

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.

## 2

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 concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and”;

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

15 “(C) may provide assistance for special  
16 populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.”;

20 (7) by inserting after paragraph (7) the following:  
21

22 “(8) CAREER PATHWAYS.—The term ‘career  
23 pathways’ has the meaning given the term in section  
24 3 of the Workforce Innovation and Opportunity Act  
25 (29 U.S.C. 3102).”;

1           (8) by inserting after paragraph (10) (as redese-  
2           gnated 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           transcripted 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                  signed 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 redesignated 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 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, 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 reded-  
2 ignated—

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           sults would reveal personally identifiable infor-  
2           mation about an individual student.”; and

3                   (E) in paragraph (4)—

4                           (i) in subparagraph (A)—

5                                   (I) in the subparagraph heading,  
6                           by striking “ADJUSTED”;

7                                   (II) by striking clauses (iii) and  
8                           (v), and redesignating clauses (iv) and  
9                           (vi) as clauses (iii) and (v), respec-  
10                          tively;

11                           (III) in clause (i)—

12                                   (aa) in the matter preceding  
13                           subclause (I)—

14   (AA) by striking “State  
15   adjusted levels of perform-  
16   ance” and inserting “State  
17   determined levels of per-  
18   formance for each year of  
19   the plan”; and

20   (BB) by striking “local  
21   adjusted levels” and insert-  
22   ing “local levels” each place  
23   the term appears;

24                                   (bb) in subclause (I)—

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                   “(iii) ALLOWABLE ADJUSTMENTS OF  
2                   LOCAL LEVELS OF PERFORMANCE FOR  
3                   SUBSEQUENT YEARS.—Prior to the third  
4                   program year covered by the local applica-  
5                   tion, the eligible recipient may, if the eligi-  
6                   ble recipient reaches an agreement with  
7                   the eligible agency, adjust the local levels  
8                   of performance for any of the core indica-  
9                   tors of performance for the subsequent  
10                  program years covered by the local applica-  
11                  tion, in accordance with that agreement  
12                  and with this subparagraph. The local ad-  
13                  justed levels of performance agreed to  
14                  under this clause shall be considered to be  
15                  the local levels of performance for the eligi-  
16                  ble recipient for such years and shall be in-  
17                  corporated into the local application.”; and

18                   (VI) in clause (v), as redesign-  
19                   nated by subclause (II), by striking  
20                   “If unanticipated circumstances arise  
21                   with respect to an eligible recipient re-  
22                   sulting in a significant change in the  
23                   factors described in clause (v), the eli-  
24                   gible recipient may request that the  
25                   local adjusted levels of performance

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”; and

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)”; and

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 sserting “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 (e)(2),”;
- 15 (III) by striking “Carl D. Per-  
16 kins Career and Technical Education  
17 Improvement Act of 2006” and in-  
18 sserting “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(c);

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)”; and

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 car-  
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 academies to imple-  
24          ment a postsecondary education and workforce-ready  
25          curriculum at the secondary education level that in-

1       tegrates 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(e); 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 (c)(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 aggre-  
10 gate 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 redesi-  
4           gnated) 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(e)(2)(A)(vii) of the Workforce Innova-  
17 tion and Opportunity Act (29 U.S.C. 3174(e)(2)(A)(vii))  
18 is amended by striking “school dropouts” and inserting  
19 “out-of-school youth”.