidance counselors with re-
22 spect to content and pedagogy that—
23 “(A) supports individualized academic and
24 career and technical education instructional ap-
25 proaches, including the integration of academic

1 and career and technical education standards
2 and curriculum;

3 “(B) ensures labor market information is
4 used to inform the programs, guidance, and ad-
5 visement offered to students;

6 “(C) provides educators with opportunities
7 to advance knowledge, skills, and understanding
8 of all aspects of an industry, including the lat-
9 est workplace equipment, technologies, stand-
10 ards, and credentials;

11 “(D) supports administrators in managing
12 career and technical education programs in the
13 schools, institutions, or local educational agen-
14 cies of such administrators;

15 “(E) supports the implementation of strat-
16 egies to improve student achievement and close
17 gaps in student participation and performance
18 in career and technical education programs; and

19 “(F) provides educators with opportunities
20 to advance knowledge, skills, and understanding
21 in pedagogical practices, including, to the extent
22 the eligible recipient determines that such evi-
23 dence is reasonably available, evidence-based
24 pedagogical practices;

1 “(3) provide career and technical education stu-
2 dents, including special populations, with the skills
3 necessary to pursue high-skill, high-wage occupa-
4 tions;

5 “(4) support integration of academic skills into
6 career and technical education programs and pro-
7 grams of study to support CTE participants at the
8 secondary school level in meeting the challenging
9 State academic standards adopted under section
10 1111(b)(1) of the Elementary and Secondary Edu-
11 cation Act of 1965 (20 U.S.C. 6311(b)(1)) by the
12 State in which the eligible recipient is located;

13 “(5) plan and carry out elements that support
14 the implementation of career and technical education
15 programs and programs of study and student
16 achievement of the local adjusted levels of perform-
17 ance established under section 113, which may in-
18 clude—

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

21 “(B) sustainable relationships among edu-
22 cation, business and industry, and other com-
23 munity stakeholders, including industry or sec-
24 tor partnerships in the local area, where appli-
25 cable, that are designed to facilitate the process

1 of continuously updating and aligning programs
2 of study with skills in demand in the State, re-
3 gional, or local economy;

4 “(C) dual or concurrent enrollment pro-
5 grams, including early college high schools, and
6 the development or implementation of articula-
7 tion agreements;

8 “(D) appropriate equipment, technology,
9 and instructional materials (including support
10 for library resources) aligned with business and
11 industry needs, including machinery, testing
12 equipment, tools, implements, hardware and
13 software, and other new and emerging instruc-
14 tional materials;

15 “(E) a continuum of work-based learning
16 opportunities;

17 “(F) industry-recognized certification
18 exams or other assessments leading toward in-
19 dustry-recognized postsecondary credentials;

20 “(G) efforts to recruit and retain career
21 and technical education program administrators
22 and educators;

23 “(H) where applicable, coordination with
24 other education and workforce development pro-
25 grams and initiatives, including career path-

1 ways and sector partnerships developed under
2 the Workforce Innovation and Opportunity Act
3 (29 U.S.C. 3101 et seq.) and other Federal
4 laws and initiatives that provide students with
5 transition-related services, including the Indi-
6 viduals with Disabilities Education Act (20
7 U.S.C.1400 et seq.);

8 “(I) expanding opportunities for students
9 to participate in distance career and technical
10 education and blended-learning programs;

11 “(J) expanding opportunities for students
12 to participate in competency-based education
13 programs;

14 “(K) improving career guidance and aca-
15 demic counseling programs that assist students
16 in making informed academic and career and
17 technical education decisions, including aca-
18 demic and financial aid counseling;

19 “(L) supporting the integration of employ-
20 ability skills into career and technical education
21 programs and programs of study;

22 “(M) supporting programs and activities
23 that increase access, student engagement, and
24 success in science, technology, engineering, and
25 mathematics fields (including computer science)

1 for students who are members of groups under-
2 represented in such subject fields;

3 “(N) providing career and technical edu-
4 cation, in a school or other educational setting,
5 for adults or a school-aged individual who has
6 dropped out of a secondary school to complete
7 secondary school education or upgrade technical
8 skills;

9 “(O) career and technical student organi-
10 zations, including student preparation for and
11 participation in technical skills competitions
12 aligned with career and technical education pro-
13 gram standards and curriculum;

14 “(P) making all forms of instructional con-
15 tent widely available, which may include use of
16 open educational resources;

17 “(Q) supporting the integration of arts and
18 design skills, when appropriate, into career and
19 technical education programs and programs of
20 study;

21 “(R) where appropriate, expanding oppor-
22 tunities for CTE concentrators to participate in
23 accelerated learning programs (described in sec-
24 tion 4104(b)(3)(A)(i)(IV) of the Elementary
25 and Secondary Education Act of 1965 (20

1 U.S.C. 7114(b)(3)(A)(i)(IV)) as part of a pro-
2 gram of study; and

3 “(S) other activities to improve career and
4 technical education programs; and

5 “(6) develop and implement evaluations of the
6 activities carried out with funds under this part, in-
7 cluding evaluations necessary to complete the com-
8 prehensive needs assessment required under section
9 134(c) and the local report required under section
10 113(b)(4)(C).

11 “(c) POOLING FUNDS.—An eligible recipient may
12 pool a portion of funds received under this Act with a por-
13 tion of funds received under this Act available to not less
14 than 1 other eligible recipient to support implementation
15 of programs of study through the activities described in
16 subsection (b)(2).

17 “(d) ADMINISTRATIVE COSTS.—Each eligible recipi-
18 ent receiving funds under this part shall not use more than
19 5 percent of such funds for costs associated with the ad-
20 ministration of activities under this section.”

21 **TITLE II—GENERAL PROVISIONS**

22 **SEC. 201. FEDERAL AND STATE ADMINISTRATIVE PROVI-** 23 **SIONS.**

24 The Act (20 U.S.C. 2301 et seq.) is amended—

25 (1) in section 311(b)—

1 (A) in paragraph (1)—

2 (i) by amending subparagraph (A) to
3 read as follows:

4 “(A) IN GENERAL.—Except as provided in
5 subparagraphs (B), (C), or (D), in order for a
6 State to receive its full allotment of funds under
7 this Act for any fiscal year, the Secretary must
8 find that the State’s fiscal effort per student, or
9 the aggregate expenditures of such State, with
10 respect to career and technical education for
11 the preceding fiscal year was not less than the
12 fiscal effort per student, or the aggregate ex-
13 penditures of such State, for the second pre-
14 ceding fiscal year.”;

15 (ii) in subparagraph (B), by striking
16 “shall exclude capital expenditures, special
17 1-time project costs, and the cost of pilot
18 programs.” and inserting “shall, at the re-
19 quest of the State, exclude competitive or
20 incentive-based programs established by
21 the State, capital expenditures, special one-
22 time project costs, and the cost of pilot
23 programs.”; and

24 (iii) by adding after subparagraph
25 (C), the following new subparagraph:

1 “(D) ESTABLISHING THE STATE BASE-
2 LINE.—

3 “(i) IN GENERAL.—For purposes of
4 subparagraph (A), the State may—

5 “(I) continue to use the State’s
6 fiscal effort per student, or aggregate
7 expenditures of such State, with re-
8 spect to career and technical edu-
9 cation, as was in effect on the day be-
10 fore the date of enactment of the
11 Strengthening Career and Technical
12 Education for the 21st Century Act;
13 or

14 “(II) establish a new level of fis-
15 cal effort per student, or aggregate
16 expenditures of such State, with re-
17 spect to career and technical edu-
18 cation.

19 “(ii) AMOUNT.—The amount of the
20 new level described in clause (i)(II) shall
21 be the State’s fiscal effort per student, or
22 aggregate expenditures of such State, with
23 respect to career and technical education,
24 for the first full fiscal year following the
25 enactment of such Act.”; and

1 (B) by striking paragraph (2) and insert-
2 ing the following:

3 “(2) FAILURE TO MEET.—The Secretary shall
4 reduce the amount of a State’s allotment of funds
5 under this Act for any fiscal year in the exact pro-
6 portion by which the State fails to meet the require-
7 ment of paragraph (1) by falling below the State’s
8 fiscal effort per student or the State’s aggregate ex-
9 penditures (using the measure most favorable to the
10 State), if the State failed to meet such requirement
11 (as determined using the measure most favorable to
12 the State) for 1 or more of the 5 immediately pre-
13 ceding fiscal years.

14 “(3) WAIVER.—The Secretary may waive para-
15 graph (2) due to exceptional or uncontrollable cir-
16 cumstances affecting the ability of the State to meet
17 the requirement of paragraph (1).”;

18 (2) in section 317(b)(1)—

19 (A) by striking “may, upon written re-
20 quest, use funds made available under this Act
21 to” and inserting “may use funds made avail-
22 able under this Act to”; and

23 (B) by striking “who reside in the geo-
24 graphical area served by” and inserting “lo-

1 cated in or near the geographical area served
2 by”;

3 (3) by striking title II and redesignating title
4 III as title II;

5 (4) by redesignating sections 311 through 318
6 as sections 211 through 218, respectively;

7 (5) by redesignating sections 321 through 324
8 as sections 221 through 224, respectively; and

9 (6) by inserting after section 218 (as so reded-
10 igned) the following:

11 **“SEC. 219. STUDY ON PROGRAMS OF STUDY ALIGNED TO**
12 **HIGH-SKILL, HIGH-WAGE OCCUPATIONS.**

13 “(a) SCOPE OF STUDY.—The Comptroller General of
14 the United States shall conduct a study to evaluate—

15 “(1) the strategies, components, policies, and
16 practices used by eligible agencies or eligible recipi-
17 ents receiving funding under this Act to successfully
18 assist—

19 “(A) all students in pursuing and com-
20 pleting programs of study aligned to high-skill,
21 high-wage occupations; and

22 “(B) any specific subgroup of students
23 identified in section 1111(h)(1)(C)(ii) of the El-
24 elementary and Secondary Education Act of 1965
25 (20 U.S.C. 6311(h)(1)(C)(ii)) in pursuing and

1 completing programs of study aligned to high-
2 skill, high-wage occupations in fields in which
3 such subgroup is underrepresented; and

4 “(2) any challenges associated with replication
5 of such strategies, components, policies, and prac-
6 tices.

7 “(b) CONSULTATION.—In carrying out the study con-
8 ducted under subsection (a), the Comptroller General of
9 the United States shall consult with a geographically di-
10 verse (including urban, suburban, and rural) representa-
11 tion of—

12 “(1) students and parents;

13 “(2) eligible agencies and eligible recipients;

14 “(3) teachers, faculty, specialized instructional
15 support personnel, and paraprofessionals, including
16 those with expertise in preparing CTE students for
17 nontraditional fields;

18 “(4) special populations; and

19 “(5) representatives of business and industry.

20 “(c) SUBMISSION.—Upon completion, the Comp-
21 troller General of the United States shall submit the study
22 conducted under subsection (a) to the Committee on Edu-
23 cation and the Workforce of the House of Representatives
24 and the Committee on Health, Education, Labor, and
25 Pensions of the Senate.”.

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

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

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

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

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

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

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

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

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

3 (4) by inserting after subparagraph (H) the fol-
4 lowing new subparagraph:

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