

115TH CONGRESS
1ST SESSION

H. R. 2353

AN ACT

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

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

1 SECTION 1. SHORT TITLE.

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

4 SEC. 2. TABLE OF CONTENTS.

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

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

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO
THE STATES

PART A—ALLOTMENT AND ALLOCATION

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

PART B—STATE PROVISIONS

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

PART C—LOCAL PROVISIONS

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

TITLE II—GENERAL PROVISIONS

- Sec. 201. Federal and State administrative provisions.

TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT

- Sec. 301. State responsibilities.

1 **SEC. 3. REFERENCES.**

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

9 **SEC. 4. EFFECTIVE DATE.**

10 This Act, and the amendments made by this Act,
 11 shall take effect beginning on July 1, 2018.

12 **SEC. 5. TABLE OF CONTENTS OF THE CARL D. PERKINS CA-**
 13 **REER AND TECHNICAL EDUCATION ACT OF**
 14 **2006.**

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

16 “(b) TABLE OF CONTENTS.—The table of contents
 17 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

1 (B) by inserting “and programs of study”
2 after “technical education programs”;
3 (2) in paragraph (3), by striking “, including
4 tech prep education”; and
5 (3) in paragraph (4), by inserting “and pro-
6 grams of study” after “technical education pro-
7 grams”.

8 **SEC. 7. DEFINITIONS.**

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

10 (1) by striking paragraphs (16), (23), (24),
11 (25), (26), and (32);

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

18 (3) in paragraph (3)—

19 (A) in subparagraph (B), by striking “5
20 different occupational fields to individuals” and
21 inserting “three different fields, especially in in-
22 demand industry sectors or occupations, that
23 are available to all students”; and

24 (B) in subparagraph (D), by striking “not
25 fewer than 5 different occupational fields” and

1 inserting “not fewer than three different occu-
2 pational fields”;

3 (4) in paragraph (5)—

4 (A) in subparagraph (A)—

5 (i) in clause (i)—

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

17 (II) by striking “and skills” and
18 inserting “and skills,”; and

19 (III) by inserting “, including in
20 in-demand industry sectors or occupa-
21 tions” before the semicolon at the
22 end;

23 (ii) in clause (ii), by striking “, an in-
24 dustry-recognized credential, a certificate,
25 or an associate degree” and inserting “or

1 a recognized postsecondary credential,
2 which may include an industry-recognized
3 credential”; and

4 (iii) in clause (iii), by striking “and”
5 at the end;

6 (B) in subparagraph (B)—

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

9 (ii) by striking “contributes to the”
10 and inserting “supports the development
11 of”;

12 (iii) by striking the period at the end
13 and inserting a semicolon; and

14 (iv) by striking “general”; and

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

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

22 “(D) may include career exploration at the
23 high school level or as early as the middle
24 grades (as such term is defined in section 8101

1 of the Elementary and Secondary Education
 2 Act of 1965 (20 U.S.C. 7801)).”;

3 (5) in paragraph (7)—

4 (A) in subparagraph (A), by striking “(and
 5 parents, as appropriate)” and inserting “(and,
 6 as appropriate, parents and out-of-school
 7 youth)”; and

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

16 (6) by inserting after paragraph (7) the fol-
 17 lowing:

18 “(8) CAREER PATHWAYS.—The term ‘career
 19 pathways’ has the meaning given the term in section
 20 3 of the Workforce Innovation and Opportunity Act
 21 (29 U.S.C. 3102).”;

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

24 “(11) CTE CONCENTRATOR.—The term ‘CTE
 25 concentrator’ means—

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

3 “(i) completed three or more career
4 and technical education courses; or

5 “(ii) completed at least two courses in
6 a single career and technical education
7 program or program of study; or

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

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

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

16 “(12) CTE PARTICIPANT.—The term ‘CTE
17 participant’ means an individual who completes not
18 less than one course or earns not less than one cred-
19 it in a career and technical education program or
20 program of study of an eligible recipient.”;

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

23 “(14) DUAL OR CONCURRENT ENROLLMENT.—
24 The term ‘dual or concurrent enrollment’ has the
25 meaning given the term in section 8101 of the Ele-

1 mentary and Secondary Education Act of 1965 (20
2 U.S.C. 7801).

3 “(15) EARLY COLLEGE HIGH SCHOOL.—The
4 term ‘early college high school’ has the meaning
5 given the term in section 8101 of the Elementary
6 and Secondary Education Act of 1965 (20 U.S.C.
7 7801).”;

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

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

12 “(A) shall include at least two of the fol-
13 lowing:

14 “(i) a local educational agency;

15 “(ii) an educational service agency;

16 “(iii) an eligible institution;

17 “(iv) an area career and technical
18 education school;

19 “(v) a State educational agency; or

20 “(vi) the Bureau of Indian Education;

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

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

3 (10) by amending paragraph (19) (as so redes-
4 ignated by paragraph (2)) to read as follows:

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

7 “(A) a consortium of two or more of the
8 entities described in subparagraphs (B) through
9 (F);

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

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

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

22 “(E) a postsecondary educational institu-
23 tion controlled by the Bureau of Indian Affairs
24 or operated by or on behalf of any Indian tribe
25 that is eligible to contract with the Secretary of

1 the Interior for the administration of programs
2 under the Indian Self-Determination and Edu-
3 cation Assistance Act (25 U.S.C. 450 et seq.)
4 or the Act of April 16, 1934 (25 U.S.C. 452 et
5 seq.); or

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

7 (11) by adding after paragraph (20) (as so re-
8 designated by paragraph (2)) the following:

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

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

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

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

21 “(ii) who lives in a family environment
22 in which a language other than English is
23 the dominant language.

24 “(22) EVIDENCE-BASED.—The term ‘evidence-
25 based’ has the meaning given the term in section

1 8101(21)(A) of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 7801(21)(A)).”;

3 (12) by inserting after paragraph (23) (as so
4 redesignated by paragraph (2)) the following:

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

10 (13) by inserting after paragraph (25) (as so
11 redesignated by paragraph (2)) the following:

12 “(26) INDUSTRY OR SECTOR PARTNERSHIP.—
13 The term ‘industry or sector partnership’ has the
14 meaning given the term in section 3 of the Work-
15 force Innovation and Opportunity Act (29 U.S.C.
16 3102).”;

17 (14) by inserting after paragraph (28) (as so
18 redesignated by paragraph (2)) the following:

19 “(29) LOCAL WORKFORCE DEVELOPMENT
20 BOARD.—The term ‘local workforce development
21 board’ means a local workforce development board
22 established under section 107 of the Workforce In-
23 novation and Opportunity Act.”;

24 (15) by inserting after paragraph (30) (as so
25 redesignated by paragraph (2)) the following:

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

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

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

11 “(34) PAY FOR SUCCESS INITIATIVE.—The
12 term ‘pay for success initiative’ has the meaning
13 given the term in section 8101 of the Elementary
14 and Secondary Education Act of 1965 (20 U.S.C.
15 7801), except that such term does not include an
16 initiative that—

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

21 “(B) otherwise reduces the rights of a stu-
22 dent or the obligations of an entity under the
23 Individuals with Disabilities Education Act (20
24 U.S.C. 1400 et seq.), the Rehabilitation Act of
25 1973 (29 U.S.C. 701 et seq.), the Americans

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

3 (17) by inserting after paragraph (35) (as so
4 redesignated by paragraph (2)) the following:

5 “(36) PROGRAM OF STUDY.—The term ‘pro-
6 gram of study’ means a coordinated, nonduplicative
7 sequence of secondary and postsecondary academic
8 and technical content that—

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

14 “(i) address both academic and tech-
15 nical knowledge and skills, including em-
16 ployability skills; and

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

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

24 “(C) has multiple entry and exit points
25 that incorporate credentialing; and

1 “(D) culminates in the attainment of a
2 recognized postsecondary credential.

3 “(37) QUALIFIED INTERMEDIARY.—The term
4 ‘qualified intermediary’ means a non-profit entity
5 that demonstrates expertise to build, connect, sus-
6 tain, and measure partnerships with entities such as
7 employers, schools, community-based organizations,
8 postsecondary institutions, social service organiza-
9 tions, economic development organizations, and
10 workforce systems to broker services, resources, and
11 supports to youth and the organizations and systems
12 that are designed to serve youth, including—

13 “(A) connecting employers to classrooms;

14 “(B) assisting in the design and implemen-
15 tation of career and technical education pro-
16 grams and programs of study;

17 “(C) delivering professional development;

18 “(D) connecting students to internships
19 and other work-based learning opportunities;
20 and

21 “(E) developing personalized student sup-
22 ports.

23 “(38) RECOGNIZED POSTSECONDARY CREDEN-
24 TIAL.—The term ‘recognized postsecondary creden-
25 tial’ has the meaning given the term in section 3 of

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

3 (18) in paragraph (41) (as so redesignated by
4 paragraph (2))—

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

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

10 (C) in subparagraph (F), by striking “indi-
11 viduals with limited English proficiency.” and
12 inserting “English learners;”; and

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

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

17 “(H) youth with a parent who—

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

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

(19) by inserting after paragraph (41) (as so redesignated by paragraph (2)) the following:

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

“(43) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—The term ‘specialized instructional support services’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).”;

(20) in paragraph (45) (as so redesignated by paragraph (2)) by inserting “(including paraprofessionals and specialized instructional support personnel)” after “supportive personnel”; and

(21) by adding at the end the following:

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

“(49) WORK-BASED LEARNING.—The term ‘work-based learning’ means sustained interactions 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, first-hand engagement with the
4 tasks required of 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);
24 and

1 “(3) except as required under sections 112(b),
2 211(b), and 223—

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

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

8 (2) by striking subsection (d) and redesignating
9 subsection (e) as subsection (d).

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

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

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

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

16 “(1) \$1,133,002,074 for fiscal year 2018;

17 “(2) \$1,148,618,465 for fiscal year 2019;

18 “(3) \$1,164,450,099 for fiscal year 2020;

19 “(4) \$1,180,499,945 for fiscal year 2021;

20 “(5) \$1,196,771,008 for fiscal year 2022; and

21 “(6) \$1,213,266,339 for fiscal year 2023.”.

1 **TITLE I—CAREER AND TECH-**
2 **NICAL EDUCATION ASSIST-**
3 **ANCE TO THE STATES**

4 **PART A—ALLOTMENT AND ALLOCATION**

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

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

8 (1) in subparagraph (A), by striking “No
9 State” and inserting “For each of fiscal years 2018,
10 2019, and 2020, no State”;

11 (2) by redesignating subparagraph (B) as sub-
12 paragraph (C);

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

15 “(B) FISCAL YEAR 2021 AND EACH SUC-
16 CEEDING FISCAL YEAR.—For fiscal year 2021
17 and each of the succeeding fiscal years, no
18 State shall receive an allotment under this sec-
19 tion for a fiscal year that is less than 90 per-
20 cent of the allotment the State received under
21 this section for the preceding fiscal year.”; and

22 (4) in subparagraph (C), as redesignated by
23 paragraph (2), by striking “subparagraph (A)” and
24 inserting “subparagraph (A) or (B)”.

1 **SEC. 111. WITHIN STATE ALLOCATION.**

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

3 (1) in subsection (a)—

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

6 (B) in paragraph (2)—

7 (i) in subparagraph (A)—

8 (I) by striking “1 percent” and
9 inserting “2 percent”; and

10 (II) by striking “State correc-
11 tional institutions and institutions”
12 and inserting “State correctional in-
13 stitutions, juvenile justice facilities,
14 and educational institutions”; and

15 (ii) in subparagraph (B), by striking
16 “available for services” and inserting
17 “available to assist eligible recipients in
18 providing services”; and

19 (C) in paragraph (3)(B), by striking “a
20 local plan;” and inserting “local applications;”;
21 and

22 (2) in subsection (c), by striking “section 135”
23 and all that follows through the end and inserting
24 “section 135—

25 “(1) in—

26 “(A) rural areas;

1 “(B) areas with high percentages of CTE
2 concentrators or CTE participants; and

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

5 “(2) in order to—

6 “(A) foster innovation through the identi-
7 fication and promotion of promising and proven
8 career and technical education programs, prac-
9 tices, and strategies, which may include prac-
10 tices and strategies that prepare individuals for
11 nontraditional fields; or

12 “(B) promote the development, implemen-
13 tation, and adoption of programs of study or
14 career pathways aligned with State-identified
15 in-demand occupations or industries.”.

16 **SEC. 112. ACCOUNTABILITY.**

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

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

21 (2) in subsection (b)—

22 (A) in paragraph (1), by striking subpara-
23 graph (B) and redesignating subparagraph (C)
24 as subparagraph (B);

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

5 (C) by striking paragraph (2) and insert-
6 ing the following:

7 “(2) INDICATORS OF PERFORMANCE.—

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

15 “(i) The percentage of CTE con-
16 centrators who graduate high school, as
17 measured by—

18 “(I) the four-year adjusted co-
19 hort graduation rate (defined in sec-
20 tion 8101 of the Elementary and Sec-
21 ondary Education Act of 1965 (20
22 U.S.C. 7801)); and

23 “(II) at the State’s discretion,
24 the extended-year adjusted cohort

1 graduation rate defined in such sec-
2 tion 8101 (20 U.S.C. 7801).

3 “(ii) CTE concentrator attainment of
4 challenging State academic standards
5 adopted by the State under section
6 1111(b)(1) of the Elementary and Sec-
7 ondary Education Act of 1965 (20 U.S.C.
8 6311(b)(1)), and measured by the aca-
9 demic assessments described in section
10 1111(b)(2) of such Act (20 U.S.C.
11 6311(b)(2)).

12 “(iii) The percentage of CTE con-
13 centrators who, in the second quarter fol-
14 lowing the program year after exiting from
15 secondary education, are in postsecondary
16 education or advanced training, military
17 service, or unsubsidized employment.

18 “(iv) Not less than one indicator of
19 career and technical education program
20 quality that—

21 “(I) shall include, not less than
22 one of the following—

23 “(aa) the percentage of CTE
24 concentrators, as defined in sec-
25 tion 3(11)(A)(ii), graduating

1 from high school having attained
2 recognized postsecondary creden-
3 tials;

4 “(bb) the percentage of CTE
5 concentrators, as defined in sec-
6 tion 3(11)(A)(ii), graduating
7 from high school having attained
8 postsecondary credits in the rel-
9 evant career and technical edu-
10 cational program or program of
11 study earned through dual and
12 concurrent enrollment or another
13 credit transfer agreement; or

14 “(cc) the percentage of CTE
15 concentrators, as defined in sec-
16 tion 3(11)(A)(ii), graduating
17 from high school having partici-
18 pated in work-based learning;
19 and

20 “(II) may include any other
21 measure of student success in career
22 and technical education that is state-
23 wide, valid, and reliable.

24 “(v) The percentage of CTE con-
25 centrators, as defined in section

1 3(11)(A)(ii), in career and technical edu-
2 cation programs and programs of study
3 that lead to nontraditional fields.

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

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

17 “(ii) The median earnings of CTE
18 concentrators in unsubsidized employment
19 two quarters after program completion.

20 “(iii) The percentage of CTE con-
21 centrators who receive a recognized post-
22 secondary credential during participation
23 in or within 1 year of program completion.

24 “(iv) The percentage of CTE con-
25 centrators in career and technical edu-

cation programs and programs of study
that lead to nontraditional fields.

“(C) ALIGNMENT OF PERFORMANCE INDICATORS.—In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section.”;

(D) in paragraph (3)—

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

“(A) STATE ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—

“(i) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish and identify in the State plan submitted under section 122, for the first 2 program years covered by the State plan, State levels of performance for each of the core indicators of performance described in subparagraphs (A) and (B) of

1 paragraph (2) for career and technical
2 education activities authorized under this
3 title. The levels of performance established
4 under this subparagraph shall, at a min-
5 imum—

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

10 “(II) be sufficiently ambitious to
11 allow for meaningful evaluation of
12 program quality.

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

1 ered to be the State adjusted levels of per-
2 formance for the State for such years and
3 shall be incorporated into the State plan.

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

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

19 (ii) by striking subparagraph (B) and
20 inserting the following:

21 “(B) ACTUAL LEVELS OF PERFORM-
22 ANCE.—At the end of each program year, the
23 eligible agency shall determine actual levels of
24 performance on each of the core indicators of
25 performance and publicly report and widely dis-

1 seminate the actual levels of performance de-
2 scribed in this subparagraph.”; and

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

5 “(C) ESTABLISHMENT OF LEVELS OF PER-
6 FORMANCE.—An eligible agency shall establish
7 State levels of performance under subparagraph
8 (A) in a manner consistent with the procedure
9 adopted by the eligible agency under section
10 122(d)(9).”; and

11 (E) in paragraph (4)—

12 (i) in subparagraph (A)—

13 (I) in clause (i)(I), by striking
14 “consistent with the State levels of
15 performance established under para-
16 graph (3), so as” and inserting “con-
17 sistent with the form expressed in the
18 State levels, so as”;

19 (II) by striking clause (i)(II) and
20 inserting the following:

21 “(II) be sufficiently ambitious to
22 allow for meaningful evaluation of
23 program quality.”;

24 (III) in clause (iv)—

1 (aa) by striking “third and
2 fifth program years” and insert-
3 ing “third program year”; and

4 (bb) by striking “cor-
5 responding” before “subsequent
6 program years”;

7 (IV) in clause (v)—

8 (aa) by striking “and” at
9 the end of subclause (I);

10 (bb) by redesignating sub-
11 clause (II) as subclause (III);

12 (cc) by inserting after sub-
13 clause (I) the following:

14 “(II) local economic conditions;”;

15 (dd) in subclause (III), as so
16 redesignated, by striking “pro-
17 mote continuous improvement on
18 the core indicators of perform-
19 ance by the eligible recipient.”
20 and inserting “advance the eligi-
21 ble recipient’s accomplishments
22 of the goals set forth in the local
23 application; and”; and

24 (ee) by adding at the end
25 the following:

1 “(IV) the eligible recipient’s abil-
2 ity and capacity to collect and access
3 valid, reliable, and cost effective
4 data.”;

5 (V) in clause (vi), by inserting
6 “or changes occur related to improve-
7 ments in data or measurement ap-
8 proaches,” after “factors described in
9 clause (v),”; and

10 (VI) by adding at the end the fol-
11 lowing:

12 “(vii) REPORTING.—The eligible re-
13 cipient shall, for each year described in
14 clauses (iii) and (iv), publicly report the
15 local levels of performance described in this
16 subparagraph.”;

17 (ii) by striking subparagraph (B) and
18 redesignating subparagraph (C) as sub-
19 paragraph (B); and

20 (iii) in clause (ii)(I) of subparagraph
21 (B), as so redesignated—

22 (I) by striking “section
23 1111(h)(1)(C)(i)” and inserting “sec-
24 tion 1111(h)(1)(C)(ii)”;

- 1 (II) by striking “section 3(29)”
 2 and inserting “section 3(40)”; and
 3 (3) in subsection (c)—
 4 (A) in the heading, by inserting “STATE”
 5 before “REPORT”;
 6 (B) in paragraph (1)(B), by striking “in-
 7 formation on the levels of performance achieved
 8 by the State with respect to the additional indi-
 9 cators of performance, including the” and in-
 10 serting “the”; and
 11 (C) in paragraph (2)(A)—
 12 (i) by striking “categories” and in-
 13 serting “subgroups”;
 14 (ii) by striking “section
 15 1111(h)(1)(C)(i)” and inserting “section
 16 1111(h)(1)(C)(ii)”; and
 17 (iii) by striking “section 3(29)” and
 18 inserting “section 3(40)”.

19 **SEC. 113. NATIONAL ACTIVITIES.**

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

- 21 (1) in subsection (a)—
 22 (A) in paragraph (1)—
 23 (i) by striking “The Secretary shall”
 24 the first place it appears and inserting
 25 “The Secretary shall, in consultation with

1 the Director of the Institute for Education
2 Sciences,”; and

3 (ii) by inserting “from eligible agen-
4 cies under section 113(c)” after “pursuant
5 to this title”; and

6 (B) by striking paragraph (3);

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

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

17 (3) in subsection (c)—

18 (A) in paragraph (1)—

19 (i) by striking “may” and inserting
20 “shall”;

21 (ii) by striking “, directly or through
22 grants, contracts, or cooperative agree-
23 ments,” and inserting “directly or through
24 grants”; and

1 (iii) by striking “and assessment”;

2 and

3 (B) in paragraph (2)—

4 (i) in subparagraph (B), by inserting

5 “, acting through the Director of the Insti-

6 tute for Education Sciences,” after “de-

7 scribe how the Secretary”; and

8 (ii) in subparagraph (C), by inserting

9 “, in consultation with the Director of the

10 Institute for Education Sciences,” after

11 “the Secretary”;

12 (4) in subsection (d)—

13 (A) in paragraph (1)—

14 (i) in subparagraph (A)—

15 (I) by inserting “, acting through

16 the Director of the Institute for Edu-

17 cation Sciences,” after “The Sec-

18 retary”;

19 (II) by inserting “and the plan

20 developed under subsection (c)” after

21 “described in paragraph (2)”; and

22 (III) by striking “assessment”

23 each place such term appears and in-

24 serting “evaluation”; and

25 (ii) in subparagraph (B)—

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

3 (II) in clause (vi), by striking the
4 period at the end and inserting “,
5 which may include individuals with ex-
6 pertise in addressing inequities in ac-
7 cess to, and in opportunities for aca-
8 demic and technical skill attainment;
9 and”; and

10 (III) by adding at the end the
11 following:

12 “(vii) representatives of special popu-
13 lations.”;

14 (B) in paragraph (2)—

15 (i) in the heading, by striking “AND
16 ASSESSMENT”;

17 (ii) in subparagraph (A)—

18 (I) by inserting “, acting through
19 the Director of the Institute for Edu-
20 cation Sciences,” after “the Sec-
21 retary”;

22 (II) by striking “an independent
23 evaluation and assessment” and in-
24 serting “a series of research and eval-
25 uation initiatives for each year for

1 which funds are appropriated to carry
2 out this Act, which are aligned with
3 the plan in subsection (c)(2),”;

4 (III) by striking “Carl D. Per-
5 kins Career and Technical Education
6 Improvement Act of 2006” and in-
7 serting “Strengthening Career and
8 Technical Education for the 21st Cen-
9 tury Act”;

10 (IV) by striking “, contracts, and
11 cooperative agreements that are” and
12 inserting “to institutions of higher
13 education or a consortia of one or
14 more institutions of higher education
15 and one or more private nonprofit or-
16 ganizations or agencies”; and

17 (V) by adding at the end the fol-
18 lowing: “Such evaluation shall, when-
19 ever possible, use the most recent
20 data available.”; and

21 (iii) by amending subparagraph (B) to
22 read as follows:

23 “(B) CONTENTS.—The evaluation required
24 under subparagraph (A) shall include descrip-
25 tions and evaluations of—

1 “(i) the extent and success of the inte-
2 gration of challenging State academic
3 standards adopted under 1111(b)(1) of the
4 Elementary and Secondary Education Act
5 of 1965 (20 U.S.C. 6311(b)(1)) and career
6 and technical education for students par-
7 ticipating in career and technical education
8 programs, including a review of the effect
9 of such integration on the academic and
10 technical proficiency achievement of such
11 students (including the number of such
12 students that receive a regular high school
13 diploma, as such term is defined under sec-
14 tion 8101 of the Elementary and Sec-
15 ondary Education Act of 1965 or a State-
16 defined alternative diploma described in
17 section 8101(25)(A)(ii)(I)(bb) of such Act
18 (20 U.S.C. 7801(25)(A)(ii)(I)(bb)));

19 “(ii) the extent to which career and
20 technical education programs and pro-
21 grams of study prepare students, including
22 special populations, for subsequent employ-
23 ment in high-skill, high-wage occupations
24 (including those in which mathematics and
25 science, which may include computer

1 science, skills are critical), or for participa-
2 tion in postsecondary education;

3 “(iii) employer involvement in, benefit
4 from, and satisfaction with, career and
5 technical education programs and pro-
6 grams of study and career and technical
7 education students’ preparation for em-
8 ployment;

9 “(iv) efforts to expand access to ca-
10 reer and technical education programs of
11 study for all students;

12 “(v) innovative approaches to work-
13 based learning programs that increase par-
14 ticipation and alignment with employment
15 in high-growth industries, including in
16 rural and low-income areas;

17 “(vi) the extent to which career and
18 technical education programs supported by
19 this Act are grounded on evidence-based
20 research;

21 “(vii) the impact of the amendments
22 to this Act made under the Strengthening
23 Career and Technical Education for the
24 21st Century Act, including comparisons,
25 where appropriate, of—

1 “(I) the use of the comprehensive
2 needs assessment under section
3 134(b);

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

6 “(III) coordination of planning
7 and program delivery with other rel-
8 evant laws, including the Workforce
9 Innovation and Opportunity Act (29
10 U.S.C. 3101 et seq.) and the Elemen-
11 tary and Secondary Education Act of
12 1965 (20 U.S.C. 6301 et seq.);

13 “(viii) changes in career and technical
14 education program accountability as de-
15 scribed in section 113 and any effects of
16 such changes on program delivery and pro-
17 gram quality; and

18 “(ix) changes in student enrollment
19 patterns.”; and

20 (iv) in subparagraph (C)—

21 (I) in clause (i)—

22 (aa) by inserting “, in con-
23 sultation with the Director of the
24 Institute for Education
25 Sciences,” after “The Secretary”;

1 (bb) in subclause (I)—

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

7 (BB) by striking
8 “2010” and inserting
9 “2021”; and

10 (cc) in subclause (II)—

11 (AA) by striking “as-
12 sessment” and inserting
13 “evaluation and summary of
14 research activities carried
15 out under this section”; and

16 (BB) by striking
17 “2011” and inserting
18 “2023”; and

19 (II) by adding after clause (ii)
20 the following:

21 “(iii) DISSEMINATION.—In addition to
22 submitting the reports required under
23 clause (i), the Secretary shall disseminate
24 the results of the evaluation widely and on
25 a timely basis in order to increase the un-

1 derstanding among State and local officials
2 and educators of the effectiveness of pro-
3 grams and activities supported under the
4 Act and of the career and technical edu-
5 cation programs that are most likely to
6 produce positive educational and employ-
7 ment outcomes.”; and

8 (C) by striking paragraphs (3), (4), and
9 (5) and inserting the following:

10 “(3) INNOVATION.—

11 “(A) GRANT PROGRAM.—To identify and
12 support evidence-based and innovative strate-
13 gies and activities to improve career and tech-
14 nical education and align workforce skills with
15 labor market needs as part of the plan devel-
16 oped under subsection (c) and the requirements
17 of this subsection, the Secretary may award
18 grants to eligible entities to—

19 “(i) create, develop, implement, or
20 take to scale evidence-based, field initiated
21 innovations, including through a pay for
22 success initiative, to improve student out-
23 comes in career and technical education;
24 and

1 “(ii) rigorously evaluate such innova-
2 tions.

3 “(B) MATCHING FUNDS.—

4 “(i) MATCHING FUNDS REQUIRED.—
5 Except as provided under clause (ii), to re-
6 ceive a grant under this paragraph, an eli-
7 gible entity shall, through cash or in-kind
8 contributions, provide matching funds from
9 public or private sources in an amount
10 equal to at least 50 percent of the funds
11 provided under such grant.

12 “(ii) EXCEPTION.—The Secretary
13 may waive the matching fund requirement
14 under clause (i) if the eligible entity dem-
15 onstrates exceptional circumstances.

16 “(C) APPLICATION.—To receive a grant
17 under this paragraph, an eligible entity shall
18 submit to the Secretary at such a time as the
19 Secretary may require, an application that—

20 “(i) identifies and designates the
21 agency, institution, or school responsible
22 for the administration and supervision of
23 the program assisted under this paragraph;

1 “(ii) identifies the source and amount
2 of the matching funds required under sub-
3 paragraph (B)(i);

4 “(iii) describes how the eligible entity
5 will use the grant funds, including how
6 such funds will directly benefit students,
7 including special populations, served by the
8 eligible entity;

9 “(iv) describes how the program as-
10 sisted under this paragraph will be coordi-
11 nated with the activities carried out under
12 section 124 or 135;

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

16 “(vi) describes how the program as-
17 sisted under this paragraph will be evalu-
18 ated and how that evaluation may inform
19 the report described in subsection
20 (d)(2)(C).

21 “(D) PRIORITY.—In awarding grants
22 under this paragraph, the Secretary shall give
23 priority to applications from eligible entities
24 that will predominantly serve students from
25 low-income families.

1 “(E) GEOGRAPHIC DIVERSITY.—

2 “(i) IN GENERAL.—In awarding
3 grants under this paragraph, the Secretary
4 shall award no less than 25 percent of the
5 total available funds for any fiscal year to
6 eligible entities proposing to fund career
7 and technical education activities that
8 serve—

9 “(I) a local educational agency
10 with an urban-centric district locale
11 code of 32, 33, 41, 42, or 43, as de-
12 termined by the Secretary;

13 “(II) an institution of higher
14 education primarily serving the one or
15 more areas served by such a local edu-
16 cational agency;

17 “(III) a consortium of such local
18 educational agencies or such institu-
19 tions of higher education;

20 “(IV) a partnership between—

21 “(aa) an educational service
22 agency or a nonprofit organiza-
23 tion; and

1 “(bb) such a local edu-
2 cational agency or such an insti-
3 tution of higher education; or

4 “(V) a partnership between—

5 “(aa) a grant recipient de-
6 scribed in subclause (I) or (II);
7 and

8 “(bb) a State educational
9 agency.

10 “(ii) EXCEPTION.—Notwithstanding
11 clause (i), the Secretary shall reduce the
12 amount of funds made available under
13 such clause if the Secretary does not re-
14 ceive a sufficient number of applications of
15 sufficient quality.

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

20 “(i) improve career and technical edu-
21 cation outcomes of students served by eligi-
22 ble entities under this title;

23 “(ii) improve career and technical
24 education teacher effectiveness;

1 “(iii) improve the transition of stu-
2 dents from secondary education to postsec-
3 ondary education or employment;

4 “(iv) improve the incorporation of
5 comprehensive work-based learning into ca-
6 reer and technical education;

7 “(v) increase the effective use of tech-
8 nology within career and technical edu-
9 cation programs;

10 “(vi) support new models for inte-
11 grating academic content and career and
12 technical education content in such pro-
13 grams;

14 “(vii) support the development and
15 enhancement of innovative delivery models
16 for career and technical education;

17 “(viii) work with industry to design
18 and implement courses or programs of
19 study aligned to labor market needs in new
20 or emerging fields;

21 “(ix) integrate science, technology, en-
22 gineering, and mathematics fields, includ-
23 ing computer science education, with ca-
24 reer and technical education;

1 “(x) support innovative approaches to
2 career and technical education by rede-
3 signing the high school experience for stu-
4 dents, which may include evidence-based
5 transitional support strategies for students
6 who have not met postsecondary education
7 eligibility requirements;

8 “(xi) improve CTE concentrator em-
9 ployment outcomes in nontraditional fields;
10 or

11 “(xii) support the use of career and
12 technical education programs and pro-
13 grams of study in a coordinated strategy to
14 address identified employer needs and
15 workforce shortages, such as shortages in
16 the early childhood, elementary school, and
17 secondary school education workforce.

18 “(G) EVALUATION.—Each eligible entity
19 receiving a grant under this paragraph shall
20 provide for an independent evaluation of the ac-
21 tivities carried out using such grant and submit
22 to the Secretary an annual report that in-
23 cludes—

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

1 “(ii) the performance of the eligible
2 entity with respect to, at a minimum, the
3 performance indicators described under
4 section 113, as applicable, and
5 disaggregated by—

6 “(I) subgroups of students de-
7 scribed in section 1111(c)(2)(B) of
8 the Elementary and Secondary Edu-
9 cation Act of 1965 (20 U.S.C.
10 6311(c)(2)(B));

11 “(II) special populations; and

12 “(III) as appropriate, each career
13 and technical education program and
14 program of study; and

15 “(iii) a quantitative analysis of the ef-
16 fectiveness of the project carried out under
17 this paragraph.”; and

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

20 “(e) AUTHORIZATION OF APPROPRIATIONS.—There
21 are authorized to be appropriated to carry out this sec-
22 tion—

23 “(1) \$7,523,285 for fiscal year 2018;

24 “(2) \$7,626,980 for fiscal year 2019;

25 “(3) \$7,732,104 for fiscal year 2020;

1 “(4) \$7,838,677 for fiscal year 2021;
2 “(5) \$7,946,719 for fiscal year 2022; and
3 “(6) \$8,056,251 for fiscal year 2023.”.

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

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

6 (1) in subsection (a)(3), by striking “subject to
7 subsection (d)” and inserting “subject to subsection
8 (b)”;

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

10 (3) by redesignating subsection (d) as sub-
11 section (b).

12 **SEC. 115. TRIBALLY CONTROLLED POSTSECONDARY CA-**
13 **REER AND TECHNICAL INSTITUTIONS.**

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

16 “(i) AUTHORIZATION OF APPROPRIATIONS.—There
17 are authorized to be appropriated to carry out this sec-
18 tion—

19 “(1) \$8,400,208 for fiscal year 2018;
20 “(2) \$8,515,989 for fiscal year 2019;
21 “(3) \$8,633,367 for fiscal year 2020;
22 “(4) \$8,752,362 for fiscal year 2021;
23 “(5) \$8,872,998 for fiscal year 2022; and
24 “(6) \$8,995,296 for fiscal year 2023.”.

1 **SEC. 116. OCCUPATIONAL AND EMPLOYMENT INFORMA-**
2 **TION.**

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

4 **PART B—STATE PROVISIONS**

5 **SEC. 121. 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 in-
10 serting “4-year period”; and

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

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

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

1 zations, parents, students, and community orga-
2 nizations)”; and

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

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), unless the eligible agency
11 opts to submit a single plan under paragraph (2)
12 and informs the Secretary of such decision.

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

17 “(c) PLAN DEVELOPMENT.—

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

19 “(A) develop the State plan in consultation
20 with—

21 “(i) representatives of secondary and
22 postsecondary career and technical edu-
23 cation programs, including eligible recipi-
24 ents and representatives of 2-year Minor-
25 ity-Serving Institutions and Historically

1 Black Colleges and Universities in States
2 where such institutions are in existence,
3 and charter school representatives in
4 States where such schools are in existence,
5 which shall include teachers, faculty, school
6 leaders, specialized instructional support
7 personnel (including guidance counselors),
8 and paraprofessionals;

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

11 “(iii) the State workforce development
12 board described in section 101 of the
13 Workforce Innovation and Opportunity Act
14 (29 U.S.C. 3111);

15 “(iv) representatives of special popu-
16 lations;

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

23 “(vi) representatives of agencies serv-
24 ing out-of-school youth, homeless children
25 and youth, and at-risk youth; and

1 “(vii) representatives of Indian tribes
2 located in the State; and

3 “(B) consult the Governor of the State,
4 and the heads of other State agencies with au-
5 thority for career and technical education pro-
6 grams that are not the eligible agency, with re-
7 spect to the development of the State plan.

8 “(2) ACTIVITIES AND PROCEDURES.—The eligi-
9 ble agency shall develop effective activities and pro-
10 cedures, including access to information needed to
11 use such procedures, to allow the individuals and en-
12 tities described in paragraph (1) to participate in
13 State and local decisions that relate to development
14 of the State plan.

15 “(d) PLAN CONTENTS.—The State plan shall in-
16 clude—

17 “(1) a summary of State-supported workforce
18 development activities (including education and
19 training) in the State, including the degree to which
20 the State’s career and technical education programs
21 and programs of study are aligned with such activi-
22 ties;

23 “(2) the State’s strategic vision and set of goals
24 for preparing an educated and skilled workforce (in-
25 cluding special populations) and for meeting the

1 skilled workforce needs of employers, including in-
2 demand industry sectors and occupations as identi-
3 fied by the State, and how the State’s career and
4 technical education programs will help to meet these
5 goals;

6 “(3) a summary of the strategic planning ele-
7 ments of the unified State plan required under sec-
8 tion 102(b)(1) of the Workforce Innovation and Op-
9 portunity Act (29 U.S.C. 3112(b)(1)), including the
10 elements related to system alignment under section
11 102(b)(2)(B) of such Act (29 U.S.C.
12 3112(b)(2)(B));

13 “(4) a description of the career and technical
14 education programs or programs of study that will
15 be supported, developed, or improved, including de-
16 scriptions of—

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

20 “(B) the process and criteria to be used
21 for approving locally developed programs of
22 study or career pathways, including how such
23 programs address State workforce development
24 and education needs; and

25 “(C) how the eligible agency will—

1 “(i) make information on approved
2 programs of study and career pathways,
3 including career exploration, work-based
4 learning opportunities, dual and concurrent
5 enrollment opportunities, and guidance and
6 advisement resources, available to students
7 and parents;

8 “(ii) ensure nonduplication of eligible
9 recipients’ development of programs of
10 study and career pathways;

11 “(iii) determine alignment of eligible
12 recipients’ programs of study to the State,
13 regional or local economy, including in-de-
14 mand fields and occupations identified by
15 the State workforce development board as
16 appropriate;

17 “(iv) provide equal access to activities
18 assisted under this Act for special popu-
19 lations;

20 “(v) coordinate with the State work-
21 force board to support the local develop-
22 ment of career pathways and articulate
23 processes by which career pathways will be
24 developed by local workforce development
25 boards;

1 “(vi) use State, regional, or local labor
2 market data to align career and technical
3 education with State labor market needs;

4 “(vii) support effective and meaning-
5 ful collaboration between secondary
6 schools, postsecondary institutions, and
7 employers, which may include the develop-
8 ment of articulation agreements described
9 in section 124(b)(3); and

10 “(viii) improve outcomes for CTE con-
11 centrators, including those who are mem-
12 bers of special populations;

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

16 “(A) each eligible recipient will promote
17 academic achievement;

18 “(B) each eligible recipient will promote
19 skill attainment, including skill attainment that
20 leads to a recognized postsecondary credential;
21 and

22 “(C) each eligible recipient will ensure the
23 local needs assessment under section 134 takes
24 into consideration local economic and education

1 needs, including where appropriate, in-demand
2 industry sectors and occupations;

3 “(6) a description of how the eligible agency
4 will support the recruitment and preparation of
5 teachers, including special education teachers, fac-
6 ulty, administrators, specialized instructional sup-
7 port personnel, and paraprofessionals to provide ca-
8 reer and technical education instruction, leadership,
9 and support;

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

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

16 “(A) among career and technical education
17 at the secondary level, or career and technical
18 education at the postsecondary and adult level,
19 or both, including how such distribution will
20 most effectively provide students with the skills
21 needed to succeed in the workplace; and

22 “(B) among any consortia that may be
23 formed among secondary schools and eligible in-
24 stitutions, and how funds will be distributed
25 among the members of the consortia, including

1 the rationale for such distribution and how it
2 will most effectively provide students with the
3 skills needed to succeed in the workplace;

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

8 “(A) consultation with stakeholders identi-
9 fied in paragraph (1);

10 “(B) opportunities for the public to com-
11 ment in person and in writing on the State ad-
12 justed levels of performance included in the
13 State plan; and

14 “(C) submission of public comment on
15 State adjusted levels of performance as part of
16 the State plan; and

17 “(10) assurances that—

18 “(A) the eligible agency will comply with
19 the requirements of this Act and the provisions
20 of the State plan, including the provision of a
21 financial audit of funds received under this Act,
22 which may be included as part of an audit of
23 other Federal or State programs;

24 “(B) none of the funds expended under
25 this Act will be used to acquire equipment (in-

cluding computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization;

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

“(D) the eligible agency will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities; and

“(E) the eligible agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs.

“(e) CONSULTATION.—

1 “(1) IN GENERAL.—The eligible agency shall
2 develop the portion of each State plan relating to the
3 amount and uses of any funds proposed to be re-
4 served for adult career and technical education,
5 postsecondary career and technical education, and
6 secondary career and technical education after con-
7 sultation with the—

8 “(A) State agency responsible for super-
9 vision of community colleges, technical insti-
10 tutes, or other 2-year postsecondary institutions
11 primarily engaged in providing postsecondary
12 career and technical education;

13 “(B) the State agency responsible for sec-
14 ondary education; and

15 “(C) the State agency responsible for adult
16 education.

17 “(2) OBJECTIONS OF STATE AGENCIES.—If a
18 State agency other than the eligible agency finds
19 that a portion of the final State plan is objection-
20 able, that objection shall be filed together with the
21 State plan. The eligible agency shall respond to any
22 objections of such State agency in the State plan
23 submitted to the Secretary.

24 “(f) PLAN APPROVAL.—

1 “(1) IN GENERAL.—The Secretary shall ap-
2 prove a State plan not later than 120 days after its
3 submission to the Secretary unless the Secretary—

4 “(A) determines that the State plan does
5 not meet the requirements of this Act, including
6 the requirements described in section 113; and

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

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

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

12 “(i) determines how the State plan
13 fails to meet the requirements of this Act;
14 and

15 “(ii) provides to the eligible agency, in
16 writing, notice of such determination and
17 the supporting information and rationale
18 to substantiate such determination; and

19 “(B) not finally disapprove a State plan,
20 except after making the determination and pro-
21 viding the information described in subpara-
22 graph (A), and giving the eligible agency notice
23 and an opportunity for a hearing.”.

24 **SEC. 122. IMPROVEMENT PLANS.**

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

1 (1) in subsection (a)—

2 (A) in paragraph (1)—

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

5 (ii) by striking “appropriate agen-
6 cies,” and inserting “appropriate State
7 agencies,”;

8 (B) in paragraph (2)—

9 (i) by striking “purposes of this Act,”
10 and inserting “purposes of this section, in-
11 cluding after implementation of the im-
12 provement plan described in paragraph
13 (1),” and

14 (ii) by striking “work with the eligible
15 agency” and inserting “provide the eligible
16 agency technical assistance”; and

17 (C) in paragraph (3)—

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

20 “(A) IN GENERAL.—If the eligible agency
21 fails to make any improvement in meeting any
22 of the State adjusted levels of performance for
23 any of the core indicators of performance iden-
24 tified under paragraph (1) during the first 2
25 years of implementation of the improvement

1 plan required under paragraph (1), the eligible
2 agency—

3 “(i) shall develop and implement, in
4 consultation with the stakeholders de-
5 scribed in section 122(c)(1)(A), a revised
6 improvement plan (with special consider-
7 ation of performance gaps identified under
8 section 113(c)(2)(B)) to address the rea-
9 sons for such failure; and

10 “(ii) shall continue to implement such
11 improvement plan until the eligible agency
12 meets at least 90 percent of the State ad-
13 justed level of performance for the same
14 core indicators of performance for which
15 the plan is revised.”;

16 (ii) by redesignating subparagraph
17 (B) as subparagraph (C);

18 (iii) by inserting after subparagraph
19 (A), the following:

20 “(B) REVISED PERFORMANCE IMPROVE-
21 MENT PLAN IMPLEMENTATION.—The Secretary
22 shall provide technical assistance, monitoring,
23 and oversight to each eligible agency with a
24 plan revised under subparagraph (A)(i) until

1 such agency meets the requirements of subpara-
2 graph (A)(ii).”; and

3 (iv) in subparagraph (C), as redesign-
4 nated by clause (ii), by striking “sanction
5 in” and inserting “requirements of”; and
6 (D) by striking paragraph (4);

7 (2) in subsection (b)—

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

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

19 (C) in paragraph (4)—

20 (i) by amending subparagraph (A) to
21 read as follows:

22 “(A) IN GENERAL.—If the eligible recipi-
23 ent fails to make any improvement in meeting
24 any of the local adjusted levels of performance
25 for any of the core indicators of performance

1 identified under paragraph (2) during a number
2 of years determined by the eligible agency, the
3 eligible recipient—

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

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

13 (ii) in subparagraph (B)—

14 (I) in the matter preceding clause

15 (i)—

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

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

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

25 at the end;

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

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

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

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

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

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

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

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

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

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

1 (2) in subsection (b)—

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

3 and inserting the following:

4 “(1) developing statewide programs of study,

5 which may include standards, curriculum, and

6 course development, and career exploration, guid-

7 ance, and advisement activities and resources;

8 “(2) approving locally developed programs of

9 study that meet the requirements established in sec-

10 tion 122(d)(4)(B);

11 “(3) establishing statewide articulation agree-

12 ments aligned to approved programs of study;

13 “(4) establishing statewide partnerships among

14 local educational agencies, institutions of higher edu-

15 cation, and employers, including small businesses, to

16 develop and implement programs of study aligned to

17 State and local economic and education needs, in-

18 cluding as appropriate, in-demand industry sectors

19 and occupations;” and

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

21 and inserting the following:

22 “(6) support services for individuals in State in-

23 stitutions, such as State correctional institutions, in-

24 cluding juvenile justice facilities, and educational in-

25 stitutions that serve individuals with disabilities;

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

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

22 “(B) prepares career and technical edu-
23 cation teachers, faculty, specialized instructional
24 support personnel, and paraprofessionals to
25 provide appropriate accommodations for stu-

1 dents who are members of special populations,
2 including through the use of principles of uni-
3 versal design for learning; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13 **PART C—LOCAL PROVISIONS**

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

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

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

19 (2) in subsection (a)—

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

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

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

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

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

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

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

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

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

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

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

25 “(B) career information; and

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

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

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

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

13 “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

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

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

20 “(B) not less than once every 2 years, up-
21 date such comprehensive local needs assess-
22 ment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7 “(4) parents and students;

8 “(5) representatives of special populations; and

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

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

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

21 “(2) ensure programs of study are—

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

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

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

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

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

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

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

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

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

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

4 **“SEC. 135. LOCAL USES OF FUNDS.**

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

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

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

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

1 “(B) readily available career and labor
2 market information, including information on—

3 “(i) occupational supply and demand;

4 “(ii) educational requirements;

5 “(iii) other information on careers
6 aligned to State or local economic prior-
7 ities; and

8 “(iv) employment sectors;

9 “(C) programs and activities related to the
10 development of student graduation and career
11 plans;

12 “(D) career guidance and academic coun-
13 selors that provide information on postsec-
14 ondary education and career options; or

15 “(E) any other activity that advances
16 knowledge of career opportunities and assists
17 students in making informed decisions about
18 future education and employment goals;

19 “(2) provide professional development for teach-
20 ers, principals, school leaders, administrators, fac-
21 ulty, and career and guidance counselors with re-
22 spect to content and pedagogy that—

23 “(A) supports individualized academic and
24 career and technical education instructional ap-
25 proaches, including the integration of academic

1 and career and technical education standards
2 and curriculum;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21 **TITLE II—GENERAL PROVISIONS**

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

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

25 (1) in section 311(b)—

1 (A) in paragraph (1)—

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

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

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

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

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

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

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

14 “(II) establish a new level of fis-
15 cal effort per student, or aggregate
16 expenditures of such State, with re-
17 spect to career and technical edu-
18 cation, which is not less than 90 per-
19 cent of the State’s fiscal effort per
20 student, or the aggregate expenditures
21 of such State, with respect to career
22 and technical education for the pre-
23 ceding fiscal year.

24 “(ii) AMOUNT.—The amount of the
25 new level described in clause (i)(II) shall

1 be the State’s fiscal effort per student, or
2 aggregate expenditures of such State, with
3 respect to career and technical education,
4 for the first full fiscal year following the
5 enactment of the Strengthening Career
6 and Technical Education for the 21st Cen-
7 tury Act.”; and

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

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

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

25 (2) in section 317(b)(1)—

1 (A) by striking “may, upon written re-
2 quest, use funds made available under this Act
3 to” and inserting “may use funds made avail-
4 able under this Act to”; and

5 (B) by striking “who reside in the geo-
6 graphical area served by” and inserting “lo-
7 cated in or near the geographical area served
8 by”;

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

11 (4) by redesignating sections 311 through 318
12 as sections 211 through 218, respectively;

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

15 (6) by inserting after section 218 (as so redес-
16 ignated) the following:

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

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

21 “(1) the strategies, components, policies, and
22 practices used by eligible agencies or eligible recipi-
23 ents receiving funding under this Act to successfully
24 assist—

1 “(A) all students in pursuing and com-
2 pleting programs of study aligned to high-skill,
3 high-wage occupations; and

4 “(B) any specific subgroup of students
5 identified in section 1111(h)(1)(C)(ii) of the El-
6 ementary and Secondary Education Act of 1965
7 (20 U.S.C. 6311(h)(1)(C)(ii)) in pursuing and
8 completing programs of study aligned to high-
9 skill, high-wage occupations in fields in which
10 such subgroup is underrepresented; and

11 “(2) any challenges associated with replication
12 of such strategies, components, policies, and prac-
13 tices.

14 “(b) CONSULTATION.—In carrying out the study con-
15 ducted under subsection (a), the Comptroller General of
16 the United States shall consult with a geographically di-
17 verse (including urban, suburban, and rural) representa-
18 tion of—

19 “(1) students and parents;

20 “(2) eligible agencies and eligible recipients;

21 “(3) teachers, faculty, specialized instructional
22 support personnel, and paraprofessionals, including
23 those with expertise in preparing CTE students for
24 nontraditional fields;

25 “(4) special populations; and

1 “(5) representatives of business and industry.

2 “(c) SUBMISSION.—Upon completion, the Comp-
3 troller General of the United States shall submit the study
4 conducted under subsection (a) to the Committee on Edu-
5 cation and the Workforce of the House of Representatives
6 and the Committee on Health, Education, Labor, and
7 Pensions of the Senate.”.

8 **TITLE III—AMENDMENTS TO** 9 **THE WAGNER-PEYSER ACT**

10 **SEC. 301. STATE RESPONSIBILITIES.**

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

13 (1) by striking subparagraph (B) and inserting
14 the following:

15 “(B) consult with eligible agencies (defined
16 in section 3 of the Carl D. Perkins Career and
17 Technical Education Act of 2006 (20 U.S.C.
18 2302)), State educational agencies, and local
19 educational agencies concerning the provision of
20 workforce and labor market information in
21 order to—

22 “(i) meet the needs of secondary
23 school and postsecondary school students
24 who seek such information; and

1 “(ii) annually inform the development
2 and implementation of programs of study
3 defined in section 3 of the Carl D. Perkins
4 Career and Technical Education Act of
5 2006 (20 U.S.C. 2302), and career path-
6 ways;”;

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

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

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

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

Passed the House of Representatives June 22, 2017.

Attest:

Clerk.

115TH CONGRESS
1ST SESSION

H. R. 2353

AN ACT

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