

AMENDMENT NO. _____ Calendar No. _____

Purpose: In the nature of a substitute.

IN THE SENATE OF THE UNITED STATES—115th Cong., 2d Sess.

H. R. 2353

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

Referred to the Committee on _____ and
ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT IN THE NATURE OF A SUBSTITUTE intended
to be proposed by _____

Viz:

1 Strike all after the enacting clause and insert the fol-
2 lowing:

3 **SECTION 1. SHORT TITLE.**

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

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

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

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

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO
THE STATES

PART A—ALLOTMENT AND ALLOCATION

- Sec. 110. Reservations and State allotment
- Sec. 111. Within State allocation.
- Sec. 112. Accountability.
- Sec. 113. National activities.
- Sec. 114. Assistance for the outlying areas.
- Sec. 115. Native American Programs.
- Sec. 116. Tribally controlled postsecondary career and technical institutions.
- Sec. 117. Occupational and employment information.

PART B—STATE PROVISIONS

- Sec. 121. State administration.
- Sec. 122. State plan.
- Sec. 123. Improvement plans.
- Sec. 124. State leadership activities.

PART C—LOCAL PROVISIONS

- Sec. 131. Distribution of funds to secondary education programs.
- Sec. 132. Special rules for career and technical education.
- Sec. 133. Local application for career and technical education programs.
- Sec. 134. Local uses of funds.

TITLE II—GENERAL PROVISIONS

- Sec. 201. Federal and State administrative provisions.

TITLE III—AMENDMENTS TO OTHER LAWS

- Sec. 301. Amendments to the Wagner-Peyser Act.
- Sec. 302. Amendments to the Elementary and Secondary Education Act of 1965.
- Sec. 303. Amendment to the Workforce Innovation and Opportunity Act.

1 SEC. 3. REFERENCES.

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

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

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

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

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

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

- “Sec. 1. Short title; table of contents.
- “Sec. 2. Purpose.
- “Sec. 3. Definitions.
- “Sec. 4. Transition provisions.
- “Sec. 5. Privacy.
- “Sec. 6. Limitation.
- “Sec. 7. Special rule.
- “Sec. 8. Prohibitions.
- “Sec. 9. Authorization of appropriations.

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

“PART A—ALLOTMENT AND ALLOCATION

- “Sec. 111. Reservations and State allotment.
- “Sec. 112. Within State allocation.
- “Sec. 113. Accountability.
- “Sec. 114. National activities.
- “Sec. 115. Assistance for the outlying areas.
- “Sec. 116. Native American programs.
- “Sec. 117. Tribally controlled postsecondary career and technical institutions.

“PART B—STATE PROVISIONS

- “Sec. 121. State administration.
- “Sec. 122. State plan.
- “Sec. 123. Improvement plans.
- “Sec. 124. State leadership activities.

“PART C—LOCAL PROVISIONS

- “Sec. 131. Distribution of funds to secondary education programs.
- “Sec. 132. Distribution of funds for postsecondary education programs.
- “Sec. 133. Special rules for career and technical education.
- “Sec. 134. Local application for career and technical education programs.
- “Sec. 135. Local uses of funds.

“TITLE II—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

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

“PART B—STATE ADMINISTRATIVE PROVISIONS

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

1 **SEC. 6. PURPOSE.**

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

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

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

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

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

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

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

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

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

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

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

16 **SEC. 7. DEFINITIONS.**

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

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

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

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

3 (4) in paragraph (3)—

4 (A) in subparagraph (B), by striking “5
5 different occupational fields to individuals who
6 are available for study in preparation for enter-
7 ing the labor market” and inserting “3 dif-
8 ferent fields that are available to all students,
9 especially in high-skill, high-wage, or in-demand
10 industry sectors or occupations”; and

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

15 (5) in paragraph (5)—

16 (A) in subparagraph (A)—

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

19 “(i) provides individuals with rigorous
20 academic content and relevant technical
21 knowledge and skills needed to prepare for
22 further education and careers in current or
23 emerging professions, which may include
24 high-skill, high-wage, or in-demand indus-
25 try sectors or occupations, which shall be,

1 at the secondary level, aligned with the
2 challenging State academic standards
3 adopted by a State under section
4 1111(b)(1) of the Elementary and Sec-
5 ondary Education Act of 1965;”;

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

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

15 (B) in subparagraph (B)—

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

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

21 (iii) by striking “general”; and

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

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

1 “(C) to the extent practicable, coordinate
2 between secondary and postsecondary education
3 programs through programs of study, which
4 may include coordination through articulation
5 agreements, early college high school programs,
6 dual or concurrent enrollment program opportu-
7 nities, or other credit transfer agreements that
8 provide postsecondary credit or advanced stand-
9 ing; and

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

15 (6) in paragraph (7)—

16 (A) in subparagraph (A)—

17 (i) by striking “(and parents, as ap-
18 propriate)” and inserting “(and, as appro-
19 priate, parents and out-of-school youth)”;

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

22 and

23 (iii) by striking “and” after the semi-
24 colon;

25 (B) in subparagraph (B)—

1 (i) by inserting “to students (and, as
2 appropriate, parents and out-of-school
3 youth)” after “provides information”; and

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

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

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

19 (7) by inserting after paragraph (7) the fol-
20 lowing:

21 “(8) CAREER PATHWAYS.—The term ‘career
22 pathways’ has the meaning given the term in section
23 3 of the Workforce Innovation and Opportunity Act
24 (29 U.S.C. 3102).”;

1 (8) by inserting after paragraph (10) (as reded-
2 ignated by paragraph (2)) the following:

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

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

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

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

23 “(i) earned at least 12 credits within
24 a career and technical education program
25 or program of study; or

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

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

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

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

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

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

22 “(19) ELIGIBLE ENTITY.—The term ‘eligible
23 entity’ means a consortium that includes the fol-
24 lowing:

1 “(A) Representatives of not less than 2 of
2 the following categories of entities, 1 of which
3 shall serve as the fiscal agent for the consor-
4 tium:

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

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

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

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

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

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

22 “(vii) A State educational agency.

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

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

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

6 “(i) parents and students;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 writing, or understanding the English language
2 and—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7 “(B) an individual who—

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

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

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

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

1 “(38) PAY FOR SUCCESS INITIATIVE.—

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

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

16 “(ii) that includes—

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

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

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

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

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

8 “(40) PROFESSIONAL DEVELOPMENT.—The
9 term ‘professional development’ means activities
10 that—

11 “(A) are an integral part of eligible agen-
12 cy, eligible recipient, institution, or school strat-
13 egies for providing educators (including teach-
14 ers, principals, other school leaders, administra-
15 tors, specialized instructional support personnel,
16 career guidance and academic counselors, and
17 paraprofessionals) with the knowledge and skills
18 necessary to enable students to succeed in ca-
19 reer and technical education, to meet chal-
20 lenging State academic standards under section
21 1111(b)(1) of the Elementary and Secondary
22 Education Act, or to achieve academic skills at
23 the postsecondary level; and

24 “(B) are sustained (not stand-alone, 1-day,
25 or short-term workshops), intensive, collabo-

1 rative, job-embedded, data-driven, and class-
2 room-focused, to the extent practicable evi-
3 dence-based, and may include activities that—

4 “(i) improve and increase edu-
5 cators’—

6 “(I) knowledge of the academic
7 and technical subjects;

8 “(II) understanding of how stu-
9 dents learn; and

10 “(III) ability to analyze student
11 work and achievement from multiple
12 sources, including how to adjust in-
13 structional strategies, assessments,
14 and materials based on such analysis;

15 “(ii) are an integral part of eligible re-
16 cipients’ improvement plans;

17 “(iii) allow personalized plans for each
18 educator to address the educator’s specific
19 needs identified in observation or other
20 feedback;

21 “(iv) support the recruitment, hiring,
22 and training of effective educators, includ-
23 ing educators who became certified
24 through State and local alternative routes
25 to certification;

1 “(v) advance educator understanding
2 of—

3 “(I) effective instructional strate-
4 gies that are evidence-based; and

5 “(II) strategies for improving
6 student academic and technical
7 achievement or substantially increas-
8 ing the knowledge and teaching skills
9 of educators;

10 “(vi) are developed with extensive par-
11 ticipation of educators, parents, students,
12 and representatives of Indian Tribes (as
13 applicable), of schools and institutions
14 served under this Act;

15 “(vii) are designed to give educators
16 of students who are English learners in ca-
17 reer and technical education programs or
18 programs of study the knowledge and skills
19 to provide instruction and appropriate lan-
20 guage and academic support services to
21 those students, including the appropriate
22 use of curricula and assessments;

23 “(viii) as a whole, are regularly evalu-
24 ated for their impact on increased educator
25 effectiveness and improved student aca-

1 demic and technical achievement, with the
2 findings of the evaluations used to improve
3 the quality of professional development;

4 “(ix) are designed to give educators of
5 individuals with disabilities in career and
6 technical education programs or programs
7 of study the knowledge and skills to pro-
8 vide instruction and academic support
9 services to those individuals, including
10 positive behavioral interventions and sup-
11 ports, multi-tier system of supports, and
12 use of accommodations;

13 “(x) include instruction in the use of
14 data and assessments to inform and in-
15 struct classroom practice;

16 “(xi) include instruction in ways that
17 educators may work more effectively with
18 parents and families;

19 “(xii) provide follow-up training to
20 educators who have participated in activi-
21 ties described in this paragraph that are
22 designed to ensure that the knowledge and
23 skills learned by the educators are imple-
24 mented in the classroom;

1 “(xiii) promote the integration of aca-
2 demic knowledge and skills and relevant
3 technical knowledge and skills, including
4 programming jointly delivered to academic
5 and career and technical education teach-
6 ers; or

7 “(xiv) increase the ability of educators
8 providing career and technical education
9 instruction to stay current with industry
10 standards.

11 “(41) PROGRAM OF STUDY.—The term ‘pro-
12 gram of study’ means a coordinated, nonduplicative
13 sequence of academic and technical content at the
14 secondary ^{and} ~~or~~ postsecondary level that—

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

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

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

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

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

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

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

22 “(A) connecting employers to classrooms;

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

1 “(C) delivering professional development;
2 “(D) connecting students to internships
3 and other work-based learning opportunities;
4 and
5 “(E) developing personalized student sup-
6 ports.

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

12 (20) by inserting after paragraph (45) (as re-
13 designated by paragraph (2)) the following:

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

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

24 (21) in paragraph (48) (as redesignated by
25 paragraph (2))—

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

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

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

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

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

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

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

16 “(I) youth with a parent who—

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

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

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

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

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

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

8 (B) in subparagraph (D)—

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

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

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

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

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

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

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

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

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

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

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

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

16 **SEC. 9. PROHIBITIONS.**

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

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

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

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

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

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

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

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

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

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

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

15 “(f) CONGRESSIONAL NOTICE AND COMMENT.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13 **PART A—ALLOTMENT AND ALLOCATION**

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

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

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

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

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

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

23 **and**

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

25 **of which—**

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

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

5 “(2) FOUNDATIONAL GRANT.—

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

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

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

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

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

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

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

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

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

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

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

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

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

23 “(ii) the product of—

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

1 “(II) the quotient of—

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

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

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

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

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

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

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

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

22 “(c) ALLOTMENT RATIO.—

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

25 “(A) 0.50; and

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

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

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

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

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

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

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

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

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

12 (1) in subsection (a)—

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

15 (B) in paragraph (2)—

16 (i) in subparagraph (A)—

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

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

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

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

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

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

8 or

9 “(ii) \$50,000; and”;

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

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

16 “(1) in—

17 “(A) rural areas;

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

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

22 “(D) areas with disparities or gaps in per-
23 formance as described in section
24 113(b)(3)(C)(ii)(II); and

25 “(2) in order to—

1 “(A) foster innovation through the identi-
2 fication and promotion of promising and proven
3 career and technical education programs, prac-
4 tices, and strategies, which may include pro-
5 grams, practices, and strategies that prepare in-
6 dividuals for nontraditional fields; or

7 “(B) promote the development, implemen-
8 tation, and adoption of programs of study or
9 career pathways aligned with State-identified
10 high-skill, high-wage, or in-demand occupations
11 or industries.”.

12 **SEC. 112. ACCOUNTABILITY.**

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

14 (1) in subsection (b)—

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

17 (B) in paragraph (1)—

18 (i) in the matter preceding subpara-
19 graph (A), by inserting “State determined”
20 before “performance”;

21 (ii) by striking subparagraph (B) and
22 redesignating subparagraph (C) as sub-
23 paragraph (B);

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

1 (iv) in subparagraph (B), as so rededesignated—
2

3 (I) by striking “a State adjusted
4 level of performance” and inserting “a
5 State determined level of perform-
6 ance”; and

7 (II) by striking “, and State lev-
8 els of performance described in para-
9 graph (3)(B) for each additional indi-
10 cator of performance”; and

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

13 “(2) INDICATORS OF PERFORMANCE.—

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

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

24 “(I) the four-year adjusted co-
25 hort graduation rate (defined in sec-

1 tion 8101 of the Elementary and Sec-
2 ondary Education Act of 1965); and

3 “(II) at the State’s discretion,
4 the extended-year adjusted cohort
5 graduation rate defined in such sec-
6 tion 8101.

7 “(ii) CTE concentrator proficiency in
8 the challenging State academic standards
9 adopted by the State under section
10 1111(b)(1) of the Elementary and Sec-
11 ondary Education Act of 1965, as meas-
12 ured by the academic assessments de-
13 scribed in section 1111(b)(2) of such Act.

14 “(iii) The percentage of CTE con-
15 centrators who, in the second quarter after
16 exiting from secondary education, are in
17 postsecondary education or advanced train-
18 ing, military service or a service program
19 that receives assistance under title I of the
20 National and Community Service Act of
21 1990 (42 U.S.C. 12511 et seq.), are volun-
22 teers as described in section 5(a) of the
23 Peace Corps Act (22 U.S.C. 2504(a)), or
24 are employed.

1 “(iv) Indicators of career and tech-
2 nical education program quality as follows:

3 “(I) That shall include at least 1
4 of the following:

5 “(aa) The percentage of
6 CTE concentrators graduating
7 from high school having attained
8 a recognized postsecondary cre-
9 dential.

10 “(bb) The percentage of
11 CTE concentrators graduating
12 from high school having attained
13 postsecondary credits in the rel-
14 evant career and technical edu-
15 cation program or program of
16 study earned through a dual or
17 concurrent enrollment program
18 or another credit transfer agree-
19 ment.

20 “(cc) The percentage of
21 CTE concentrators graduating
22 from high school having partici-
23 pated in work-based learning.

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

1 and technical education that is state-
2 wide, valid, and reliable, and com-
3 parable across the State.

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

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

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

1 2504(a)), or are placed or retained in em-
2 ployment.

3 “(ii) The percentage of CTE con-
4 centrators who receive a recognized post-
5 secondary credential during participation
6 in or within 1 year of program completion.

7 “(iii) The percentage of CTE con-
8 centrators in career and technical edu-
9 cation programs and programs of study
10 that lead to non-traditional fields.

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

20 (D) in paragraph (3)—

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

23 (ii) by amending subparagraph (A) to
24 read as follows:

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

4 “(i) IN GENERAL.—

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

20 “(II) TECHNICAL ASSISTANCE.—
21 The Secretary may assist an eligible
22 agency in establishing the State deter-
23 mined levels of performance under
24 this subparagraph only at the request
25 of that eligible agency.

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

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

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

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

1 “(dd) when being adjusted
2 pursuant to clause (ii), take into
3 account how the levels of per-
4 formance involved compare with
5 the State levels of performance
6 established for other States, con-
7 sidering factors including the
8 characteristics of actual (as op-
9 posed to anticipated) CTE con-
10 centrators when the CTE con-
11 centrators entered the program,
12 and the services or instruction to
13 be provided;

14 “(ee) when being adjusted
15 pursuant to clause (ii), be higher
16 than the average actual perform-
17 ance of the 2 most recently com-
18 pleted program years, except in
19 the case of unanticipated cir-
20 cumstances that require revisions
21 in accordance with clause (iii);
22 and

23 “(ff) take into account the
24 extent to which the State deter-
25 mined levels of performance ad-

1 vance the eligible agency's goals,
2 as set forth in the State plan.

3 “(ii) ALLOWABLE ADJUSTMENT OF
4 STATE DETERMINED LEVELS OF PERFORM-
5 ANCE FOR SUBSEQUENT YEARS.—Prior to
6 the third program year covered by the
7 State plan, each eligible agency may revise
8 the State determined levels of performance
9 for any of the core indicators of perform-
10 ance for the subsequent program years
11 covered by the State plan, and submit the
12 revised State determined levels of perform-
13 ance to the Secretary. If the eligible agency
14 adjusts any levels of performance, the eligi-
15 ble agency shall adjust those levels in ac-
16 cordance with clause (i), and address writ-
17 ten comments of stakeholders as described
18 in subparagraph (B). The Secretary shall
19 approve those revised levels of performance
20 if those levels meet the requirements de-
21 scribed in subclause (III) of clause (i). The
22 State determined adjusted levels of per-
23 formance identified under this clause shall
24 be considered to be the State determined
25 levels of performance for the State for

1 such years and shall be incorporated into
2 the State plan.

3 “(iii) UNANTICIPATED CIR-
4 CUMSTANCES.—If unanticipated cir-
5 cumstances arise in a State or changes
6 occur related to improvements in data or
7 measurement approaches, the eligible agen-
8 cy, at the end of the program year, may
9 revise the State determined levels of per-
10 formance required under this subpara-
11 graph. After public comment, as described
12 in subparagraph (B), the eligible agency
13 shall submit such revised levels of perform-
14 ance to the Secretary with evidence sup-
15 porting the revision. The Secretary shall
16 approve any such revision if that revision
17 meets the requirements of clause (ii).”;

18 (iii) by striking subparagraph (B) and
19 inserting the following:

20 “(B) PUBLIC COMMENT.—

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

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

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

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

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

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

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

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

5 “(C) STATE REPORT.—

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

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

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

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

1 that receives an allotment under section
2 111 shall—

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

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

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

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

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

13 “(III) for CTE concentrators de-
 14 scribed in paragraph (2)(A)(iii) and
 15 paragraph (2)(B)(i), disaggregate
 16 data, to the extent such data is avail-
 17 able, by each of the following:

18 “(aa) Individuals enrolled in
 19 postsecondary education
 20 (disaggregated by postsecondary
 21 award level, including certificate,
 22 associate, or baccalaureate de-
 23 gree).

24 “(bb) Individuals in ad-
 25 vanced training.

1 “(cc) Individuals in military
2 service or a service program that
3 receives assistance under title I
4 of the National and Community
5 Service Act of 1990 (42 U.S.C.
6 12511 et seq.) or volunteers as
7 described in section 5(a) of the
8 Peace Corps Act (22 U.S.C.
9 2504(a)).

10 “(dd) Individuals in employ-
11 ment (including those individuals
12 who are employed in a high-skill,
13 high-wage, or in-demand sector
14 or occupation).

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

19 “(iv) INFORMATION DISSEMINA-
20 TION.—The Secretary shall—

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

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

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

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

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

14 “(ii) through a variety of formats, in-
15 cluding electronically through the Internet;
16 and

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

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

1 (AA) by striking “con-
2 sistent with the State levels
3 of performance established
4 under paragraph (3), so as”
5 and inserting “consistent
6 with the form expressed in
7 the State determined levels,
8 so as”; and

9 (BB) by striking “and”
10 after the semicolon; and

11 (cc) in subclause (II), by
12 striking “continually make
13 progress toward improving the
14 performance of career and tech-
15 nical education students.” and
16 inserting “continually make
17 meaningful progress toward im-
18 proving the performance of all
19 CTE concentrators, including
20 subgroups of students described
21 in section 1111(h)(1)(C)(ii) of
22 the Elementary and Secondary
23 Education Act of 1965 and spe-
24 cial populations, as described in
25 section 3(48);” and

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

3 “(III) when being adjusted as de-
4 scribed in clause (iii), be higher than
5 the average actual performance levels
6 of the previous 2 program years, ex-
7 cept in a case in which unanticipated
8 circumstances arise with respect to
9 the eligible recipient and that eligible
10 recipient meets the requirements for
11 revisions under clause (iv);

12 “(IV) when being adjusted as de-
13 scribed in clause (iii), take into ac-
14 count how the local levels of perform-
15 ance compare with the local levels of
16 performance established for other eli-
17 gible recipients, considering factors in-
18 cluding the characteristics of actual
19 (as opposed to anticipated) CTE con-
20 centrators at the time those CTE con-
21 centrators entered the program, and
22 the services or instruction to be pro-
23 vided; and

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

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

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

14 (IV) in clause (ii)—

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

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

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

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

1 agreed to under clause (iii) or (iv) be
2 revised.” and inserting “If unantici-
3 pated circumstances arise, or changes
4 occur related to improvements in data
5 or measurement approaches, the eligi-
6 ble recipient may request that the
7 local levels of performance agreed to
8 under clauses (i) and (iii) be revised.”;
9 (ii) by striking subparagraph (B) and
10 redesignating subparagraph (C) as sub-
11 paragraph (B); and

12 (iii) in subparagraph (B), as redesign-
13 ated by clause (ii)—

14 (I) in clause (i), by striking “the
15 data described in clause (ii)(I), re-
16 garding the progress of such recipient
17 in achieving the local adjusted levels
18 of performance” and inserting “the
19 data on the actual performance levels
20 described in clause (ii), including the
21 progress of such recipient in achieving
22 the local levels of performance”;

23 (II) in clause (ii)—

24 (aa) in subclause (I)—

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

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

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

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

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

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

23 (DD) by adding at the
24 end the following:

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

10 “(IV) for CTE concentrators de-
11 scribed in paragraph (2)(A)(iii) and
12 paragraph (2)(B)(i), disaggregate
13 data, to the extent such data is avail-
14 able, by each of the following:

15 “(aa) Individuals enrolled in
16 postsecondary education
17 (disaggregated by postsecondary
18 award level, including certificate,
19 associate, or baccalaureate de-
20 gree).

21 “(bb) Individuals in ad-
22 vanced training.

23 “(cc) Individuals in military
24 service or a service program that
25 receives assistance under title I

1 of the National and Community
2 Service Act of 1990 (42 U.S.C.
3 12511 et seq.) or volunteers as
4 described in section 5(a) of the
5 Peace Corps Act (22 U.S.C.
6 2504(a)).

7 “(dd) Individuals in employ-
8 ment (including those individuals
9 who are employed in a high-skill,
10 high-wage, or in-demand sector
11 or occupation).”;

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

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

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

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

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

6 (2) by striking subsection (c).

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

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

9 (1) in subsection (a)(1)—

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

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

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

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

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

3 (3) in subsection (c)—

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

6 (B) in paragraph (2)—

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

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

13 (4) in subsection (d)—

14 (A) in paragraph (1)—

15 (i) in subparagraph (A)—

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

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

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

24 (ii) in subparagraph (B)—

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

3 (II) in clause (vi)—

4 (aa) by inserting “qualified”
5 before “intermediaries”; and

6 (bb) by striking the period
7 at the end and inserting “, which
8 may include individuals with ex-
9 pertise in addressing inequities in
10 access to, and in opportunities
11 for, academic and technical skill
12 attainment;”; and

13 (III) by adding at the end the
14 following:

15 “(vii) representatives of Indian Tribes
16 and Tribal organizations; and

17 “(viii) representatives of special popu-
18 lations.”; and

19 (iii) in subparagraph (C)—

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

22 (II) by striking “assessment”
23 and inserting “evaluation”;

24 (B) in paragraph (2)—

1 (i) in the heading, by striking “AND
2 ASSESSMENT”;

3 (ii) in subparagraph (A)—

4 (I) by striking “subsection (e),
5 the Secretary” and inserting “sub-
6 section (f), the Secretary, acting
7 through the Director,”;

8 (II) by striking “an independent
9 evaluation and assessment” and in-
10 serting “a series of research and eval-
11 uation initiatives for each year for
12 which funds are appropriated to carry
13 out this Act, which are aligned with
14 the plan in subsection (c)(2),”;

15 (III) by striking “Carl D. Per-
16 kins Career and Technical Education
17 Improvement Act of 2006” and in-
18 serting “Strengthening Career and
19 Technical Education for the 21st Cen-
20 tury Act”; and

21 (IV) by adding at the end the fol-
22 lowing: “Whenever possible, data used
23 for the evaluation for a fiscal year
24 shall be data from the most recent fis-
25 cal year for which such data are avail-

1 able, and from the 5-year period pre-
2 ceding that fiscal year.”; and

3 (iii) by amending subparagraph (B) to
4 read as follows:

5 “(B) CONTENTS.—The evaluation required
6 under subparagraph (A) shall include descrip-
7 tions and evaluations of—

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

19 “(I) the number of such students
20 that receive a regular high school di-
21 ploma, as such term is defined under
22 section 8101 of the Elementary and
23 Secondary Education Act of 1965 or
24 a State-defined alternative diploma

1 described in section
2 8101(25)(A)(ii)(I)(bb) of such Act;

3 “(II) the number of such stu-
4 dents that are high school students
5 that receive a recognized postsec-
6 ondary credential; and

7 “(III) the number of such stu-
8 dents that are high school students
9 that earn credit toward a recognized
10 postsecondary credential;

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

20 “(iii) employer involvement in, benefit
21 from, and satisfaction with, career and
22 technical education programs and pro-
23 grams of study and career and technical
24 education students’ preparation for em-
25 ployment;

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

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

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

24 “(vii) the extent to which career and
25 technical education programs supported by

1 this Act are grounded on evidence-based
2 research;

3 “(viii) the impact of the amendments
4 to this Act made under the Strengthening
5 Career and Technical Education for the
6 21st Century Act, including comparisons,
7 where appropriate, of—

8 “(I) the use of the comprehensive
9 needs assessment under section
10 134(e);

11 “(II) the implementation of pro-
12 grams of study; and

13 “(III) coordination of planning
14 and program delivery with other rel-
15 evant laws, including the Workforce
16 Innovation and Opportunity Act (29
17 U.S.C. 3101 et seq.) and the Elemen-
18 tary and Secondary Education Act of
19 1965;

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

1 “(x) changes in student enrollment
2 patterns; and

3 “(xi) efforts to reduce disparities or
4 performance gaps described in section
5 113(b)(3)(C)(ii)(II).”; and

6 (iv) in subparagraph (C)—

7 (I) in clause (i)—

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

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

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

24 “(II) not later than 4 years after
25 the date of enactment of the

1 Strengthening Career and Technical
2 Education for the 21st Century Act, a
3 final report summarizing the studies
4 and analyses that relate to the evalua-
5 tion and summary of research activi-
6 ties carried out under this section;
7 and

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

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

14 (III) by adding after clause (ii)
15 the following:

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

1 that are most likely to produce positive
2 educational and employment outcomes.”;

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

10 (D) by striking paragraphs (4) and (5)
11 and inserting the following:

12 “(4) RESEARCH.—

13 “(A) IN GENERAL.—From amounts made
14 available under subsection (f), the Secretary,
15 after consultation with the Director, the Com-
16 missioner for Education Research, and the
17 States, and with input from the independent
18 advisory panel established under subsection
19 (d)(1)(A), shall award a grant, contract, or co-
20 operative agreement, on a competitive basis, to
21 an institution of higher education or to a con-
22 sortium of one or more institutions of higher
23 education and one or more private nonprofit or-
24 ganizations or agencies, to carry out one or

1 more of the activities described in subparagraph
2 (B).

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

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

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

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

22 “(ii) Research on, and evaluation of,
23 the impact of changes made by the
24 Strengthening Career and Technical Edu-
25 cation for the 21st Century Act, including

1 State-by-State comparisons, where appro-
2 priate, of—

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

5 “(II) the implementation of pro-
6 grams of study;

7 “(III) how States have imple-
8 mented provisions of the Act, includ-
9 ing both fiscal and programmatic ele-
10 ments;

11 “(IV) career and technical edu-
12 cation funding and finance models;
13 and

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

21 “(iii) Evidence-based research and
22 analyses that provide longitudinal informa-
23 tion with respect to career and technical
24 education programs and programs of study
25 and student achievement.

1 “(iv) The implementation of, evalua-
2 tion of, or evidence-based research of, inno-
3 vative methods that support high-quality
4 implementation of career and technical
5 education programs and programs of study
6 and student achievement related to career
7 and technical education, including—

8 “(I) creating or expanding dual
9 or concurrent enrollment program ac-
10 tivities and early college high schools;

11 “(II) awarding of academic credit
12 or academic alignment for industry
13 recognized credentials, competency-
14 based education, or work-based learn-
15 ing;

16 “(III) making available open,
17 searchable, and comparable informa-
18 tion on the quality of industry recog-
19 nized credentials, including the related
20 skills or competencies, attainment by
21 CTE concentrators, related employ-
22 ment and earnings outcomes, labor
23 market value, and use by employers;
24 or

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

7 “(C) REPORT.—The institution or consor-
8 tium receiving a grant under this paragraph
9 shall annually prepare a report containing in-
10 formation about the key research findings of
11 such entity under this paragraph and shall sub-
12 mit copies of the report to the Secretary and
13 the Director. The Secretary shall submit copies
14 of the report to the relevant committees of Con-
15 gress, the Library of Congress, and each eligi-
16 ble agency.

17 “(D) DISSEMINATION.—The institution or
18 consortium receiving a grant under this para-
19 graph shall conduct dissemination and training
20 activities based on the research carried out
21 under this paragraph on a timely basis, includ-
22 ing through dissemination networks and, as ap-
23 propriate and relevant, technical assistance pro-
24 viders within the Department.”;

1 (5) by redesignating subsection (e) as sub-
2 section (f);

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

5 “(e) INNOVATION AND MODERNIZATION.—

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

18 “(2) NON-FEDERAL MATCH.—

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

1 sources in an amount equal to not less than 50
2 percent of the funds provided under such grant.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9 “(5) GEOGRAPHIC DIVERSITY.—

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

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

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

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

4 “(iv) a partnership between—

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

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

10 “(v) a partnership between—

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

13 “(II) a State educational agency.

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

20 “(6) DURATION.—

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

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

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

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

17 “(A) Designing and implementing courses
18 or programs of study aligned to labor market
19 needs in new or emerging fields and working
20 with industry to upgrade equipment, tech-
21 nology, and related curriculum used in career
22 and technical education programs, which is
23 needed for the development, expansion, and im-
24 plementation of State-approved career and tech-
25 nical education programs of study, including—

1 “(i) the development or acquisition of
2 instructional materials associated with the
3 equipment and technology purchased by an
4 eligible entity, eligible institution, or eligi-
5 ble recipient through the grant; or

6 “(ii) efforts to expand, develop, or im-
7 plement programs designed to increase op-
8 portunities for students to take rigorous
9 courses in coding or computer science sub-
10 ject areas, and support for statewide ef-
11 forts to increase access and implementa-
12 tion of coding or computer science courses
13 in order to meet local labor market needs
14 in occupations that require skills in those
15 subject areas.

16 “(B) Improving career and technical edu-
17 cation outcomes of students served by eligible
18 entities, eligible institutions, or eligible recipi-
19 ents through activities such as—

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

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

3 “(ii) increasing the effective use of
4 technology within career and technical edu-
5 cation programs and programs of study;

6 “(iii) supporting new models for inte-
7 grating academic content at the secondary
8 and postsecondary level in career and tech-
9 nical education; or

10 “(iv) integrating science, technology,
11 engineering, and mathematics fields, in-
12 cluding computer science education, with
13 career and technical education.

14 “(C) Improving the transition of stu-
15 dents—

16 “(i) from secondary education to post-
17 secondary education or employment
18 through programs, activities, or services
19 that may include the creation, develop-
20 ment, or expansion of dual or concurrent
21 enrollment programs, articulation agree-
22 ments, credit transfer agreements, and
23 competency-based education; or

24 “(ii) from the completion of one post-
25 secondary program to another postsec-

1 ondary program that awards a recognized
2 postsecondary credential.

3 “(D) Supporting the development and en-
4 hancement of innovative delivery models for ca-
5 reer and technical education.

6 “(E) Working with industry to design and
7 implement courses or programs of study aligned
8 to labor market needs in new or emerging
9 fields.

10 “(F) Supporting innovative approaches to
11 career and technical education by redesigning
12 the high school experience for students, which
13 may include evidence-based transitional support
14 strategies for students who have not met post-
15 secondary education eligibility requirements.

16 “(G) Creating or expanding recruitment,
17 retention, or professional development activities
18 for career and technical education teachers, fac-
19 ulty, school leaders, administrators, specialized
20 instructional support personnel, career guidance
21 and academic counselors, and paraprofessionals,
22 which may include—

23 “(i) providing resources and training
24 to improve instruction for, and provide ap-

1 appropriate accommodations to, special popu-
2 lations;

3 “(ii) externships or site visits with
4 business and industry;

5 “(iii) the integration of coherent and
6 rigorous academic content standards and
7 career and technical education curricula,
8 including through opportunities for appro-
9 priate academic and career and technical
10 education teachers to jointly develop and
11 implement curricula and pedagogical strat-
12 egies;

13 “(iv) mentoring by experienced teach-
14 ers;

15 “(v) providing resources or assistance
16 with meeting State teacher licensure and
17 credential requirements; or

18 “(vi) training for career guidance and
19 academic counselors at the secondary level
20 to improve awareness of postsecondary
21 education and postsecondary career op-
22 tions, and improve the ability of such coun-
23 selors to communicate to students the ca-
24 reer opportunities and employment trends.

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

3 “(I) Supporting the use of career and tech-
4 nical education programs and programs of
5 study in a coordinated strategy to address iden-
6 tified employer needs and workforce shortages,
7 such as shortages in the early childhood, ele-
8 mentary school, and secondary school education
9 workforce.

10 “(J) Providing integrated student support
11 that addresses the comprehensive needs of stu-
12 dents, such as incorporating accelerated and
13 differentiated learning opportunities supported
14 by evidence-based strategies for special popu-
15 lations.

16 “(K) Establishing an online portal for ca-
17 reer and technical education students, including
18 special populations, preparing for postsecondary
19 career and technical education, which may in-
20 clude opportunities for mentoring, gaining fi-
21 nancial literacy skills, and identifying career op-
22 portunities and interests, and a platform to es-
23 tablish online savings accounts to be used exclu-
24 sively for postsecondary career and technical
25 education programs and programs of study.

1 “(L) Developing and implementing a pay
2 for success initiative.

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

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

11 “(B) the performance of the eligible entity,
12 eligible institution, or eligible recipient with re-
13 spect to, at a minimum, the performance indi-
14 cators described under section 113, as applica-
15 ble, and disaggregated by—

16 “(i) subgroups of students described
17 in section 1111(c)(2)(B) of the Elementary
18 and Secondary Education Act of 1965;

19 “(ii) special populations; and

20 “(iii) as appropriate, each career and
21 technical education program and program
22 of study; and

23 “(C) a quantitative analysis of the effec-
24 tiveness of the project carried out under this
25 paragraph.”; and

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

3 “(f) AUTHORIZATION OF APPROPRIATIONS.—There
4 are authorized to be appropriated to carry out this sec-
5 tion—

6 “(1) \$7,651,051 for fiscal year 2019;

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

8 “(3) \$7,866,780 for fiscal year 2021;

9 “(4) \$7,976,915 for fiscal year 2022;

10 “(5) \$8,088,592 for fiscal year 2023; and

11 “(6) \$8,201,832 for fiscal year 2024.”.

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

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

14 (1) in subsection (a)(3), by striking “subject to
15 subsection (d)” and inserting “subject to subsection
16 (b)”;

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

18 (3) by redesignating subsection (d) as sub-
19 section (b).

20 **SEC. 115. NATIVE AMERICAN PROGRAMS.**

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

22 (1) in subsection (a)—

23 (A) in paragraph (1), in the paragraph
24 heading, by striking “NATIVE” and inserting
25 “NATIVE”;

1 (B) by striking paragraph (3);

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

4 (D) in paragraph (3) (as redesignated by
5 subparagraph (C)), in the paragraph heading,
6 by striking “HAWAIIAN” and inserting “HAWAI-
7 IAN”; and

8 (E) in paragraph (4) (as redesignated by
9 subparagraph (C))—

10 (i) in the paragraph heading, by strik-
11 ing “HAWAIIAN” and inserting “HAWAI-
12 IAN”; and

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

15 (2) in subsection (b)—

16 (A) in paragraph (1)—

17 (i) by striking “tribes” and inserting
18 “Tribes”; and

19 (ii) by striking “tribal” and inserting
20 “Tribal”;

21 (B) in paragraph (2)—

22 (i) by striking the paragraph heading
23 and inserting “INDIAN TRIBES AND TRIB-
24 AL ORGANIZATIONS.—”;

1 (ii) by striking “Indian tribe or tribal
2 organization” and inserting “Indian Tribe
3 or Tribal organization”;

4 (iii) by striking “450f” and inserting
5 “5321”; and

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

8 (C) in paragraph (3)—

9 (i) in the paragraph heading, by strik-
10 ing “BUREAU OF INDIAN AFFAIRS” and in-
11 sserting “BUREAU OF INDIAN EDUCATION”;

12 (ii) by striking “tribe” and inserting
13 “Tribe”;

14 (iii) by striking “tribal” and inserting
15 “Tribal”; and

16 (iv) by striking “Bureau of Indian Af-
17 fairs” and inserting “Bureau of Indian
18 Education”;

19 (D) in paragraph (4)—

20 (i) by striking “Bureau of Indian Af-
21 fairs” each place the term appears and in-
22 sserting “Bureau of Indian Education”; and

23 (ii) by striking “Assistant Secretary
24 of the Interior for Indian Affairs” and in-

1 serting “Director of the Bureau of Indian
2 Education”;

3 (E) in paragraph (5)(A), by striking “In-
4 dian tribes, tribal organizations, and individual
5 tribal members” and inserting “Indian Tribes,
6 Tribal organizations, and individual Tribal
7 members”; and

8 (F) in paragraph (6)—

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

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

13 (3) in subsection (c)—

14 (A) by redesignating paragraph (2) as
15 paragraph (3); and

16 (B) by inserting after paragraph (1) the
17 following:

18 “(2) SPECIAL RULE.—Notwithstanding section
19 3(5)(A)(iii), funds made available under this section
20 may be used to provide preparatory, refresher, and
21 remedial education services that are designed to en-
22 able students to achieve success in career and tech-
23 nical education programs or programs of study.”;

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

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

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

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

7 **SEC. 116. TRIBALLY CONTROLLED POSTSECONDARY CA-**
8 **REER AND TECHNICAL INSTITUTIONS.**

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

10 (1) in subsection (a)(2), by striking “(25
11 U.S.C. 640a et seq.)” and inserting “(Public Law
12 92–189; 85 Stat. 646)”;

13 (2) in subsection (d), by striking “(25 U.S.C.
14 640a et seq.)” and inserting “(Public Law 92–189;
15 85 Stat. 646)”;

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

18 (4) in subsection (h)—

19 (A) in the paragraph heading, by striking
20 “INDIAN TRIBE” and inserting “INDIAN
21 TRIBE”; and

22 (B) by striking “terms ‘Indian’ and ‘In-
23 dian tribe’ have the meanings given the terms
24 in” and inserting “terms ‘Indian’ and ‘Indian

1 Tribe' have the meanings given the terms 'In-
2 dian' and 'Indian tribe', respectively, in"; and

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

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

8 "(1) \$9,762,539 for fiscal year 2019;

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

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

11 "(4) \$10,178,333 for fiscal year 2022;

12 "(5) \$10,320,829 for fiscal year 2023; and

13 "(6) \$10,465,321 for fiscal year 2024.".

14 **SEC. 117. 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 ADMINISTRATION.**

19 Section 121(a)(2) (20 U.S.C. 2341(a)(2)) is amended
20 by striking "parents" and all that follows through the end
21 of the paragraph and inserting "teachers, faculty, special-
22 ized instructional support personnel, paraprofessionals,
23 school leaders, authorized public chartering agencies and
24 charter school leaders (consistent with State law), employ-
25 ers, representatives of business (including small busi-

1 nesses), labor organizations, eligible recipients, local pro-
2 gram administrators, State and local officials, Indian
3 Tribes or Tribal organizations present in the State, par-
4 ents, students, and community organizations;”.

5 **SEC. 122. STATE PLAN.**

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

7 (1) in subsection (a)—

8 (A) in paragraph (1)—

9 (i) by striking “6-year period,” and
10 inserting “4-year period, consistent with
11 subsection (b) and paragraph (5),”; and

12 (ii) by striking “Carl D. Perkins Ca-
13 reer and Technical Education Improve-
14 ment Act of 2006” and inserting
15 “Strengthening Career and Technical Edu-
16 cation for the 21st Century Act”;

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

19 (C) in paragraph (3), by striking “(includ-
20 ing charter school” and all that follows through
21 “and community organizations)” and inserting
22 “(including teachers, faculty, specialized in-
23 structional support personnel, paraprofes-
24 sionals, school leaders, authorized public char-
25 tering agencies and charter school leaders (con-

1 sistent with State law), employers, labor organi-
2 zations, parents, students, Indian Tribes and
3 Tribal organizations that may be present in the
4 State, and community organizations)”; and

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

6 “(4) PUBLIC COMMENT.—Each eligible agency
7 shall make the State plan publicly available for pub-
8 lic comment for a period of not less than 30 days,
9 by electronic means and in an easily accessible for-
10 mat, prior to submission to the Secretary for ap-
11 proval under this subsection. In the plan the eligible
12 agency files under this subsection, the eligible agen-
13 cy shall provide an assurance that public comments
14 were taken into account in the development of the
15 State plan.

16 “(5) OPTIONAL SUBMISSION OF SUBSEQUENT
17 PLANS.—An eligible agency may, after the first 4-
18 year State plan is submitted under this section, sub-
19 mit subsequent 4-year plans not later than 120 days
20 prior to the end of the 4-year period covered by the
21 preceding State plan or, if an eligible agency chooses
22 not to submit a State plan for a subsequent 4-year
23 period, the eligible agency shall submit, and the Sec-
24 retary shall approve, annual revisions to the State
25 determined levels of performance in the same man-

1 ner as revisions submitted and approved under sec-
2 tion 113(b)(3)(A)(ii).”; and

3 (2) by striking subsections (b) through (e) and
4 inserting the following:

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

6 “(1) COMBINED PLAN.—The eligible agency
7 may submit a combined plan that meets the require-
8 ments of this section and the requirements of section
9 103 of the Workforce Innovation and Opportunity
10 Act (29 U.S.C. 3113).

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

15 “(c) PLAN DEVELOPMENT.—

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

17 “(A) develop the State plan in consultation
18 with—

19 “(i) representatives of secondary and
20 postsecondary career and technical edu-
21 cation programs, including eligible recipi-
22 ents and representatives of 2-year minor-
23 ity-serving institutions and historically
24 Black colleges and universities and tribally
25 controlled colleges or universities in States

1 where such institutions are in existence,
2 adult career and technical education pro-
3 viders, and charter school representatives
4 in States where such schools are in exist-
5 ence, which shall include teachers, faculty,
6 school leaders, specialized instructional
7 support personnel, career and academic
8 guidance counselors, and paraprofessionals;

9 “(ii) interested community representa-
10 tives, including parents, students, and
11 community organizations;

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

18 “(iv) members and representatives of
19 special populations;

20 “(v) representatives of business and
21 industry (including representatives of small
22 business), which shall include representa-
23 tives of industry and sector partnerships in
24 the State, as appropriate, and representa-
25 tives of labor organizations in the State;

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

9 “(vii) representatives of Indian Tribes
10 and Tribal organizations located in, or pro-
11 viding services in, the State; and

12 “(viii) individuals with disabilities;
13 and

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

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

1 “(3) CONSULTATION WITH THE GOVERNOR.—

2 The consultation described in paragraph (1)(B) shall
3 include meetings of officials from the eligible agency
4 and the Governor’s office and shall occur—

5 “(A) during the development of such plan;

6 and

7 “(B) prior to submission of the plan to the
8 Secretary.

9 “(d) PLAN CONTENTS.—The State plan shall in-
10 clude—

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

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

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

3 “(A) between the State’s career and tech-
4 nical education programs and programs of
5 study with the State’s workforce development
6 system, to achieve the strategic vision and goals
7 described in paragraph (2), including the core
8 programs defined in section 3 of the Workforce
9 Innovation and Opportunity Act (29 U.S.C.
10 3102) and the elements related to system align-
11 ment under section 102(b)(2)(B) of such Act
12 (29 U.S.C. 3112(b)(2)(B)); and

13 “(B) for programs carried out under this
14 title with other Federal programs, which may
15 include programs funded under the Elementary
16 and Secondary Education Act of 1965 and the
17 Higher Education Act of 1965;

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

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

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

8 “(i) promote continuous improvement
9 in academic achievement and technical skill
10 attainment;

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

13 “(iii) support the inclusion of employ-
14 ability skills in programs of study and ca-
15 reer pathways;

16 “(C) how the eligible agency will—

17 “(i) make information on approved
18 programs of study and career pathways
19 (including career exploration, work-based
20 learning opportunities, early college high
21 schools, and dual or concurrent enrollment
22 program opportunities) and guidance and
23 advisement resources, available to students
24 (and parents, as appropriate), representa-
25 tives of secondary and postsecondary edu-

1 cation, and special populations, and to the
2 extent practicable, provide that information
3 and those resources in a language stu-
4 dents, parents, and educators can under-
5 stand;

6 “(ii) facilitate collaboration among eli-
7 gible recipients in the development and co-
8 ordination of career and technical edu-
9 cation programs and programs of study
10 and career pathways that include multiple
11 entry and exit points;

12 “(iii) use State, regional, or local
13 labor market data to determine alignment
14 of eligible recipients’ programs of study to
15 the needs of the State, regional, or local
16 economy, including in-demand industry
17 sectors and occupations identified by the
18 State board, and to align career and tech-
19 nical education with such needs, as appro-
20 priate;

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

1 “(v) coordinate with the State board
2 to support the local development of career
3 pathways and articulate processes by which
4 career pathways will be developed by local
5 workforce development boards, as appro-
6 priate;

7 “(vi) support effective and meaningful
8 collaboration between secondary schools,
9 postsecondary institutions, and employers
10 to provide students with experience in, and
11 understanding of, all aspects of an indus-
12 try, which may include work-based learning
13 such as internships, mentorships, simu-
14 lated work environments, and other hands-
15 on or inquiry-based learning activities; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 “(C) will be provided with programs de-
5 signed to enable individuals who are members
6 of special populations to meet or exceed State
7 determined levels of performance described in
8 section 113, and prepare special populations for
9 further learning and for high-skill, high-wage,
10 or in-demand industry sectors or occupations;

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

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

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

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

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

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

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

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

23 “(13) assurances that—

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

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

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

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

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

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

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

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

9 “(e) CONSULTATION.—

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

17 “(A) the State agency responsible for su-
18 pervision of community colleges, technical insti-
19 tutes, other 2-year postsecondary institutions
20 primarily engaged in providing postsecondary
21 career and technical education, or, where appli-
22 cable, institutions of higher education that are
23 engaged in providing postsecondary career and
24 technical education as part of their mission;

1 “(B) the State agency responsible for sec-
2 ondary education; and

3 “(C) the State agency responsible for adult
4 education.

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

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

19 “(f) PLAN APPROVAL.—

20 “(1) IN GENERAL.—Not later than 120 days
21 after the eligible agency submits its State plan, the
22 Secretary shall approve such State plan, or a revi-
23 sion of the plan under subsection (a)(2) (including
24 a revision of State determined levels of performance
25 in accordance with section 113(b)(3)(A)(iii)), if the

1 Secretary determines that the State has submitted
2 in its State plan State determined levels of perform-
3 ance that meet the criteria established in section
4 113(b)(3), including the minimum requirements de-
5 scribed in section 113(b)(3)(A)(i)(III), unless the
6 Secretary—

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

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

13 “(2) DISAPPROVAL.—The Secretary—

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

16 “(i) determines how the State plan
17 fails to meet the requirements of this Act;
18 and

19 “(ii) provides to the eligible agency, in
20 writing, notice of such determination and
21 the supporting information and rationale
22 to substantiate such determination; and

23 “(B) shall not finally disapprove a State
24 plan, except after making the determination
25 and providing the information described in sub-

1 paragraph (A), and giving the eligible agency
2 notice and an opportunity for a hearing.”.

3 **SEC. 123. IMPROVEMENT PLANS.**

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

5 (1) in subsection (a)—

6 (A) in paragraph (1)—

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

9 (ii) by striking “State adjusted level
10 of performance” and inserting “State de-
11 termined level of performance” each place
12 the term appears;

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

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

23 (B) in paragraph (2)—

1 (i) by striking “State’s adjusted levels
2 of performance” and inserting “State de-
3 termined levels of performance”; and

4 (ii) by striking “purposes of this Act”
5 and inserting “purposes of this section, in-
6 cluding after implementation of the im-
7 provement plan described in paragraph
8 (1),”;

9 (C) in paragraph (3)(A)—

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

12 (ii) by striking clauses (ii) and (iii)
13 and inserting the following:

14 “(ii) with respect to any specific core
15 indicator of performance that was identi-
16 fied in a program improvement plan under
17 paragraph (1), fails to meet at least 90
18 percent of a State determined level of per-
19 formance for such core indicator for 2 con-
20 secutive years after the eligible agency has
21 been identified for improvement under
22 such paragraph.”; and

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

24 “(5) ADJUSTMENTS PROHIBITED.—An eligible
25 agency shall not be eligible to adjust performance

1 levels while executing an improvement plan under
2 this section.”; and

3 (2) in subsection (b)—

4 (A) by striking “adjusted” each place the
5 term appears;

6 (B) in paragraph (2)—

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

9 (ii) by striking “(with special consid-
10 eration to performance gaps identified
11 under section 113(b)(4)(C)(ii)(II) in con-
12 sultation with the eligible agency,” and in-
13 serting “(that includes an analysis of the
14 performance disparities or gaps identified
15 under section 113(b)(3)(C)(ii)(II), and ac-
16 tions that will be taken to address such
17 gaps) in consultation with local stake-
18 holders described in section 134(d)(1), the
19 eligible agency, and”;

20 (C) in paragraph (4)—

21 (i) in subparagraph (A)—

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

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

1 “(ii) with respect to any specific core
2 indicator of performance that was identi-
3 fied in a program improvement plan under
4 paragraph (2), fails to meet at least 90
5 percent of the local level of performance
6 for such core indicator for 2 consecutive
7 years after the eligible recipient has been
8 identified for improvement under such
9 paragraph.”; and

10 (ii) in subparagraph (B)—

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

13 (II) in clause (ii), by striking the
14 period at the end and inserting “; or”;
15 and

16 (III) by adding at the end the
17 following:

18 “(iii) in response to a public request
19 from an eligible recipient, if the eligible
20 agency determines that the requirements
21 described in clause (i) or (ii) have been
22 met.”; and

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

24 “(6) ADJUSTMENTS PROHIBITED.—An eligible
25 recipient shall not be eligible to adjust performance

1 levels while executing an improvement plan under
2 this section.”.

3 **SEC. 124. STATE LEADERSHIP ACTIVITIES.**

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

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

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

10 “(A) preparation for non-traditional fields
11 in current and emerging professions, programs
12 for special populations, and other activities that
13 expose students, including special populations,
14 to high-skill, high-wage, and in-demand occupa-
15 tions;

16 “(B) individuals in State institutions, such
17 as State correctional institutions, including ju-
18 venile justice facilities, and educational institu-
19 tions that serve individuals with disabilities;

20 “(C) recruiting, preparing, or retaining ca-
21 reer and technical education teachers, faculty,
22 specialized instructional support personnel, or
23 paraprofessionals, such as preservice, profes-
24 sional development, or leadership development
25 programs; and

1 “(D) technical assistance for eligible recipi-
2 ents; and

3 “(2) report on the effectiveness of such use of
4 funds in achieving the goals described in section
5 122(d)(2) and the State determined levels of per-
6 formance described in section 113(b)(3)(A), and re-
7 ducing disparities or performance gaps as described
8 in section 113(b)(3)(C)(ii)(II).”;

9 (2) in subsection (b)—

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

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

14 (C) by striking paragraphs (1) through (9)
15 and inserting the following:

16 “(1) developing statewide programs of study,
17 which may include standards, curriculum, and
18 course development, and career exploration, guid-
19 ance, and advisement activities and resources;

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

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

1 school, at no cost to the student or the stu-
2 dent's family; and

3 “(C) facilitate work-based learning oppor-
4 tunities (including internships, externships, and
5 simulated work environments) into programs of
6 study;

7 “(5) for teachers, faculty, specialized instruc-
8 tional support personnel, and paraprofessionals pro-
9 viding career and technical education instruction,
10 support services, and specialized instructional sup-
11 port services, high-quality comprehensive profes-
12 sional development that is, to the extent practicable,
13 grounded in evidence-based research (to the extent a
14 State determines that such evidence is reasonably
15 available) that identifies the most effective educator
16 professional development process and is coordinated
17 and aligned with other professional development ac-
18 tivities carried out by the State (including under
19 title II of the Elementary and Secondary Education
20 Act of 1965 and title II of the Higher Education
21 Act of 1965), including programming that—

22 “(A) promotes the integration of the chal-
23 lenging State academic standards adopted by
24 the State under section 1111(b)(1) of the Ele-
25 mentary and Secondary Education Act of 1965

1 and relevant technical knowledge and skills, in-
2 cluding programming jointly delivered to aca-
3 demic and career and technical education teach-
4 ers;

5 “(B) prepares career and technical edu-
6 cation teachers, faculty, specialized instructional
7 support personnel, and paraprofessionals to
8 provide appropriate accommodations for stu-
9 dents who are members of special populations,
10 including through the use of principles of uni-
11 versal design for learning, multi-tier systems of
12 supports, and positive behavioral interventions
13 and support; and

14 “(C) increases the ability of teachers, fac-
15 ulty, specialized instructional support personnel,
16 and paraprofessionals providing career and
17 technical education instruction to stay current
18 with industry standards and earn an industry-
19 recognized credential or license, as appropriate,
20 including by assisting those with relevant indus-
21 try experience in obtaining State teacher licen-
22 sure or credential requirements;

23 “(6) supporting eligible recipients in eliminating
24 inequities in student access to—

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

3 “(B) effective teachers, faculty, specialized
4 instructional support personnel, and paraprofes-
5 sionals;

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

8 “(A) for exemplary performance in ear-
9 rying out programs under this Act, which
10 awards shall be based on—

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

16 “(ii) eligible recipients effectively de-
17 veloping connections between secondary
18 education and postsecondary education and
19 training;

20 “(iii) the integration of academic and
21 technical standards;

22 “(iv) eligible recipients’ progress in
23 closing achievement gaps among sub-
24 populations who participate in programs of
25 study; or

1 “(v) other factors relating to the per-
2 formance of eligible recipients under this
3 Act as the eligible agency determines are
4 appropriate; or

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

7 “(8) providing support for—

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

14 “(B) consultation and coordination with
15 other State agencies for the identification and
16 examination of licenses or certifications that—

17 “(i) pose an unwarranted barrier to
18 entry into the workforce for career and
19 technical education students; and

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

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

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

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

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

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

19 “(14) improvement of career guidance and aca-
20 demic counseling programs that assist students in
21 making informed academic and career and technical
22 education decisions, including academic and financial
23 aid counseling;

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

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

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

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

23 “(19) integrating and aligning programs of
24 study and career pathways;

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

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

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

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

23 “(24) support for career academics to imple-
24 ment a postsecondary education and workforce-ready
25 curriculum at the secondary education level that in-

1 integrates rigorous academic, technical, and employ-
2 ability contents through career and technical edu-
3 cation programs and programs of study that address
4 needs described in the comprehensive needs assess-
5 ment under section 134(c); and

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

8 (3) by striking subsection (c);

9 (4) by redesignating subsection (d) as sub-
10 section (c); and

11 (5) in subsection (c), as redesignated by para-
12 graph (4), by striking the period at the end and in-
13 serting “, unless expressly authorized under sub-
14 section (a).”.

15 **PART C—LOCAL PROVISIONS**

16 **SEC. 131. DISTRIBUTION OF FUNDS TO SECONDARY EDU-**
17 **CATION PROGRAMS.**

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

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

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

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 career and technical
10 education course offerings and activities that the eli-
11 gible recipient will provide with funds under this
12 part, which shall include not less than 1 program of
13 study approved by a State under section 124(b)(2),
14 including—

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

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

23 “(C) how students, including students who
24 are members of special populations, will learn
25 about their school’s career and technical edu-

1 cation course offerings and whether each course
2 is part of a career and technical education pro-
3 gram of study;

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

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

13 “(B) career information on employment
14 opportunities that incorporate the most up-to-
15 date information on high-skill, high-wage, or in-
16 demand industry sectors or occupations, as de-
17 termined by the comprehensive needs assess-
18 ment described in subsection (c); and

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

23 “(4) a description of how the eligible recipient
24 will improve the academic and technical skills of stu-
25 dents participating in career and technical education

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

10 “(5) a description of how the eligible recipient
11 will—

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

16 “(B) prepare CTE participants for non-
17 traditional fields;

18 “(C) provide equal access for special popu-
19 lations to career and technical education
20 courses, programs, and programs of study; and

21 “(D) ensure that members of special popu-
22 lations will not be discriminated against on the
23 basis of their status as members of special pop-
24 ulations;

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

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

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

1 groups underrepresented in the teaching profession;
2 and

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

10 “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 “(3) representatives of the State board or local
2 workforce development boards and a range of local
3 or regional businesses or industries;

4 “(4) parents and students;

5 “(5) representatives of special populations;

6 “(6) representatives of regional or local agen-
7 cies serving out-of-school youth, homeless children
8 and youth, and at-risk youth (as defined in section
9 1432 of the Elementary and Secondary Education
10 Act of 1965);

11 “(7) representatives of Indian Tribes and Trib-
12 al organizations in the State, where applicable; and

13 “(8) any other stakeholders that the eligible
14 agency may require the eligible recipient to consult.

15 “(e) CONTINUED CONSULTATION.—An eligible re-
16 cipient receiving financial assistance under this part shall
17 consult with stakeholders described in subsection (d) on
18 an ongoing basis, as determined by the eligible agency.
19 This may include consultation in order to—

20 “(1) provide input on annual updates to the
21 comprehensive needs assessment required under sub-
22 section (e)(1)(B);

23 “(2) ensure programs of study are—

24 “(A) responsive to community employment
25 needs;

1 “(B) aligned with employment priorities in
2 the State, regional, tribal, or local economy
3 identified by employers and the entities de-
4 scribed in subsection (d), which may include in-
5 demand industry sectors or occupations identi-
6 fied by the local workforce development board;

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

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

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

24 “(3) identify and encourage opportunities for
25 work-based learning; and

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

3 **SEC. 134. LOCAL USES OF FUNDS.**

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

6 **“SEC. 135. LOCAL USES OF FUNDS.**

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

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

18 “(1) provide career exploration and career de-
19 velopment activities through an organized, system-
20 atic framework designed to aid students, including
21 in the middle grades, before enrolling and while par-
22 ticipating in a career and technical education pro-
23 gram, in making informed plans and decisions about
24 future education and career opportunities and pro-
25 grams of study, which may include—

1 “(A) introductory courses or activities fo-
2 cused on career exploration and career aware-
3 ness, including non-traditional fields;

4 “(B) readily available career and labor
5 market information, including information on—

6 “(i) occupational supply and demand;

7 “(ii) educational requirements;

8 “(iii) other information on careers
9 aligned to State, local, or Tribal (as appli-
10 cable) economic priorities; and

11 “(iv) employment sectors;

12 “(C) programs and activities related to the
13 development of student graduation and career
14 plans;

15 “(D) career guidance and academic coun-
16 selors that provide information on postsec-
17 ondary education and career options;

18 “(E) any other activity that advances
19 knowledge of career opportunities and assists
20 students in making informed decisions about
21 future education and employment goals, includ-
22 ing non-traditional fields; or

23 “(F) providing students with strong experi-
24 ence in, and comprehensive understanding of,
25 all aspects of an industry;

1 “(2) provide professional development for teach-
2 ers, faculty, school leaders, administrators, special-
3 ized instructional support personnel, career guidance
4 and academic counselors, or paraprofessionals, which
5 may include—

6 “(A) professional development on sup-
7 porting individualized academic and career and
8 technical education instructional approaches, in-
9 cluding the integration of academic and career
10 and technical education standards and cur-
11 ricula;

12 “(B) professional development on ensuring
13 labor market information is used to inform the
14 programs, guidance, and advisement offered to
15 students, including information provided under
16 section 15(e)(2)(C) of the Wagner-Peyser Act
17 (29 U.S.C. 491-2(e)(2)(C));

18 “(C) providing teachers, faculty, school
19 leaders, administrators, specialized instructional
20 support personnel, career guidance and aca-
21 demic counselors, or paraprofessionals, as ap-
22 propriate, with opportunities to advance knowl-
23 edge, skills, and understanding of all aspects of
24 an industry, including the latest workplace

1 equipment, technologies, standards, and creden-
2 tials;

3 “(D) supporting school leaders and admin-
4 istrators in managing career and technical edu-
5 cation programs in the schools, institutions, or
6 local educational agencies of such school leaders
7 or administrators;

8 “(E) supporting the implementation of
9 strategies to improve student achievement and
10 close gaps in student participation and perform-
11 ance in career and technical education pro-
12 grams;

13 “(F) providing teachers, faculty, special-
14 ized instructional support personnel, career
15 guidance and academic counselors, principals,
16 school leaders, or paraprofessionals, as appro-
17 priate, with opportunities to advance knowledge,
18 skills, and understanding in pedagogical prac-
19 tices, including, to the extent the eligible recipi-
20 ent determines that such evidence is reasonably
21 available, evidence-based pedagogical practices;

22 “(G) training teachers, faculty, school
23 leaders, administrators, specialized instructional
24 support personnel, career guidance and aca-
25 demic counselors, or paraprofessionals, as ap-

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

7 “(H) training teachers, faculty, specialized
8 instructional support personnel, career guidance
9 and academic counselors, and paraprofessionals
10 in frameworks to effectively teach students, in-
11 cluding a particular focus on students with dis-
12 abilities and English learners, which may in-
13 clude universal design for learning, multi-tier
14 systems of supports, and positive behavioral
15 interventions and support; or

16 “(I) training for the effective use of com-
17 munity spaces that provide access to tools, tech-
18 nology, and knowledge for learners and entre-
19 preneurs, such as makerspaces or libraries;

20 “(3) provide within career and technical edu-
21 cation the skills necessary to pursue careers in high-
22 skill, high-wage, or in-demand industry sectors or
23 occupations;

1 “(4) support integration of academic skills into
2 career and technical education programs and pro-
3 grams of study to support—

4 “(A) CTE participants at the secondary
5 school level in meeting the challenging State
6 academic standards adopted under section
7 1111(b)(1) of the Elementary and Secondary
8 Education Act of 1965 by the State in which
9 the eligible recipient is located; and

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

12 “(5) plan and carry out elements that support
13 the implementation of career and technical education
14 programs and programs of study and that result in
15 increasing student achievement of the local levels of
16 performance established under section 113, which
17 may include—

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

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

1 of study with skills that are in demand in the
2 State, regional, or local economy, and in col-
3 laboration with business outreach staff in one-
4 stop centers, as defined in section 3 of the
5 Workforce Innovation and Opportunity Act (29
6 U.S.C. 3102), and other appropriate organiza-
7 tions, including community-based and youth-
8 serving organizations;

9 “(C) where appropriate, expanding oppor-
10 tunities for CTE concentrators to participate in
11 accelerated learning programs (as described in
12 section 4104(b)(3)(A)(i)(IV) of the Elementary
13 and Secondary Education Act of 1965 (20
14 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or
15 concurrent enrollment programs, early college
16 high schools, and the development or implemen-
17 tation of articulation agreements as part of a
18 career and technical education program of
19 study;

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

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

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

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

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

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

23 “(I) expanding opportunities for students
24 to participate in distance career and technical
25 education and blended-learning programs;

1 “(J) expanding opportunities for students
2 to participate in competency-based education
3 programs;

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

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

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

20 “(N) providing career and technical edu-
21 cation, in a school or other educational setting,
22 for adults or out-of-school youth to complete
23 secondary school education or upgrade technical
24 skills;

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

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

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

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

19 “(S) support to reduce or eliminate out-of-
20 pocket expenses for special populations partici-
21 pating in career and technical education, includ-
22 ing those participating in dual or concurrent
23 enrollment programs or early college high
24 school programs, and supporting the costs asso-
25 ciated with fees, transportation, child care, or

1 mobility challenges for those special popu-
2 lations; or

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

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

11 “(c) POOLING FUNDS.—An eligible recipient may
12 pool a portion of funds received under this Act with a por-
13 tion of funds received under this Act available to one or
14 more eligible recipients to support implementation of pro-
15 grams of study through the activities described in sub-
16 section (b)(2).

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

21 **TITLE II—GENERAL PROVISIONS**

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

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

1 (1) in section 311—

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

4 (B) in subsection (b)—

5 (i) in paragraph (1)—

6 (I) by amending subparagraph

7 (A) to read as follows:

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

19 (II) in subparagraph (B), by
20 striking “shall exclude capital expend-
21 itures, special 1-time project costs,
22 and the cost of pilot programs.” and
23 inserting “shall, at the request of the
24 State, exclude competitive or incen-
25 tive-based programs established by the

1 State, capital expenditures, special
2 one-time project costs, and the cost of
3 pilot programs.”; and

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

6 “(D) ESTABLISHING THE STATE BASE-
7 LINE.—For purposes of applying subparagraph
8 (A) for years which require the calculation of
9 the State’s fiscal effort per student, or aggregate
10 expenditures of such State, with respect to
11 career and technical education for the first full
12 fiscal year following the date of enactment of
13 the Strengthening Career and Technical Edu-
14 cation for the 21st Century Act, the State may
15 determine the State’s fiscal effort per student,
16 or aggregate expenditures of such State, with
17 respect to career and technical education for
18 such first full fiscal year by—

19 “(i) continuing to use the State’s fis-
20 cal effort per student, or aggregate ex-
21 penditures of such State, with respect to
22 career and technical education, as was in
23 effect on the day before the date of enact-
24 ment of the Strengthening Career and

1 Technical Education for the 21st Century
2 Act; or

3 “(ii) establishing a new level of fiscal
4 effort per student, or aggregate expendi-
5 tures of such State, with respect to career
6 and technical education, which is not less
7 than 95 percent of the State’s fiscal effort
8 per student, or the aggregate expenditures
9 of such State, with respect to career and
10 technical education for the preceding fiscal
11 year.”;

12 (ii) by striking paragraph (2) and in-
13 serting the following:

14 “(2) FAILURE TO MEET.—

15 “(A) IN GENERAL.—The Secretary shall
16 reduce the amount of a State’s allotment of
17 funds under this Act for any fiscal year in the
18 exact proportion by which the State fails to
19 meet the requirement of paragraph (1) by fall-
20 ing below the State’s fiscal effort per student or
21 the State’s aggregate expenditures (using the
22 measure most favorable to the State), if the
23 State failed to meet such requirement (as deter-
24 mined using the measure most favorable to the

1 State) for 1 or more of the 5 immediately pre-
2 ceding fiscal years.

3 “(B) SPECIAL RULE.—No such lesser
4 amount shall be used for computing the effort
5 required under paragraph (1) for subsequent
6 years.

7 “(3) WAIVER.—The Secretary may waive para-
8 graph (2) due to exceptional or uncontrollable cir-
9 cumstances affecting the ability of the State to meet
10 the requirement of paragraph (1) such as a natural
11 disaster or an unforeseen and precipitous decline in
12 financial resources. No level of funding permitted
13 under such a waiver may be used as the basis for
14 computing the fiscal effort or aggregate expenditures
15 required under this section for years subsequent to
16 the year covered by such waiver. The fiscal effort or
17 aggregate expenditures for the subsequent years
18 shall be computed on the basis of the level of fund-
19 ing that would, but for such waiver, have been re-
20 quired.”;

21 (2) in section 314(1), by striking “career path
22 or major” and inserting “career pathway or program
23 of study”;

24 (3) in section 315—

1 (A) by inserting “or programs of study”
2 after “career and technical education pro-
3 grams”; and

4 (B) by striking “seventh grade” and in-
5 serting “the middle grades (as such term is de-
6 fined in section 8101 of the Elementary and
7 Secondary Education Act of 1965)”;

8 (4) in section 317(b)—

9 (A) in paragraph (1)—

10 (i) by inserting “, including programs
11 of study,” after “activities”; and

12 (ii) by striking “who reside in the geo-
13 graphical area served by” and inserting “in
14 areas served by”; and

15 (B) in paragraph (2)—

16 (i) by striking “the geographical area”
17 and inserting “areas”; and

18 (ii) by inserting “, including programs
19 of study,” after “activities”;

20 (5) by striking title II and redesignating title
21 III as title II;

22 (6) by redesignating sections 311 through 318,
23 as amended by this section, as sections 211 through
24 218, respectively;

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

3 (8) by inserting after section 218 (as so reded-
4 ignated) the following:

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

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

9 “(1) the strategies, components, policies, and
10 practices used by eligible agencies or eligible recipi-
11 ents receiving funding under this Act to successfully
12 assist—

13 “(A) all students in pursuing and com-
14 pleting programs of study aligned to high-skill,
15 high-wage occupations; and

16 “(B) any special population or specific sub-
17 group of students identified in section
18 1111(h)(1)(C)(ii) of the Elementary and Sec-
19 ondary Education Act of 1965 in pursuing and
20 completing programs of study aligned to high-
21 skill, high-wage occupations in fields in which
22 such special population or subgroup is under-
23 represented; and

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

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

9 “(1) students and parents;

10 “(2) eligible agencies and eligible recipients;

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

15 “(4) Indian Tribes and Tribal organizations;

16 “(5) special populations; and

17 “(6) representatives of business and industry.

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

1 (b) CONFORMING AMENDMENT.—Section 8(a) (20
2 U.S.C. 2306a(a)) is amended by striking “311(b), and
3 323” and inserting “211(b), and 223”.

4 **TITLE III—AMENDMENTS TO**
5 **OTHER LAWS**

6 **SEC. 301. AMENDMENTS TO THE WAGNER-PEYSER ACT.**

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

9 (1) by striking subparagraph (B) and inserting
10 the following:

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

18 “(i) meet the needs of secondary
19 school and postsecondary school students
20 who seek such information; and

21 “(ii) annually inform the development
22 and implementation of programs of study
23 defined in section 3 of the Carl D. Perkins
24 Career and Technical Education Act of

1 2006 (20 U.S.C. 2302), and career path-
2 ways;”;

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

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

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

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

14 **SEC. 302. AMENDMENTS TO THE ELEMENTARY AND SEC-**
15 **ONDARY EDUCATION ACT OF 1965.**

16 (1) Section 1111(h)(1)(C)(xiv) of the Elemen-
17 tary and Secondary Education Act of 1965 (20
18 U.S.C. 6311(h)(1)(C)(xiv)) is amended by striking
19 “attaining career and technical proficiencies (as de-
20 fined by section 113(b) of the Carl D. Perkins Ca-
21 reer and Technical Education Act of 2006 (20
22 U.S.C. 2323(b)) and reported by States only in a
23 manner consistent with section 113(c) of such Act
24 (20 U.S.C. 2323(c))” and inserting “meeting State
25 determined levels of performance for core indicators,

1 as defined by section 113(b)(3)(A) of the Carl D.
2 Perkins Career and Technical Education Act of
3 2006 (20 U.S.C. 2323(b)(3)(A)), and reported by
4 States only in a manner consistent with section
5 113(b)(3)(C) of such Act (20 U.S.C.
6 2323(b)(3)(C))”.

7 (2) Section 6115(b)(6) of the Elementary and
8 Secondary Education Act of 1965 (20 U.S.C.
9 7425(b)(6)) is amended by striking “tech-prep edu-
10 cation, mentoring,” and inserting “mentoring”.

11 (3) Section 6304(a)(3)(K) of the Elementary
12 and Secondary Education Act of 1965 (20 U.S.C.
13 7544(a)(3)(K)) is amended by striking “tech-prep,”.

14 **SEC. 303. AMENDMENT TO THE WORKFORCE INNOVATION**
15 **AND OPPORTUNITY ACT.**

16 Section 134(c)(2)(A)(vii) of the Workforce Innova-
17 tion and Opportunity Act (29 U.S.C. 3174(c)(2)(A)(vii))
18 is amended by striking “school dropouts” and inserting
19 “out-of-school youth”.

