

In the Senate of the United States,

July 23, 2018.

Resolved, That the bill from the House of Representatives (H.R. 2353) entitled “An Act to reauthorize the Carl D. Perkins Career and Technical Education Act of 2006.”, do pass with the following

AMENDMENT:

Strike all after the enacting clause and insert the following:

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. Native American Programs.*
- Sec. 116. Tribally controlled postsecondary career and technical institutions.*
- Sec. 117. Occupational and employment information.*

PART B—STATE PROVISIONS

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

PART C—LOCAL PROVISIONS

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

TITLE II—GENERAL PROVISIONS

- Sec. 201. Federal and State administrative provisions.*

TITLE III—AMENDMENTS TO OTHER LAWS

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

1 SEC. 3. REFERENCES.

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

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

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

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

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

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

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

“*Sec. 2. Purpose.*

“*Sec. 3. Definitions.*

“*Sec. 4. Transition provisions.*

“*Sec. 5. Privacy.*

“*Sec. 6. Limitation.*

“*Sec. 7. Special rule.*

“*Sec. 8. Prohibitions.*

“*Sec. 9. Authorization of appropriations.*

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

“**PART A—ALLOTMENT AND ALLOCATION**

“*Sec. 111. Reservations and State allotment.*

“*Sec. 112. Within State allocation.*

“*Sec. 113. Accountability.*

“*Sec. 114. National activities.*

“*Sec. 115. Assistance for the outlying areas.*

“*Sec. 116. Native American programs.*

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

“**PART B—STATE PROVISIONS**

“*Sec. 121. State administration.*

“*Sec. 122. State plan.*

“*Sec. 123. Improvement plans.*

“*Sec. 124. State leadership activities.*

“**PART C—LOCAL PROVISIONS**

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

“*Sec. 132. Distribution of funds for postsecondary education programs.*

“*Sec. 133. Special rules for career and technical education.*

“*Sec. 134. Local application for career and technical education programs.*

“*Sec. 135. Local uses of funds.*

“TITLE II—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

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

“PART B—STATE ADMINISTRATIVE PROVISIONS

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

1 **SEC. 6. PURPOSE.**

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

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

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

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

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

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

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

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

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

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

9 “(8) increasing the employment opportunities for
10 populations who are chronically unemployed or un-
11 deremployed, including individuals with disabilities,
12 individuals from economically disadvantaged fami-
13 lies, out-of-workforce individuals, youth who are in,
14 or have aged out of, the foster care system, and home-
15 less individuals.”.

16 **SEC. 7. DEFINITIONS.**

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

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

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

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

(4) in paragraph (3)—

(A) in subparagraph (B), by striking “5 different occupational fields to individuals who are available for study in preparation for entering the labor market” and inserting “3 different fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations”; and

(B) in subparagraph (D), by striking “not fewer than 5 different occupational fields” and inserting “not fewer than 3 different occupational fields”;

(5) in paragraph (5)—

(A) in subparagraph (A)—

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

“(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at

the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;”;

(ii) in clause (ii), by striking “, an industry-recognized credential, a certificate, or an associate degree” and inserting “or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree”; and

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

(B) in subparagraph (B)—

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

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

(iii) by striking “general”; and

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

(C) by adding at the end the following:

“(C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

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

(6) in paragraph (7)—

(A) in subparagraph (A)—

(i) by striking “(and parents, as appropriate)” and inserting “(and, as appropriate, parents and out-of-school youth)”;

(ii) by inserting “exploration opportunities” after “regarding career awareness”;
and

(iii) by striking “and” after the semicolon;

(B) in subparagraph (B)—

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

(ii) by striking “financial aid,” and all that follows through the end of the subparagraph and inserting “financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and”; and

(C) by adding at the end the following:

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

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

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

(8) by inserting after paragraph (10) (as redesignated by paragraph (2)) the following:

“(11) *CREDIT TRANSFER AGREEMENT.*—The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

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

“(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

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

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

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

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

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

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

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

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

21 “(19) *ELIGIBLE ENTITY*.—The term ‘eligible en-
22 tity’ means a consortium that includes the following:

23 “(A) Representatives of not less than 2 of
24 the following categories of entities, 1 of which
25 shall serve as the fiscal agent for the consortium:

1 “(i) *A local educational agency or a*
2 *consortium of such agencies.*

3 “(ii) *An educational service agency*
4 *serving secondary school students.*

5 “(iii) *An area career and technical*
6 *education school or a consortium of such*
7 *schools.*

8 “(iv) *An Indian Tribe, Tribal organi-*
9 *zation, or Tribal educational agency.*

10 “(v) *An institution of higher education*
11 *whose most common degree awarded is an*
12 *associate degree, or a consortium of such in-*
13 *stitutions.*

14 “(vi) *An institution of higher edu-*
15 *cation whose most common degree awarded*
16 *is a bachelor’s or higher degree, or a consor-*
17 *tium of such institutions.*

18 “(vii) *A State educational agency.*

19 “(B) *One or more business or industry rep-*
20 *resentative partners, which may include rep-*
21 *resentatives of local or regional businesses or in-*
22 *dustries, including industry or sector partner-*
23 *ships in the local area, local workforce develop-*
24 *ment boards, or labor organizations.*

1 “(C) *One or more stakeholders, which may*
2 *include—*

3 “(i) *parents and students;*

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

10 “(iii) *representatives of Indian tribes*
11 *and Tribal organizations, where applicable;*

12 “(iv) *representatives of minority-serv-*
13 *ing institutions (as described in paragraphs*
14 *(1) through (7) of section 371(a) of the*
15 *Higher Education Act of 1965 (20 U.S.C.*
16 *1067q(a)), where applicable;*

17 “(v) *representatives of special popu-*
18 *lations;*

19 “(vi) *representatives of adult career*
20 *and technical education providers; or*

21 “(vii) *other relevant community stake-*
22 *holders.”;*

23 (10) *by amending paragraph (20) (as redesign-*
24 *ated by paragraph (2)) to read as follows:*

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

3 “(A) *a consortium of 2 or more of the enti-*
4 *ties described in subparagraphs (B) through (F);*

5 “(B) *a public or nonprofit private institu-*
6 *tion of higher education that offers and will use*
7 *funds provided under this title in support of ca-*
8 *reer and technical education courses that lead to*
9 *technical skill proficiency or a recognized post-*
10 *secondary credential, including an industry-rec-*
11 *ognized credential, a certificate, or an associate*
12 *degree;*

13 “(C) *a local educational agency providing*
14 *education at the postsecondary level;*

15 “(D) *an area career and technical edu-*
16 *cation school providing education at the postsec-*
17 *ondary level;*

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

21 “(F) *a postsecondary educational institu-*
22 *tion controlled by the Bureau of Indian Edu-*
23 *cation or operated by or on behalf of any Indian*
24 *Tribe that is eligible to contract with the Sec-*
25 *retary of the Interior for the administration of*

1 *programs under the Indian Self-Determination*
 2 *and Education Assistance Act (25 U.S.C. 5301*
 3 *et seq.) or the Act of April 16, 1934 (25 U.S.C.*
 4 *5342 et seq.);*

5 *“(G) a tribally controlled college or univer-*
 6 *sity; or*

7 *“(H) an educational service agency.”;*

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

12 *(12) by inserting after paragraph (21) (as redес-*
 13 *ignated by paragraph (2)) the following:*

14 *“(22) ENGLISH LEARNER.—The term ‘English*
 15 *learner’ means—*

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

20 *“(B) an adult or an out-of-school youth who*
 21 *has limited ability in speaking, reading, writing,*
 22 *or understanding the English language and—*

23 *“(i) whose native language is a lan-*
 24 *guage other than English; or*

1 “(ii) *who lives in a family environ-*
 2 *ment or community in which a language*
 3 *other than English is the dominant lan-*
 4 *guage.*

5 “(23) *EVIDENCE-BASED.—The term ‘evidence-*
 6 *based’ has the meaning given the term in section*
 7 *8101(21)(A) of the Elementary and Secondary Edu-*
 8 *cation Act of 1965.’;*

9 (13) *by inserting after paragraph (24) (as redes-*
 10 *ignated by paragraph (2)) the following:*

11 “(25) *HIGH SCHOOL.—The term ‘high school’ has*
 12 *the meaning given the term in section 8101 of the El-*
 13 *ementary and Secondary Education Act of 1965.*

14 “(26) *IN-DEMAND INDUSTRY SECTOR OR OCCUPA-*
 15 *TION.—The term ‘in-demand industry sector or occu-*
 16 *pation’ has the meaning given the term in section 3*
 17 *of the Workforce Innovation and Opportunity Act (29*
 18 *U.S.C. 3102).*

19 “(27) *INDIAN; INDIAN TRIBE.—The terms ‘In-*
 20 *dian’ and ‘Indian Tribe’ have the meanings given the*
 21 *terms ‘Indian’ and ‘Indian tribe’, respectively, in sec-*
 22 *tion 4 of the Indian Self-Determination and Edu-*
 23 *cation Assistance Act (25 U.S.C. 5304).’;*

24 (14) *by inserting after paragraph (28) (as redes-*
 25 *ignated by paragraph (2)) the following:*

1 “(29) *INDUSTRY OR SECTOR PARTNERSHIP*.—The
 2 term ‘industry or sector partnership’ has the meaning
 3 given the term in section 3 of the Workforce Innova-
 4 tion and Opportunity Act (29 U.S.C. 3102).”;

5 (15) by inserting after paragraph (31) (as redes-
 6 ignated by paragraph (2)) the following:

7 “(32) *LOCAL WORKFORCE DEVELOPMENT*
 8 *BOARD*.—The term ‘local workforce development
 9 board’ means a local workforce development board es-
 10 tablished under section 107 of the Workforce Innova-
 11 tion and Opportunity Act (29 U.S.C. 3122).”;

12 (16) in paragraph (33) (as redesignated by
 13 paragraph (2)), by striking “including” and inserting
 14 “such as”;

15 (17) by inserting after paragraph (34) (as redes-
 16 ignated by paragraph (2)) the following:

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

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

23 “(A) an individual who is a displaced
 24 homemaker, as defined in section 3 of the Work-

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

3 *“(B) an individual who—*

4 *“(i)(I) has worked primarily without*
 5 *remuneration to care for a home and fam-*
 6 *ily, and for that reason has diminished*
 7 *marketable skills; or*

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

15 *“(ii) is unemployed or underemployed*
 16 *and is experiencing difficulty in obtaining*
 17 *or upgrading employment.*

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

22 *“(38) PAY FOR SUCCESS INITIATIVE.—*

23 *“(A) IN GENERAL.—Subject to subpara-*
 24 *graph (B), the term ‘pay for success initiative’*
 25 *means a performance-based grant, contract, or*

1 *cooperative agreement awarded by a State or*
2 *local public entity (such as a local educational*
3 *agency) to a public or private nonprofit entity—*

4 *“(i) in which a commitment is made*
5 *to pay for improved outcomes that result in*
6 *increased public value and social benefit to*
7 *students and the public sector, such as im-*
8 *proved student outcomes as evidenced by the*
9 *indicators of performance described in sec-*
10 *tion 113(b)(2) and direct cost savings or*
11 *cost avoidance to the public sector; and*

12 *“(ii) that includes—*

13 *“(I) a feasibility study on the ini-*
14 *tiative describing how the proposed*
15 *intervention is based on evidence of ef-*
16 *fectiveness;*

17 *“(II) a rigorous, third-party eval-*
18 *uation that uses experimental or quasi-*
19 *experimental design or other research*
20 *methodologies that allow for the strong-*
21 *est possible causal inferences to deter-*
22 *mine whether the initiative has met its*
23 *proposed outcomes;*

1 “(III) an annual, publicly avail-
2 able report on the progress of the ini-
3 tiative; and

4 “(IV) a requirement that pay-
5 ments are made to the recipient of a
6 grant, contract, or cooperative agree-
7 ment only when agreed upon outcomes
8 are achieved, except that the entity
9 may make payments to the third party
10 conducting the evaluation described in
11 subclause (II).

12 “(B) *EXCLUSION.*—The term ‘pay for suc-
13 cess initiative’ does not include any initiative
14 that—

15 “(i) reduces the special education or
16 related services that a student would other-
17 wise receive under the *Individuals with Dis-*
18 *abilities Education Act*; or

19 “(ii) otherwise reduces the rights of a
20 student or the obligations of an entity under
21 the *Individuals with Disabilities Education*
22 *Act*, the *Rehabilitation Act of 1973* (29
23 *U.S.C. 701 et seq.*), the *Americans with Dis-*
24 *abilities Act of 1990* (42 *U.S.C. 12101 et*
25 *seq.*), or any other law.”.

(18) in paragraph (39)(C) (as redesignated by paragraph (2)), by striking “apprenticeship” and inserting “other skilled training”;

(19) by inserting after paragraph (39) (as redesignated by paragraph (2)) the following:

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

“(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

“(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that—

1 “(i) improve and increase educators’—

2 “(I) knowledge of the academic
3 and technical subjects;

4 “(II) understanding of how stu-
5 dents learn; and

6 “(III) ability to analyze student
7 work and achievement from multiple
8 sources, including how to adjust in-
9 structional strategies, assessments, and
10 materials based on such analysis;

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

13 “(iii) allow personalized plans for each
14 educator to address the educator’s specific
15 needs identified in observation or other feed-
16 back;

17 “(iv) support the recruitment, hiring,
18 and training of effective educators, includ-
19 ing educators who became certified through
20 State and local alternative routes to certifi-
21 cation;

22 “(v) advance educator understanding
23 of—

24 “(I) effective instructional strate-
25 gies that are evidence-based; and

1 “(II) strategies for improving stu-
2 dent academic and technical achieve-
3 ment or substantially increasing the
4 knowledge and teaching skills of edu-
5 cators;

6 “(vi) are developed with extensive par-
7 ticipation of educators, parents, students,
8 and representatives of Indian Tribes (as ap-
9 plicable), of schools and institutions served
10 under this Act;

11 “(vii) are designed to give educators of
12 students who are English learners in career
13 and technical education programs or pro-
14 grams of study the knowledge and skills to
15 provide instruction and appropriate lan-
16 guage and academic support services to
17 those students, including the appropriate
18 use of curricula and assessments;

19 “(viii) as a whole, are regularly evalu-
20 ated for their impact on increased educator
21 effectiveness and improved student academic
22 and technical achievement, with the find-
23 ings of the evaluations used to improve the
24 quality of professional development;

1 “(ix) are designed to give educators of
2 individuals with disabilities in career and
3 technical education programs or programs
4 of study the knowledge and skills to provide
5 instruction and academic support services
6 to those individuals, including positive be-
7 havioral interventions and supports, multi-
8 tier system of supports, and use of accom-
9 modations;

10 “(x) include instruction in the use of
11 data and assessments to inform and in-
12 struct classroom practice;

13 “(xi) include instruction in ways that
14 educators may work more effectively with
15 parents and families;

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

22 “(xiii) promote the integration of aca-
23 demic knowledge and skills and relevant
24 technical knowledge and skills, including
25 programming jointly delivered to academic

1 *and career and technical education teachers;*
2 *or*

3 “(xiv) *increase the ability of educators*
4 *providing career and technical education*
5 *instruction to stay current with industry*
6 *standards.*

7 “(41) *PROGRAM OF STUDY.*—*The term ‘program*
8 *of study’ means a coordinated, nonduplicative se-*
9 *quence of academic and technical content at the sec-*
10 *ondary and postsecondary level that—*

11 “(A) *incorporates challenging State aca-*
12 *ademic standards, including those adopted by a*
13 *State under section 1111(b)(1) of the Elementary*
14 *and Secondary Education Act of 1965;*

15 “(B) *addresses both academic and technical*
16 *knowledge and skills, including employability*
17 *skills;*

18 “(C) *is aligned with the needs of industries*
19 *in the economy of the State, region, Tribal com-*
20 *munity, or local area;*

21 “(D) *progresses in specificity (beginning*
22 *with all aspects of an industry or career cluster*
23 *and leading to more occupation-specific instruc-*
24 *tion);*

1 “(E) has multiple entry and exit points
2 that incorporate credentialing; and

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

5 “(42) *QUALIFIED INTERMEDIARY.*—The term
6 ‘qualified intermediary’ means a nonprofit entity,
7 which may be part of an industry or sector partner-
8 ship, that demonstrates expertise in building, con-
9 necting, sustaining, and measuring partnerships with
10 entities such as employers, schools, community-based
11 organizations, postsecondary institutions, social serv-
12 ice organizations, economic development organiza-
13 tions, Indian tribes or Tribal organizations, and
14 workforce systems to broker services, resources, and
15 supports to youth and the organizations and systems
16 that are designed to serve youth, including—

17 “(A) connecting employers to classrooms;

18 “(B) assisting in the design and implemen-
19 tation of career and technical education pro-
20 grams and programs of study;

21 “(C) delivering professional development;

22 “(D) connecting students to internships and
23 other work-based learning opportunities; and

24 “(E) developing personalized student sup-
25 ports.

1 “(43) *RECOGNIZED POSTSECONDARY CREDEN-*
 2 *TIAL.*—*The term ‘recognized postsecondary credential’*
 3 *has the meaning given the term in section 3 of the*
 4 *Workforce Innovation and Opportunity Act (29*
 5 *U.S.C. 3102).’;*

6 (20) *by inserting after paragraph (45) (as redes-*
 7 *ignated by paragraph (2)) the following:*

8 “(46) *SPECIALIZED INSTRUCTIONAL SUPPORT*
 9 *PERSONNEL.*—*The term ‘specialized instructional*
 10 *support personnel’ has the meaning given the term in*
 11 *section 8101 of the Elementary and Secondary Edu-*
 12 *cation Act of 1965.*

13 “(47) *SPECIALIZED INSTRUCTIONAL SUPPORT*
 14 *SERVICES.*—*The term ‘specialized instructional sup-*
 15 *port services’ has the meaning given the term in sec-*
 16 *tion 8101 of the Elementary and Secondary Edu-*
 17 *cation Act of 1965.’;*

18 (21) *in paragraph (48) (as redesignated by*
 19 *paragraph (2))—*

20 (A) *in subparagraph (B), by striking “fos-*
 21 *ter children” and inserting “low-income youth*
 22 *and adults”;*

23 (B) *by striking subparagraph (E) and in-*
 24 *serting the following:*

25 “(E) *out-of-workforce individuals;*”;

1 (C) in subparagraph (F), by striking “indi-
2 viduals with limited English proficiency.” and
3 inserting “English learners;”; and

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

5 “(G) homeless individuals described in sec-
6 tion 725 of the McKinney-Vento Homeless Assist-
7 ance Act (42 U.S.C. 11434a);

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

10 “(I) youth with a parent who—

11 “(i) is a member of the armed forces
12 (as such term is defined in section 101(a)(4)
13 of title 10, United States Code); and

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

16 (22) in paragraph (50) (as redesignated by
17 paragraph (2)), by inserting “(including paraprofes-
18 sionals and specialized instructional support per-
19 sonnel)” after “supportive personnel”;

20 (23) in paragraph (52) (as redesignated by
21 paragraph (2))—

22 (A) in subparagraph (A), by striking “In-
23 dian tribe or Indian tribes” and inserting “In-
24 dian Tribe or Indian Tribes”; and

25 (B) in subparagraph (D)—

1 (i) by striking “tribal” and inserting
2 “Tribal”; and

3 (ii) by inserting “or tribal lands” after
4 “reservations”; and

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

6 “(53) *TRIBAL ORGANIZATION*.—The term ‘Tribal
7 organization’ has the meaning given the term ‘tribal
8 organization’ in section 4 of the Indian Self-Deter-
9 mination and Education Assistance Act (25 U.S.C.
10 5304).

11 “(54) *UNIVERSAL DESIGN FOR LEARNING*.—The
12 term ‘universal design for learning’ has the meaning
13 given the term in section 8101 of the Elementary and
14 Secondary Education Act of 1965.

15 “(55) *WORK-BASED LEARNING*.—The term ‘work-
16 based learning’ means sustained interactions with in-
17 dustry or community professionals in real workplace
18 settings, to the extent practicable, or simulated envi-
19 ronments at an educational institution that foster in-
20 depth, firsthand engagement with the tasks required
21 in a given career field, that are aligned to curriculum
22 and instruction.”.

23 **SEC. 8. TRANSITION PROVISIONS.**

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

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

3 (2) by striking “Carl D. Perkins Career and
4 Technical Education Improvement Act of 2006” each
5 place it appears and inserting “Strengthening Career
6 and Technical Education for the 21st Century Act”;
7 and

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

9 **SEC. 9. PROHIBITIONS.**

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

11 (1) in subsection (a), by striking “Federal Gov-
12 ernment to mandate,” and all that follows through the
13 period at the end and inserting “Federal Govern-
14 ment—

15 “(1) to condition or incentivize the receipt of
16 any grant, contract, or cooperative agreement, or the
17 receipt of any priority or preference under such
18 grant, contract, or cooperative agreement, upon a
19 State, local educational agency, eligible agency, eligi-
20 ble recipient, eligible entity, or school’s adoption or
21 implementation of specific instructional content, aca-
22 demic standards and assessments, curricula, or pro-
23 gram of instruction (including any condition, pri-
24 ority, or preference to adopt the Common Core State
25 Standards developed under the Common Core State

1 *Standards Initiative, any other academic standards*
 2 *common to a significant number of States, or any as-*
 3 *essment, instructional content, or curriculum aligned*
 4 *to such standards);*

5 *“(2) through grants, contracts, or other coopera-*
 6 *tive agreements, to mandate, direct, or control a*
 7 *State, local educational agency, eligible agency, eligi-*
 8 *ble recipient, eligible entity, or school’s specific in-*
 9 *structional content, academic standards and assess-*
 10 *ments, curricula, or program of instruction (includ-*
 11 *ing any requirement, direction, or mandate to adopt*
 12 *the Common Core State Standards developed under*
 13 *the Common Core State Standards Initiative, any*
 14 *other academic standards common to a significant*
 15 *number of States, or any assessment, instructional*
 16 *content, or curriculum aligned to such standards); or*

17 *“(3) except as required under sections 112(b),*
 18 *211(b), and 223—*

19 *“(A) to mandate, direct, or control the allo-*
 20 *cation of State or local resources; or*

21 *“(B) to mandate that a State or a political*
 22 *subdivision of a State spend any funds or incur*
 23 *any costs not paid for under this Act.”;*

24 *(2) by amending subsection (d) to read as fol-*
 25 *lows:*

1 “(d) *RULE OF CONSTRUCTION.*—*Nothing in this sec-*
 2 *tion affects the applicability of subchapter II of chapter 5,*
 3 *and chapter 7, of title 5, United States Code, (commonly*
 4 *known as the “Administrative Procedure Act”) or chapter*
 5 *8 of title 5, United States Code, commonly known as the*
 6 *“Congressional Review Act”).”; and*

7 *(3) by adding at the end the following:*

8 “(f) *CONGRESSIONAL NOTICE AND COMMENT.*—

9 “(1) *NOTICE TO CONGRESS.*—*Not less than 15*
 10 *business days prior to issuing a notice of proposed*
 11 *rulemaking related to this Act in the Federal Register,*
 12 *the Secretary shall provide to the Committee on*
 13 *Health, Education, Labor, and Pensions of the Sen-*
 14 *ate, the Committee on Education and the Workforce*
 15 *of the House of Representatives, and other relevant*
 16 *congressional committees, notice of the Secretary’s in-*
 17 *tent to issue a notice of proposed rulemaking that*
 18 *shall include—*

19 “(A) *a copy of the proposed regulation;*

20 “(B) *the need to issue the regulation;*

21 “(C) *a description of how the regulation is*
 22 *consistent with the scope of this Act;*

23 “(D) *the anticipated burden (including the*
 24 *time, cost, and paperwork burden) the regulation*
 25 *will impose on an eligible agency, institution, or*

1 *recipient that may be impacted by the regula-*
 2 *tion, including the potential impact on rural*
 3 *areas;*

4 *“(E) the anticipated benefits to an eligible*
 5 *agency, institution, or recipient that may be im-*
 6 *pacted by the regulation, including in rural*
 7 *areas; and*

8 *“(F) any regulations that will be repealed*
 9 *when the new regulation is issued.*

10 *“(2) COMMENT PERIOD FOR CONGRESS.—The*
 11 *Secretary shall—*

12 *“(A) before issuing any notice of proposed*
 13 *rulemaking under this subsection, provide Con-*
 14 *gress with a comment period of 15 business days*
 15 *to make comments on the proposed regulation,*
 16 *beginning on the date that the Secretary provides*
 17 *the notice of intent to the appropriate commit-*
 18 *tees of Congress under paragraph (1); and*

19 *“(B) include and seek to address all com-*
 20 *ments submitted by members of Congress in the*
 21 *public rulemaking record for the regulation pub-*
 22 *lished in the Federal Register.*

23 *“(3) COMMENT AND REVIEW PERIOD; EMER-*
 24 *GENCY SITUATIONS.—The comment and review period*
 25 *for any proposed regulation shall be not less than 60*

1 *days unless an emergency requires a shorter period,*
 2 *in which case the Secretary shall—*

3 *“(A) designate the proposed regulation as*
 4 *an emergency with an explanation of the emer-*
 5 *gency in the notice to Congress under paragraph*
 6 *(1);*

7 *“(B) publish the length of the comment and*
 8 *review period in such notice and in the Federal*
 9 *Register; and*

10 *“(C) conduct immediately thereafter re-*
 11 *gional meetings to review such proposed regula-*
 12 *tion before issuing any final regulation.”.*

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

14 *Section 9 (20 U.S.C. 2307) is amended to read as fol-*
 15 *lows:*

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

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

19 *“(1) \$1,229,568,538 for fiscal year 2019;*

20 *“(2) \$1,246,782,498 for fiscal year 2020;*

21 *“(3) \$1,264,237,452 for fiscal year 2021;*

22 *“(4) \$1,281,936,777 for fiscal year 2022;*

23 *“(5) \$1,299,883,892 for fiscal year 2023; and*

24 *“(6) \$1,318,082,266 for fiscal year 2024.”.*

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

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

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

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

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

14 *and*

15 *“(B) 1.50 percent to carry out section 116,*
 16 *of which—*

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

19 *“(ii) 0.25 percent of the sum shall be*
 20 *available to carry out section 116(h).*

21 **“(2) FOUNDATIONAL GRANT.—**

22 **“(A) IN GENERAL.—***From the remainder of*
 23 *the amount appropriated under section 9 and*
 24 *not reserved under paragraph (1) for a fiscal*
 25 *year, the Secretary shall allot to a State for the*

1 *fiscal year an amount equal to the amount the*
2 *State received in fiscal year 2018.*

3 “(B) *RATABLE REDUCTION.*—*If for any fis-*
4 *cal year the amount appropriated for allotments*
5 *under this section is insufficient to satisfy the*
6 *provisions of subparagraph (A), the payments to*
7 *all States under such subparagraph shall be rat-*
8 *ably reduced.*

9 “(3) *ADDITIONAL FUNDS.*—*Subject to paragraph*
10 *(4), from the additional funds remaining from the*
11 *amount appropriated under section 9 and not ex-*
12 *pende under paragraphs (1) and (2) for a fiscal*
13 *year, the Secretary shall allot to a State for the fiscal*
14 *year—*

15 “(A) *an amount that bears the same ratio*
16 *to 50 percent of the sum being allotted as the*
17 *product of the population aged 15 to 19, inclu-*
18 *sive, in the State in the fiscal year preceding the*
19 *fiscal year for which the determination is made*
20 *and the State’s allotment ratio bears to the sum*
21 *of the corresponding products for all the States;*

22 “(B) *an amount that bears the same ratio*
23 *to 20 percent of the sum being allotted as the*
24 *product of the population aged 20 to 24, inclu-*
25 *sive, in the State in the fiscal year preceding the*

1 *fiscal year for which the determination is made*
 2 *and the State's allotment ratio bears to the sum*
 3 *of the corresponding products for all the States;*

4 *“(C) an amount that bears the same ratio*
 5 *to 15 percent of the sum being allotted as the*
 6 *product of the population aged 25 to 65, inclu-*
 7 *sive, in the State in the fiscal year preceding the*
 8 *fiscal year for which the determination is made*
 9 *and the State's allotment ratio bears to the sum*
 10 *of the corresponding products for all the States;*
 11 *and*

12 *“(D) an amount that bears the same ratio*
 13 *to 15 percent of the sum being allotted as the*
 14 *amounts allotted to the State under subpara-*
 15 *graphs (A), (B), and (C) for such years bears to*
 16 *the sum of the amounts allotted to all the States*
 17 *under subparagraphs (A), (B), and (C) for such*
 18 *year.*

19 *“(4) MINIMUM ALLOTMENT FOR YEARS WITH AD-*
 20 *DITIONAL FUNDS.—*

21 *“(A) IN GENERAL.—Subject to subpara-*
 22 *graph (B), for a fiscal year for which there are*
 23 *additional funds described in paragraph (3), no*
 24 *State shall receive for such fiscal year under*
 25 *paragraph (3) less than 1/2 of 1 percent of the*

1 *additional funds available for such fiscal year.*
 2 *Amounts necessary for increasing such payments*
 3 *to States to comply with the preceding sentence*
 4 *shall be obtained by ratably reducing the*
 5 *amounts to be paid to other States.*

6 “(B) *SPECIAL RULE.—In the case of a*
 7 *qualifying State, the minimum allotment under*
 8 *subparagraph (A) for a fiscal year for the quali-*
 9 *fying State shall be the lesser of—*

10 “(i) *1/2 of 1 percent of the additional*
 11 *funds available for such fiscal year; and*

12 “(ii) *the product of—*

13 “(I) *1/3 of the additional funds;*
 14 *multiplied by*

15 “(II) *the quotient of—*

16 “(aa) *the qualifying State’s*
 17 *ratio described in subparagraph*
 18 *(C) for the fiscal year for which*
 19 *the determination is made; di-*
 20 *vided by*

21 “(bb) *the sum of all such ra-*
 22 *tios for all qualifying States for*
 23 *the fiscal year for which the deter-*
 24 *mination is made.*

1 “(C) *RATIO.*—For purposes of subpara-
 2 graph (B)(ii)(II)(aa), the ratio for a qualifying
 3 State for a fiscal year shall be 1.00 less the
 4 quotient of—

5 “(i) the amount the qualifying State is
 6 allotted under paragraph (3) for the fiscal
 7 year; divided by

8 “(ii) 1/2 of 1 percent of the amount
 9 appropriated under paragraph (3) for the
 10 fiscal year for which the determination is
 11 made.

12 “(D) *DEFINITIONS.*—In this paragraph, the
 13 term ‘qualifying State’ means a State (except the
 14 United States Virgin Islands) that, for the fiscal
 15 year for which a determination under this para-
 16 graph is made, would receive, under the allot-
 17 ment formula under paragraph (3) (without the
 18 application of this paragraph), an amount that
 19 would be less than the amount the State would
 20 receive under subparagraph (A) for such fiscal
 21 year.

22 “(b) *REALLOTMENT.*—If the Secretary determines that
 23 any amount of any State’s allotment under subsection (a)
 24 for any fiscal year will not be required for such fiscal year
 25 for carrying out the activities for which such amount has

1 *been allotted, the Secretary shall make such amount avail-*
 2 *able for reallocation. Any such reallocation among other*
 3 *States shall occur on such dates during the same year as*
 4 *the Secretary shall fix, and shall be made on the basis of*
 5 *criteria established by regulation. No funds may be realloc-*
 6 *ated for any use other than the use for which the funds were*
 7 *appropriated. Any amount reallocated to a State under this*
 8 *subsection for any fiscal year shall remain available for ob-*
 9 *ligation during the succeeding fiscal year and shall be*
 10 *deemed to be part of the State's allotment for the year in*
 11 *which the amount is obligated.*

12 “(c) *ALLOTMENT RATIO.*—

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

15 “(A) *0.50; and*

16 “(B) *the quotient obtained by dividing the*
 17 *per capita income for the State by the per capita*
 18 *income for all the States (exclusive of the Com-*
 19 *monwealth of Puerto Rico and the United States*
 20 *Virgin Islands), except that—*

21 “(i) *the allotment ratio in no case shall*
 22 *be more than 0.60 or less than 0.40; and*

23 “(ii) *the allotment ratio for the Com-*
 24 *monwealth of Puerto Rico and the United*
 25 *States Virgin Islands shall be 0.60.*

1 “(2) *PROMULGATION.*—*The allotment ratios shall*
 2 *be promulgated by the Secretary for each fiscal year*
 3 *between October 1 and December 31 of the fiscal year*
 4 *preceding the fiscal year for which the determination*
 5 *is made. Allotment ratios shall be computed on the*
 6 *basis of the average of the appropriate per capita in-*
 7 *comes for the 3 most recent consecutive fiscal years for*
 8 *which satisfactory data are available.*

9 “(3) *DEFINITION OF PER CAPITA INCOME.*—*For*
 10 *the purpose of this section, the term ‘per capita in-*
 11 *come’ means, with respect to a fiscal year, the total*
 12 *personal income in the calendar year ending in such*
 13 *year, divided by the population of the area concerned*
 14 *in such year.*

15 “(4) *POPULATION DETERMINATION.*—*For the*
 16 *purposes of this section, population shall be deter-*
 17 *mined by the Secretary on the basis of the latest esti-*
 18 *mates available to the Department of Education.*

19 “(d) *DEFINITION OF STATE.*—*For the purpose of this*
 20 *section, the term ‘State’ means each of the several States*
 21 *of the United States, the District of Columbia, the Common-*
 22 *wealth of Puerto Rico, and the United States Virgin Is-*
 23 *lands.’’.*

24 **SEC. 111. WITHIN STATE ALLOCATION.**

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

1 (1) in subsection (a)—

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

4 (B) in paragraph (2)—

5 (i) in subparagraph (A)—

6 (I) by striking “1 percent” and
7 inserting “2 percent”;

8 (II) by striking “State correc-
9 tional institutions and institutions”
10 and inserting “State correctional insti-
11 tutions, juvenile justice facilities, and
12 educational institutions”; and

13 (III) by striking “and” after the
14 semicolon; and

15 (ii) by inserting after subparagraph
16 (B) the following:

17 “(C) an amount shall be made available for
18 the recruitment of special populations to enroll
19 in career and technical education programs,
20 which shall be not less than the lesser of—

21 “(i) an amount equal to 0.1 percent; or

22 “(ii) \$50,000; and”;

23 (C) in paragraph (3)(B), by striking “a
24 local plan;” and inserting “local applications;”;
25 and

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

4 “(1) in—

5 “(A) rural areas;

6 “(B) areas with high percentages of CTE
7 concentrators or CTE participants;

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

10 “(D) areas with disparities or gaps in per-
11 formance as described in section
12 113(b)(3)(C)(ii)(II); and

13 “(2) in order to—

14 “(A) foster innovation through the identi-
15 fication and promotion of promising and proven
16 career and technical education programs, prac-
17 tices, and strategies, which may include pro-
18 grams, practices, and strategies that prepare in-
19 dividuals for nontraditional fields; or

20 “(B) promote the development, implementa-
21 tion, and adoption of programs of study or ca-
22 reer pathways aligned with State-identified high-
23 skill, high-wage, or in-demand occupations or in-
24 dustries.”.

1 **SEC. 112. ACCOUNTABILITY.**

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

3 *(1) in subsection (b)—*

4 *(A) in the subsection heading, by inserting*
5 *“DETERMINED” after “STATE”;*

6 *(B) in paragraph (1)—*

7 *(i) in the matter preceding subpara-*
8 *graph (A), by inserting “State determined”*
9 *before “performance”;*

10 *(ii) by striking subparagraph (B) and*
11 *redesignating subparagraph (C) as subpara-*
12 *graph (B);*

13 *(iii) in subparagraph (A), by inserting*
14 *“and” after the semicolon; and*

15 *(iv) in subparagraph (B), as so redes-*
16 *ignated—*

17 *(I) by striking “a State adjusted*
18 *level of performance” and inserting “a*
19 *State determined level of performance”;*
20 *and*

21 *(II) by striking “, and State levels*
22 *of performance described in paragraph*
23 *(3)(B) for each additional indicator of*
24 *performance”;* and

25 *(C) by striking paragraph (2) and inserting*
26 *the following:*

1 “(2) *INDICATORS OF PERFORMANCE.*—

2 “(A) *CORE INDICATORS OF PERFORMANCE*
3 *FOR CTE CONCENTRATORS AT THE SECONDARY*
4 *LEVEL.*—*Each eligible agency shall identify in*
5 *the State plan core indicators of performance for*
6 *CTE concentrators at the secondary level that*
7 *are valid and reliable, and that include, at a*
8 *minimum, measures of each of the following:*

9 “(i) *The percentage of CTE concentra-*
10 *tors who graduate high school, as measured*
11 *by—*

12 “(I) *the four-year adjusted cohort*
13 *graduation rate (defined in section*
14 *8101 of the Elementary and Secondary*
15 *Education Act of 1965); and*

16 “(II) *at the State’s discretion, the*
17 *extended-year adjusted cohort gradua-*
18 *tion rate defined in such section 8101.*

19 “(ii) *CTE concentrator proficiency in*
20 *the challenging State academic standards*
21 *adopted by the State under section*
22 *1111(b)(1) of the Elementary and Sec-*
23 *ondary Education Act of 1965, as measured*
24 *by the academic assessments described in*
25 *section 1111(b)(2) of such Act.*

1 “(iii) *The percentage of CTE con-*
2 *centrators who, in the second quarter after*
3 *exiting from secondary education, are in*
4 *postsecondary education or advanced train-*
5 *ing, military service or a service program*
6 *that receives assistance under title I of the*
7 *National and Community Service Act of*
8 *1990 (42 U.S.C. 12511 et seq.), are volun-*
9 *teers as described in section 5(a) of the*
10 *Peace Corps Act (22 U.S.C. 2504(a)), or are*
11 *employed.*

12 “(iv) *Indicators of career and technical*
13 *education program quality as follows:*

14 “(I) *That shall include at least 1*
15 *of the following:*

16 “(aa) *The percentage of CTE*
17 *concentrators graduating from*
18 *high school having attained a rec-*
19 *ognized postsecondary credential.*

20 “(bb) *The percentage of CTE*
21 *concentrators graduating from*
22 *high school having attained post-*
23 *secondary credits in the relevant*
24 *career and technical education*
25 *program or program of study*

1 *earned through a dual or concur-*
2 *rent enrollment program or an-*
3 *other credit transfer agreement.*

4 “(cc) *The percentage of CTE*
5 *concentrators graduating from*
6 *high school having participated in*
7 *work-based learning.*

8 “(II) *That may include any other*
9 *measure of student success in career*
10 *and technical education that is state-*
11 *wide, valid, and reliable, and com-*
12 *parable across the State.*

13 “(v) *The percentage of CTE concentra-*
14 *tors in career and technical education pro-*
15 *grams and programs of study that lead to*
16 *non-traditional fields.*

17 “(B) *CORE INDICATORS OF PERFORMANCE*
18 *FOR CTE CONCENTRATORS AT THE POSTSEC-*
19 *ONDARY LEVEL.—Each eligible agency shall*
20 *identify in the State plan core indicators of per-*
21 *formance for CTE concentrators at the postsec-*
22 *ondary level that are valid and reliable, and that*
23 *include, at a minimum, measures of each of the*
24 *following:*

1 “(i) *The percentage of CTE concentra-*
 2 *tors who, during the second quarter after*
 3 *program completion, remain enrolled in*
 4 *postsecondary education, are in advanced*
 5 *training, military service, or a service pro-*
 6 *gram that receives assistance under title I*
 7 *of the National and Community Service Act*
 8 *of 1990 (42 U.S.C. 12511 et seq.), are vol-*
 9 *unteers as described in section 5(a) of the*
 10 *Peace Corps Act (22 U.S.C. 2504(a)), or are*
 11 *placed or retained in employment.*

12 “(ii) *The percentage of CTE concentra-*
 13 *tors who receive a recognized postsecondary*
 14 *credential during participation in or with-*
 15 *in 1 year of program completion.*

16 “(iii) *The percentage of CTE con-*
 17 *centrators in career and technical education*
 18 *programs and programs of study that lead*
 19 *to non-traditional fields.*

20 “(C) *ALIGNMENT OF PERFORMANCE INDICA-*
 21 *TORS.—In developing core indicators of perform-*
 22 *ance under subparagraphs (A) and (B), an eligi-*
 23 *ble agency shall, to the greatest extent possible,*
 24 *align the indicators so that substantially similar*
 25 *information gathered for other State and Federal*

1 *programs, or for any other purpose, may be used*
 2 *to meet the requirements of this section.”;*

3 *(D) in paragraph (3)—*

4 *(i) in the paragraph heading, by in-*
 5 *serting “DETERMINED” after “STATE”;*

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

8 *“(A) STATE DETERMINED LEVELS OF PER-*
 9 *FORMANCE FOR CORE INDICATORS OF PERFORM-*
 10 *ANCE.—*

11 *“(i) IN GENERAL.—*

12 *“(I) LEVELS DETERMINED BY*
 13 *THE ELIGIBLE AGENCY.—Each eligible*
 14 *agency, with input from eligible recipi-*
 15 *ents, shall establish in the State plan*
 16 *submitted under section 122, for each*
 17 *year covered by the State plan, State*
 18 *determined levels of performance for*
 19 *each of the core indicators described*
 20 *under subparagraphs (A) and (B) of*
 21 *paragraph (2) for career and technical*
 22 *education activities authorized under*
 23 *this title. The level of performance for*
 24 *a core indicator shall be the same for*
 25 *all CTE concentrators in the State.*

1 “(II) *TECHNICAL ASSISTANCE.*—

2 *The Secretary may assist an eligible*
3 *agency in establishing the State deter-*
4 *mined levels of performance under this*
5 *subparagraph only at the request of*
6 *that eligible agency.*

7 “(III) *REQUIREMENTS.*—*Such*
8 *State determined levels of performance*
9 *shall, at a minimum—*

10 “(aa) *be expressed in a per-*
11 *centage or numerical form, so as*
12 *to be objective, quantifiable, and*
13 *measurable;*

14 “(bb) *require the State to*
15 *continually make meaningful*
16 *progress toward improving the*
17 *performance of all career and*
18 *technical education students, in-*
19 *cluding the subgroups of students*
20 *described in section*
21 *1111(h)(1)(C)(ii) of the Elemen-*
22 *tary and Secondary Education*
23 *Act of 1965, and special popu-*
24 *lations, as described in section*
25 *3(48); and*

1 “(cc) have been subject to the
2 public comment process described
3 in subparagraph (B), and the eli-
4 gible agency has provided a writ-
5 ten response;

6 “(dd) when being adjusted
7 pursuant to clause (ii), take into
8 account how the levels of perform-
9 ance involved compare with the
10 State levels of performance estab-
11 lished for other States, considering
12 factors including the characteris-
13 tics of actual (as opposed to an-
14 ticipated) CTE concentrators
15 when the CTE concentrators en-
16 tered the program, and the serv-
17 ices or instruction to be provided;

18 “(ee) when being adjusted
19 pursuant to clause (ii), be higher
20 than the average actual perform-
21 ance of the 2 most recently com-
22 pleted program years, except in
23 the case of unanticipated cir-
24 cumstances that require revisions

1 *in accordance with clause (iii);*

2 *and*

3 *“(ff) take into account the ex-*
4 *tent to which the State determined*
5 *levels of performance advance the*
6 *eligible agency’s goals, as set forth*
7 *in the State plan.*

8 *“(ii) ALLOWABLE ADJUSTMENT OF*
9 *STATE DETERMINED LEVELS OF PERFORM-*
10 *ANCE FOR SUBSEQUENT YEARS.—Prior to*
11 *the third program year covered by the State*
12 *plan, each eligible agency may revise the*
13 *State determined levels of performance for*
14 *any of the core indicators of performance*
15 *for the subsequent program years covered by*
16 *the State plan, and submit the revised State*
17 *determined levels of performance to the Sec-*
18 *retary. If the eligible agency adjusts any*
19 *levels of performance, the eligible agency*
20 *shall adjust those levels in accordance with*
21 *clause (i), and address written comments of*
22 *stakeholders as described in subparagraph*
23 *(B). The Secretary shall approve those re-*
24 *vised levels of performance if those levels*
25 *meet the requirements described in subclause*

1 *(III) of clause (i). The State determined ad-*
 2 *justed levels of performance identified under*
 3 *this clause shall be considered to be the*
 4 *State determined levels of performance for*
 5 *the State for such years and shall be incor-*
 6 *porated into the State plan.*

7 “(iii) UNANTICIPATED CIR-
 8 CUMSTANCES.—*If unanticipated cir-*
 9 *cumstances arise in a State or changes*
 10 *occur related to improvements in data or*
 11 *measurement approaches, the eligible agen-*
 12 *cy, at the end of the program year, may re-*
 13 *visе the State determined levels of perform-*
 14 *ance required under this subparagraph.*
 15 *After public comment, as described in sub-*
 16 *paragraph (B), the eligible agency shall*
 17 *submit such revised levels of performance to*
 18 *the Secretary with evidence supporting the*
 19 *revision. The Secretary shall approve any*
 20 *such revision if that revision meets the re-*
 21 *quirements of clause (ii).”;*

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

24 “(B) PUBLIC COMMENT.—

1 “(i) *IN GENERAL.*—Each eligible agen-
 2 cy shall develop the levels of performance
 3 under subparagraph (A) in consultation
 4 with the stakeholders identified in section
 5 122(c)(1)(A).

6 “(ii) *WRITTEN COMMENTS.*—Not less
 7 than 60 days prior to submission of the
 8 State plan, the eligible agency shall provide
 9 such stakeholders with the opportunity to
 10 provide written comments to the eligible
 11 agency, which shall be included in the State
 12 plan, regarding how the levels of perform-
 13 ance described under subparagraph (A)—

14 “(I) meet the requirements of the
 15 law;

16 “(II) support the improvement of
 17 performance of all CTE concentrators,
 18 including subgroups of students, as de-
 19 scribed in section 1111(h)(1)(C)(ii) of
 20 the Elementary and Secondary Edu-
 21 cation Act of 1965, and special popu-
 22 lations, as described in section 3(48);
 23 and

1 “(III) support the needs of the
2 local education and business commu-
3 nity.

4 “(iii) *ELIGIBLE AGENCY RESPONSE*.—
5 Each eligible agency shall provide, in the
6 State plan, a written response to the com-
7 ments provided by stakeholders under clause
8 (ii).”; and

9 (iv) by adding at the end the following:
10 “(C) *STATE REPORT*.—

11 “(i) *IN GENERAL*.—Each eligible agen-
12 cy that receives an allotment under section
13 111 shall annually prepare and submit to
14 the Secretary a report regarding—

15 “(I) the progress of the State in
16 achieving the State determined levels of
17 performance on the core indicators of
18 performance; and

19 “(II) the actual levels of perform-
20 ance for all CTE concentrators, and for
21 each of the subgroups of students, as
22 described in section 1111(h)(1)(C)(ii)
23 of the Elementary and Secondary Edu-
24 cation Act of 1965, and special popu-
25 lations, as described in section 3(48).

1 “(ii) *DATA.—Except as provided in*
2 *subparagraph (E), each eligible agency that*
3 *receives an allotment under section 111*
4 *shall—*

5 “(I) *disaggregate data for each of*
6 *the indicators of performance under*
7 *paragraph (2)—*

8 “(aa) *for subgroups of stu-*
9 *dents, as described in section*
10 *1111(h)(1)(C)(ii) of the Elemen-*
11 *tary and Secondary Education*
12 *Act of 1965, and special popu-*
13 *lations, as described in section*
14 *3(48), that are served under this*
15 *Act; and*

16 “(bb) *by the career and tech-*
17 *nical education programs or pro-*
18 *grams of study of the CTE con-*
19 *centrators, except that in a case*
20 *in which reporting by such pro-*
21 *gram or program of study is im-*
22 *practical, the data may be*
23 *disaggregated by the career clus-*
24 *ters of the CTE concentrators, if*
25 *appropriate;*

1 “(II) identify and quantify any
2 disparities or gaps in performance on
3 the State determined levels of perform-
4 ance under subparagraph (A) between
5 any such subgroup or special popu-
6 lation and the performance of all CTE
7 concentrators served by the eligible
8 agency under this Act, which shall in-
9 clude a quantifiable description of the
10 progress each such subgroup or special
11 population of students served by the el-
12 igible agency under this Act has made
13 in meeting the State determined levels
14 of performance; and

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

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

1 “(bb) *Individuals in ad-*
2 *vanced training.*

3 “(cc) *Individuals in military*
4 *service or a service program that*
5 *receives assistance under title I of*
6 *the National and Community*
7 *Service Act of 1990 (42 U.S.C.*
8 *12511 et seq.) or volunteers as de-*
9 *scribed in section 5(a) of the*
10 *Peace Corps Act (22 U.S.C.*
11 *2504(a)).*

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

17 “(iii) *NONDUPLICATION.—The Sec-*
18 *retary shall ensure that each eligible agency*
19 *does not report duplicative information*
20 *under this section.*

21 “(iv) *INFORMATION DISSEMINATION.—*
22 *The Secretary shall—*

23 “(I) *make the information con-*
24 *tained in such reports available to the*
25 *general public through a variety of for-*

1 *mats, including electronically through*
2 *the Internet;*

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

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

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

14 “(i) widely, including to students, par-
15 ents, and educators;

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

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

22 “(E) RULES FOR REPORTING DATA.—The
23 disaggregation of data under this paragraph
24 shall not be required when the number of stu-
25 dents in a category is insufficient to yield statis-

1 *tically reliable information or when the results*
 2 *would reveal personally identifiable information*
 3 *about an individual student.”; and*

4 *(E) in paragraph (4)—*

5 *(i) in subparagraph (A)—*

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

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

12 *(III) in clause (i)—*

13 *(aa) in the matter preceding*
 14 *subclause (I)—*

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

21 *(BB) by striking “local*
 22 *adjusted levels” and inserting*
 23 *“local levels” each place the*
 24 *term appears;*

25 *(bb) in subclause (I)—*

1 (AA) by striking “con-
2 sistent with the State levels
3 of performance established
4 under paragraph (3), so as”
5 and inserting “consistent
6 with the form expressed in
7 the State determined levels,
8 so as”; and
9 (BB) by striking “and”
10 after the semicolon; and
11 (cc) in subclause (II), by
12 striking “continually make
13 progress toward improving the
14 performance of career and tech-
15 nical education students.” and in-
16 serting “continually make mean-
17 ingful progress toward improving
18 the performance of all CTE con-
19 centrators, including subgroups of
20 students described in section
21 1111(h)(1)(C)(ii) of the Elemen-
22 tary and Secondary Education
23 Act of 1965 and special popu-
24 lations, as described in section
25 3(48);” and

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

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

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

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

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

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

14 (IV) in clause (ii)—

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

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

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

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

“(iii) *ALLOWABLE ADJUSTMENTS OF LOCAL LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS.*—Prior to the third program year covered by the local application, the eligible recipient may, if the eligible recipient reaches an agreement with the eligible agency, adjust the local levels of performance for any of the core indicators of performance for the subsequent program years covered by the local application, in accordance with that agreement and with this subparagraph. The local adjusted levels of performance agreed to under this clause shall be considered to be the local levels of performance for the eligible recipient for such years and shall be incorporated into the local application.”; and

(VI) in clause (v), as redesignated by subclause (II), by striking “If unanticipated circumstances arise with respect to an eligible recipient resulting in a significant change in the factors described in clause (v), the eligible recipient may request that the local adjusted levels of performance agreed to

1 *under clause (iii) or (iv) be revised.”*
 2 *and inserting “If unanticipated cir-*
 3 *cumstances arise, or changes occur re-*
 4 *lated to improvements in data or*
 5 *measurement approaches, the eligible*
 6 *recipient may request that the local*
 7 *levels of performance agreed to under*
 8 *clauses (i) and (iii) be revised.”;*
 9 *(ii) by striking subparagraph (B) and*
 10 *redesignating subparagraph (C) as subpara-*
 11 *graph (B); and*
 12 *(iii) in subparagraph (B), as redesign-*
 13 *ated by clause (ii)—*
 14 *(I) in clause (i), by striking “the*
 15 *data described in clause (ii)(I), regard-*
 16 *ing the progress of such recipient in*
 17 *achieving the local adjusted levels of*
 18 *performance” and inserting “the data*
 19 *on the actual performance levels de-*
 20 *scribed in clause (ii), including the*
 21 *progress of such recipient in achieving*
 22 *the local levels of performance”;*
 23 *(II) in clause (ii)—*
 24 *(aa) in subclause (I)—*

1 (AA) by striking “sec-
 2 tion 1111(h)(1)(C)(i)” and
 3 inserting “section
 4 1111(h)(1)(C)(ii)”;
 5 (BB) by striking “sec-
 6 tion 3(29)” and inserting
 7 “section 3(48)”; and
 8 (CC) by striking “and”
 9 after the semicolon; and
 10 (bb) in subclause (II)—
 11 (AA) by inserting “, as
 12 described in paragraph
 13 3(C)(ii)(II),” after “gaps in
 14 performance”;
 15 (BB) by inserting “as
 16 described in subclause (I)
 17 (including special popu-
 18 lations)” after “category of
 19 students”;
 20 (CC) by striking “all
 21 students” and inserting “all
 22 CTE concentrators”; and
 23 (DD) by adding at the
 24 end the following:

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

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

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

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

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

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

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

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

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

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

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

1 *tained in such report shall be in a format*
 2 *that is understandable and uniform, and to*
 3 *the extent practicable, provided in a lan-*
 4 *guage that students, parents, and educators*
 5 *can understand.”; and*

6 *(2) by striking subsection (c).*

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

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

9 *(1) in subsection (a)(1)—*

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

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

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

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

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

3 *(3) in subsection (c)—*

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

6 *(B) in paragraph (2)—*

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

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

13 *(4) in subsection (d)—*

14 *(A) in paragraph (1)—*

15 *(i) in subparagraph (A)—*

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

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

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

24 *(ii) in subparagraph (B)—*

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

3 (II) in clause (vi)—

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

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

13 (III) by adding at the end the fol-
14 lowing:

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

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

19 (iii) in subparagraph (C)—

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

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

24 (B) in paragraph (2)—

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

3 (ii) in subparagraph (A)—

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

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

15 (III) by striking “Carl D. Perkins
16 Career and Technical Education Im-
17 provement Act of 2006” and inserting
18 “Strengthening Career and Technical
19 Education for the 21st Century Act”;
20 and

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

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

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

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

8 “(i) the extent and success of the inte-
9 gration of challenging State academic
10 standards adopted under section 1111(b)(1)
11 of the Elementary and Secondary Edu-
12 cation Act of 1965 and career and technical
13 education for students participating in ca-
14 reer and technical education programs, in-
15 cluding a review of the effect of such inte-
16 gration on the academic and technical pro-
17 ficiency achievement of such students, in-
18 cluding—

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

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

3 “(II) the number of such students
4 that are high school students that re-
5 ceive a recognized postsecondary cre-
6 dential; and

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

11 “(ii) the extent to which career and
12 technical education programs and programs
13 of study prepare students, including special
14 populations, for subsequent employment in
15 high-skill, high-wage occupations (including
16 those in which mathematics and science
17 skills are critical, which may include com-
18 puter science), or for participation in post-
19 secondary education;

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

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

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

9 “(vi) the effectiveness of different deliv-
10 ery systems and approaches for career and
11 technical education, including comprehen-
12 sive high schools, technical high schools,
13 area technical centers, career academies,
14 community and technical colleges, early col-
15 lege high schools, pre-apprenticeship pro-
16 grams, voluntary after-school programs, and
17 individual course offerings, including dual
18 or concurrent enrollment program courses,
19 as well as communication strategies for pro-
20 moting career and technical education op-
21 portunities involving teachers, school coun-
22 selors, and parents or other guardians;

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

1 *this Act are grounded on evidence-based re-*
2 *search;*

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

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

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

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

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

24 *“(x) changes in student enrollment*
25 *patterns; and*

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

4 (iv) in subparagraph (C)—

5 (I) in clause (i)—

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

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

13 “(I) not later than 2 years after
14 the date of enactment of the Strength-
15 ening Career and Technical Education
16 for the 21st Century Act, an interim
17 report regarding the evaluation and
18 summary of research activities carried
19 out under this section that builds on
20 studies and analyses existing as of such
21 date of enactment;

22 “(II) not later than 4 years after
23 the date of enactment of the Strength-
24 ening Career and Technical Education
25 for the 21st Century Act, a final report

1 *summarizing the studies and analyses*
2 *that relate to the evaluation and sum-*
3 *mary of research activities carried out*
4 *under this section; and*

5 *“(III) a biennial update to such*
6 *final report for succeeding years.”;*

7 *(II) in clause (ii), by inserting*
8 *“the Director,” after “the President,*
9 *the Secretary,” each place the term ap-*
10 *pears; and*

11 *(III) by adding after clause (ii)*
12 *the following:*

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

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

8 (D) by striking paragraphs (4) and (5) and
9 inserting the following:

10 “(4) RESEARCH.—

11 “(A) IN GENERAL.—From amounts made
12 available under subsection (f), the Secretary,
13 after consultation with the Director, the Commis-
14 sioner for Education Research, and the States,
15 and with input from the independent advisory
16 panel established under subsection (d)(1)(A),
17 shall award a grant, contract, or cooperative
18 agreement, on a competitive basis, to an institu-
19 tion of higher education or to a consortium of
20 one or more institutions of higher education and
21 one or more private nonprofit organizations or
22 agencies, to carry out one or more of the activi-
23 ties described in subparagraph (B).

24 “(B) GRANT ACTIVITIES.—An institution or
25 consortium receiving a grant under this para-

graph shall use grant funds to carry out one or more of the following activities:

“(i) Evidence-based research and evaluation for the purpose of developing, improving, and identifying the most successful methods for—

“(I) eliminating inequities in access to, and in opportunities for, learning, skill development, or effective teaching in career and technical education programs; and

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

“(ii) Research on, and evaluation of, the impact of changes made by the Strengthening Career and Technical Education for the 21st Century Act, including State-by-State comparisons, where appropriate, of—

“(I) the use of the needs assessment under section 134(c);

1 “(II) the implementation of pro-
2 grams of study;

3 “(III) how States have imple-
4 mented provisions of the Act, including
5 both fiscal and programmatic elements;

6 “(IV) career and technical edu-
7 cation funding and finance models;
8 and

9 “(V) coordination with other rel-
10 evant laws, including the Workforce
11 Innovation and Opportunity Act (29
12 U.S.C. 3101 et seq.), the Elementary
13 and Secondary Education Act of 1965,
14 and the Higher Education Act of 1965.

15 “(iii) Evidence-based research and
16 analyses that provide longitudinal informa-
17 tion with respect to career and technical
18 education programs and programs of study
19 and student achievement.

20 “(iv) The implementation of, evalua-
21 tion of, or evidence-based research of, inno-
22 vative methods that support high-quality
23 implementation of career and technical edu-
24 cation programs and programs of study and

1 *student achievement related to career and*
2 *technical education, including—*

3 *“(I) creating or expanding dual*
4 *or concurrent enrollment program ac-*
5 *tivities and early college high schools;*

6 *“(II) awarding of academic credit*
7 *or academic alignment for industry*
8 *recognized credentials, competency-*
9 *based education, or work-based learn-*
10 *ing;*

11 *“(III) making available open,*
12 *searchable, and comparable informa-*
13 *tion on the quality of industry recog-*
14 *nized credentials, including the related*
15 *skills or competencies, attainment by*
16 *CTE concentrators, related employ-*
17 *ment and earnings outcomes, labor*
18 *market value, and use by employers; or*

19 *“(IV) initiatives to facilitate the*
20 *transition of sub-baccalaureate career*
21 *and technical education students into*
22 *baccalaureate degree programs, includ-*
23 *ing barriers affecting rural students*
24 *and special populations.*

1 “(C) *REPORT.*—*The institution or consor-*
 2 *tium receiving a grant under this paragraph*
 3 *shall annually prepare a report containing in-*
 4 *formation about the key research findings of such*
 5 *entity under this paragraph and shall submit*
 6 *copies of the report to the Secretary and the Di-*
 7 *rector. The Secretary shall submit copies of the*
 8 *report to the relevant committees of Congress, the*
 9 *Library of Congress, and each eligible agency.*

10 “(D) *DISSEMINATION.*—*The institution or*
 11 *consortium receiving a grant under this para-*
 12 *graph shall conduct dissemination and training*
 13 *activities based on the research carried out under*
 14 *this paragraph on a timely basis, including*
 15 *through dissemination networks and, as appro-*
 16 *priate and relevant, technical assistance pro-*
 17 *viders within the Department.”;*

18 *(5) by redesignating subsection (e) as subsection*
 19 *(f);*

20 *(6) by inserting after subsection (d) the fol-*
 21 *lowing:*

22 “(e) *INNOVATION AND MODERNIZATION.*—

23 “(1) *GRANT PROGRAM.*—*To identify, support,*
 24 *and rigorously evaluate evidence-based and innovative*
 25 *strategies and activities to improve and modernize ca-*

1 *reer and technical education and align workforce*
 2 *skills with labor market needs as part of the State*
 3 *plan under section 122 and local application under*
 4 *section 134 and the requirements of this subsection,*
 5 *the Secretary may use not more than 20 percent of*
 6 *the amounts appropriated under subsection (f) to*
 7 *award grants to eligible entities, eligible institutions,*
 8 *or eligible recipients to carry out the activities de-*
 9 *scribed in paragraph (7).*

10 “(2) *NON-FEDERAL MATCH.*—

11 “(A) *MATCHING FUNDS REQUIRED.*—*Except*
 12 *as provided under subparagraph (B), to receive*
 13 *a grant under this subsection, an eligible entity,*
 14 *eligible institution, or eligible recipient shall,*
 15 *through cash or in-kind contributions, provide*
 16 *matching funds from non-Federal sources in an*
 17 *amount equal to not less than 50 percent of the*
 18 *funds provided under such grant.*

19 “(B) *EXCEPTION.*—*The Secretary may*
 20 *waive the matching fund requirement under sub-*
 21 *paragraph (A) if the eligible entity, eligible in-*
 22 *stitution, or eligible recipient demonstrates ex-*
 23 *ceptional circumstances.*

24 “(3) *APPLICATION.*—*To receive a grant under*
 25 *this subsection, an eligible entity, eligible institution,*

1 *or eligible recipient shall submit an application to the*
2 *Secretary at such time, in such manner, and con-*
3 *taining such information as the Secretary may re-*
4 *quire, including, at a minimum—*

5 *“(A) an identification and designation of*
6 *the agency, institution, or school responsible for*
7 *the administration and supervision of the pro-*
8 *gram assisted under this paragraph;*

9 *“(B) a description of the budget for the*
10 *project, the source and amount of the matching*
11 *funds required under paragraph (2)(A), and how*
12 *the applicant will continue the project after the*
13 *grant period ends, if applicable;*

14 *“(C) a description of how the applicant will*
15 *use the grant funds, including how such funds*
16 *will directly benefit students, including special*
17 *populations, served by the applicant;*

18 *“(D) a description of how the program as-*
19 *sisted under this subsection will be coordinated*
20 *with the activities carried out under section 124*
21 *or 135;*

22 *“(E) a description of how the career and*
23 *technical education programs or programs of*
24 *study to be implemented with grant funds reflect*
25 *the needs of regional, State, or local employers,*

1 *as demonstrated by the comprehensive needs as-*
 2 *essment under section 134(c);*

3 *“(F) a description of how the program as-*
 4 *sisted under this subsection will be evaluated and*
 5 *how that evaluation may inform the report de-*
 6 *scribed in subsection (d)(2)(C); and*

7 *“(G) an assurance that the applicant will—*
 8 *“(i) provide information to the Sec-*
 9 *retary, as requested, for evaluations that the*
 10 *Secretary may carry out; and*

11 *“(ii) make data available to third par-*
 12 *ties for validation, in accordance with ap-*
 13 *plicable data privacy laws, including sec-*
 14 *tion 444 of the General Education Provi-*
 15 *sions Act (20 U.S.C. 1232g, commonly*
 16 *known as the ‘Family Educational Rights*
 17 *and Privacy Act of 1974’).*

18 *“(4) PRIORITY.—In awarding grants under this*
 19 *subsection, the Secretary shall give priority to appli-*
 20 *cations from eligible entities, eligible institutions, or*
 21 *eligible recipients that will predominantly serve stu-*
 22 *dents from low-income families.*

23 *“(5) GEOGRAPHIC DIVERSITY.—*

24 *“(A) IN GENERAL.—In awarding grants*
 25 *under this subsection, the Secretary shall award*

1 *no less than 25 percent of the total available*
2 *funds for any fiscal year to eligible entities, eli-*
3 *gible institutions, or eligible recipients proposing*
4 *to fund career and technical education activities*
5 *that serve—*

6 *“(i) a local educational agency with an*
7 *urban-centric district locale code of 32, 33,*
8 *41, 42, or 43, as determined by the Sec-*
9 *retary;*

10 *“(ii) an institution of higher education*
11 *primarily serving the one or more areas*
12 *served by such a local educational agency;*

13 *“(iii) a consortium of such local edu-*
14 *cational agencies or such institutions of*
15 *higher education;*

16 *“(iv) a partnership between—*

17 *“(I) an educational service agency*
18 *or a nonprofit organization; and*

19 *“(II) such a local educational*
20 *agency or such an institution of higher*
21 *education; or*

22 *“(v) a partnership between—*

23 *“(I) a grant recipient described in*
24 *clause (i) or (ii); and*

25 *“(II) a State educational agency.*

1 “(B) *EXCEPTION.*—Notwithstanding sub-
2 paragraph (A), the Secretary shall reduce the
3 amount of funds made available under such
4 clause if the Secretary does not receive a suffi-
5 cient number of applications of sufficient qual-
6 ity.

7 “(6) *DURATION.*—

8 “(A) *IN GENERAL.*—Grants awarded under
9 this subsection shall be for a period of not more
10 than 3 years.

11 “(B) *EXTENSION.*—The Secretary may ex-
12 tend such grants for not more than 1 additional
13 2-year period if the grantee demonstrates to the
14 Secretary that the grantee is achieving the grant-
15 ee’s program objectives and, as applicable, has
16 improved education outcomes for career and
17 technical education students, including special
18 populations.

19 “(7) *USES OF FUNDS.*—An eligible entity, eligi-
20 ble institution, or eligible recipient that is awarded a
21 grant under this subsection shall use the grant funds
22 to create, develop, implement, replicate, or take to
23 scale evidence-based, field-initiated innovations to
24 modernize and improve effectiveness and alignment of
25 career and technical education and to improve stu-

1 *dent outcomes in career and technical education, and*
2 *rigorously evaluate such innovations, through one or*
3 *more of the following activities:*

4 “(A) *Designing and implementing courses*
5 *or programs of study aligned to labor market*
6 *needs in new or emerging fields and working*
7 *with industry to upgrade equipment, technology,*
8 *and related curriculum used in career and tech-*
9 *nical education programs, which is needed for*
10 *the development, expansion, and implementation*
11 *of State-approved career and technical education*
12 *programs of study, including—*

13 “(i) *the development or acquisition of*
14 *instructional materials associated with the*
15 *equipment and technology purchased by an*
16 *eligible entity, eligible institution, or eligi-*
17 *ble recipient through the grant; or*

18 “(ii) *efforts to expand, develop, or im-*
19 *plement programs designed to increase op-*
20 *portunities for students to take rigorous*
21 *courses in coding or computer science sub-*
22 *ject areas, and support for statewide efforts*
23 *to increase access and implementation of*
24 *coding or computer science courses in order*
25 *to meet local labor market needs in occupa-*

1 *tions that require skills in those subject*
2 *areas.*

3 *“(B) Improving career and technical edu-*
4 *cation outcomes of students served by eligible en-*
5 *tities, eligible institutions, or eligible recipients*
6 *through activities such as—*

7 *“(i) supporting the development and*
8 *enhancement of innovative delivery models*
9 *for career and technical education related*
10 *work-based learning, including school-based*
11 *simulated work sites, mentoring, work site*
12 *visits, job shadowing, project-based learning,*
13 *and skills-based and paid internships;*

14 *“(ii) increasing the effective use of*
15 *technology within career and technical edu-*
16 *cation programs and programs of study;*

17 *“(iii) supporting new models for inte-*
18 *grating academic content at the secondary*
19 *and postsecondary level in career and tech-*
20 *nical education; or*

21 *“(iv) integrating science, technology,*
22 *engineering, and mathematics fields, includ-*
23 *ing computer science education, with career*
24 *and technical education.*

25 *“(C) Improving the transition of students—*

1 “(i) from secondary education to post-
2 secondary education or employment through
3 programs, activities, or services that may
4 include the creation, development, or expan-
5 sion of dual or concurrent enrollment pro-
6 grams, articulation agreements, credit
7 transfer agreements, and competency-based
8 education; or

9 “(ii) from the completion of one post-
10 secondary program to another postsec-
11 ondary program that awards a recognized
12 postsecondary credential.

13 “(D) Supporting the development and en-
14 hancement of innovative delivery models for ca-
15 reer and technical education.

16 “(E) Working with industry to design and
17 implement courses or programs of study aligned
18 to labor market needs in new or emerging fields.

19 “(F) Supporting innovative approaches to
20 career and technical education by redesigning
21 the high school experience for students, which
22 may include evidence-based transitional support
23 strategies for students who have not met postsec-
24 ondary education eligibility requirements.

1 “(G) *Creating or expanding recruitment,*
2 *retention, or professional development activities*
3 *for career and technical education teachers, fac-*
4 *ulty, school leaders, administrators, specialized*
5 *instructional support personnel, career guidance*
6 *and academic counselors, and paraprofessionals,*
7 *which may include—*

8 “(i) *providing resources and training*
9 *to improve instruction for, and provide ap-*
10 *propriate accommodations to, special popu-*
11 *lations;*

12 “(ii) *externships or site visits with*
13 *business and industry;*

14 “(iii) *the integration of coherent and*
15 *rigorous academic content standards and*
16 *career and technical education curricula,*
17 *including through opportunities for appro-*
18 *priate academic and career and technical*
19 *education teachers to jointly develop and*
20 *implement curricula and pedagogical strat-*
21 *egies;*

22 “(iv) *mentoring by experienced teach-*
23 *ers;*

1 “(v) providing resources or assistance
2 with meeting State teacher licensure and
3 credential requirements; or

4 “(vi) training for career guidance and
5 academic counselors at the secondary level
6 to improve awareness of postsecondary edu-
7 cation and postsecondary career options,
8 and improve the ability of such counselors
9 to communicate to students the career op-
10 portunities and employment trends.

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

13 “(I) Supporting the use of career and tech-
14 nical education programs and programs of study
15 in a coordinated strategy to address identified
16 employer needs and workforce shortages, such as
17 shortages in the early childhood, elementary
18 school, and secondary school education workforce.

19 “(J) Providing integrated student support
20 that addresses the comprehensive needs of stu-
21 dents, such as incorporating accelerated and dif-
22 ferentiated learning opportunities supported by
23 evidence-based strategies for special populations.

24 “(K) Establishing an online portal for ca-
25 reer and technical education students, including

1 *special populations, preparing for postsecondary*
2 *career and technical education, which may in-*
3 *clude opportunities for mentoring, gaining fi-*
4 *nancial literacy skills, and identifying career op-*
5 *portunities and interests, and a platform to es-*
6 *tablish online savings accounts to be used exclu-*
7 *sively for postsecondary career and technical*
8 *education programs and programs of study.*

9 *“(L) Developing and implementing a pay*
10 *for success initiative.*

11 *“(8) EVALUATION.—Each eligible entity, eligible*
12 *institution, or eligible recipient receiving a grant*
13 *under this subsection shall provide for an independent*
14 *evaluation of the activities carried out using such*
15 *grant and submit to the Secretary an annual report*
16 *that includes—*

17 *“(A) a description of how funds received*
18 *under this paragraph were used;*

19 *“(B) the performance of the eligible entity,*
20 *eligible institution, or eligible recipient with re-*
21 *spect to, at a minimum, the performance indica-*
22 *tors described under section 113, as applicable,*
23 *and disaggregated by—*

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

4 “(ii) special populations; and

5 “(iii) as appropriate, each career and
6 technical education program and program
7 of study; and

8 “(C) a quantitative analysis of the effective-
9 ness of the project carried out under this para-
10 graph.”; and

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

13 “(f) *AUTHORIZATION OF APPROPRIATIONS.*—There are
14 authorized to be appropriated to carry out this section—

15 “(1) \$7,651,051 for fiscal year 2019;

16 “(2) \$7,758,166 for fiscal year 2020;

17 “(3) \$7,866,780 for fiscal year 2021;

18 “(4) \$7,976,915 for fiscal year 2022;

19 “(5) \$8,088,592 for fiscal year 2023; and

20 “(6) \$8,201,832 for fiscal year 2024.”.

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

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

23 (1) in subsection (a)(3), by striking “subject to
24 subsection (d)” and inserting “subject to subsection
25 (b)”;

1 (2) *by striking subsections (b) and (c); and*
 2 (3) *by redesignating subsection (d) as subsection*
 3 (b).

4 **SEC. 115. NATIVE AMERICAN PROGRAMS.**

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

6 (1) *in subsection (a)—*

7 (A) *in paragraph (1), in the paragraph*
 8 *heading, by striking “NATIVE” and inserting*
 9 *“NATIVE”;*

10 (B) *by striking paragraph (3);*

11 (C) *by redesignating paragraphs (4) and*
 12 (5) *as paragraphs (3) and (4), respectively;*

13 (D) *in paragraph (3) (as redesignated by*
 14 *subparagraph (C)), in the paragraph heading,*
 15 *by striking “HAWAIIAN” and inserting “HAWAI-*
 16 *IAN”;* and

17 (E) *in paragraph (4) (as redesignated by*
 18 *subparagraph (C))—*

19 (i) *in the paragraph heading, by strik-*
 20 *ing “HAWAIIAN” and inserting “HAWAI-*
 21 *IAN”;* and

22 (ii) *by inserting “(20 U.S.C. 7517)”*
 23 *after “Act”;*

24 (2) *in subsection (b)—*

25 (A) *in paragraph (1)—*

1 (i) by striking “tribes” and inserting
2 “Tribes”; and

3 (ii) by striking “tribal” and inserting
4 “Tribal”;

5 (B) in paragraph (2)—

6 (i) by striking the paragraph heading
7 and inserting “INDIAN TRIBES AND TRIBAL
8 ORGANIZATIONS.—”;

9 (ii) by striking “Indian tribe or tribal
10 organization” and inserting “Indian Tribe
11 or Tribal organization”;

12 (iii) by striking “450f” and inserting
13 “5321”; and

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

16 (C) in paragraph (3)—

17 (i) in the paragraph heading, by strik-
18 ing “BUREAU OF INDIAN AFFAIRS” and in-
19 serting “BUREAU OF INDIAN EDUCATION”;

20 (ii) by striking “tribe” and inserting
21 “Tribe”;

22 (iii) by striking “tribal” and inserting
23 “Tribal”; and

1 (iv) by striking “Bureau of Indian Af-
2 fairs” and inserting “Bureau of Indian
3 Education”;

4 (D) in paragraph (4)—

5 (i) by striking “Bureau of Indian Af-
6 fairs” each place the term appears and in-
7 serting “Bureau of Indian Education”; and

8 (ii) by striking “Assistant Secretary of
9 the Interior for Indian Affairs” and insert-
10 ing “Director of the Bureau of Indian Edu-
11 cation”;

12 (E) in paragraph (5)(A), by striking “In-
13 dian tribes, tribal organizations, and individual
14 tribal members” and inserting “Indian Tribes,
15 Tribal organizations, and individual Tribal
16 members”; and

17 (F) in paragraph (6)—

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

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

22 (3) in subsection (c)—

23 (A) by redesignating paragraph (2) as
24 paragraph (3); and

1 (B) by inserting after paragraph (1) the fol-
 2 lowing:

3 “(2) *SPECIAL RULE.*—Notwithstanding section
 4 3(5)(A)(iii), funds made available under this section
 5 may be used to provide preparatory, refresher, and re-
 6 medial education services that are designed to enable
 7 students to achieve success in career and technical
 8 education programs or programs of study.”;

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

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

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

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

17 **SEC. 116. TRIBALLY CONTROLLED POSTSECONDARY CA-**
 18 **REER AND TECHNICAL INSTITUTIONS.**

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

20 (1) in subsection (a)(2), by striking “(25 U.S.C.
 21 640a et seq.)” and inserting “(Public Law 92–189; 85
 22 Stat. 646)”;

23 (2) in subsection (d), by striking “(25 U.S.C.
 24 640a et seq.)” and inserting “(Public Law 92–189; 85
 25 Stat. 646)”;

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

3 (4) in subsection (h)—

4 (A) in the paragraph heading, by striking
5 “INDIAN TRIBE” and inserting “INDIAN TRIBE”;
6 and

7 (B) by striking “terms ‘Indian’ and ‘Indian
8 tribe’ have the meanings given the terms in” and
9 inserting “terms ‘Indian’ and ‘Indian Tribe’
10 have the meanings given the terms ‘Indian’ and
11 ‘Indian tribe’, respectively, in”; and

12 (5) by striking subsection (i) and inserting the
13 following:

14 “(i) *AUTHORIZATION OF APPROPRIATIONS.*—There are
15 authorized to be appropriated to carry out this section—

16 “(1) \$9,762,539 for fiscal year 2019;

17 “(2) \$9,899,215 for fiscal year 2020;

18 “(3) \$10,037,804 for fiscal year 2021;

19 “(4) \$10,178,333 for fiscal year 2022;

20 “(5) \$10,320,829 for fiscal year 2023; and

21 “(6) \$10,465,321 for fiscal year 2024.”.

22 **SEC. 117. OCCUPATIONAL AND EMPLOYMENT INFORMA-**
23 **TION.**

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

1 **PART B—STATE PROVISIONS**

2 **SEC. 121. STATE ADMINISTRATION.**

3 *Section 121(a)(2) (20 U.S.C. 2341(a)(2)) is amended*
4 *by striking “parents” and all that follows through the end*
5 *of the paragraph and inserting “teachers, faculty, special-*
6 *ized instructional support personnel, paraprofessionals,*
7 *school leaders, authorized public chartering agencies and*
8 *charter school leaders (consistent with State law), employ-*
9 *ers, representatives of business (including small businesses),*
10 *labor organizations, eligible recipients, local program ad-*
11 *ministrators, State and local officials, Indian Tribes or*
12 *Tribal organizations present in the State, parents, students,*
13 *and community organizations;”.*

14 **SEC. 122. STATE PLAN.**

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

16 *(1) in subsection (a)—*

17 *(A) in paragraph (1)—*

18 *(i) by striking “6-year period,” and*
19 *inserting “4-year period, consistent with*
20 *subsection (b) and paragraph (5),”; and*

21 *(ii) by striking “Carl D. Perkins Ca-*
22 *reer and Technical Education Improvement*
23 *Act of 2006” and inserting “Strengthening*
24 *Career and Technical Education for the*
25 *21st Century Act”;*

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

3 (C) in paragraph (3), by striking “(includ-
4 ing charter school” and all that follows through
5 “and community organizations)” and inserting
6 “(including teachers, faculty, specialized instruc-
7 tional support personnel, paraprofessionals,
8 school leaders, authorized public chartering agen-
9 cies and charter school leaders (consistent with
10 State law), employers, labor organizations, par-
11 ents, students, Indian Tribes and Tribal organi-
12 zations that may be present in the State, and
13 community organizations)”;

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

15 “(4) *PUBLIC COMMENT*.—Each eligible agency
16 shall make the State plan publicly available for pub-
17 lic comment for a period of not less than 30 days, by
18 electronic means and in an easily accessible format,
19 prior to submission to the Secretary for approval
20 under this subsection. In the plan the eligible agency
21 files under this subsection, the eligible agency shall
22 provide an assurance that public comments were
23 taken into account in the development of the State
24 plan.

1 “(5) *OPTIONAL SUBMISSION OF SUBSEQUENT*
 2 *PLANS.*—*An eligible agency may, after the first 4-year*
 3 *State plan is submitted under this section, submit*
 4 *subsequent 4-year plans not later than 120 days prior*
 5 *to the end of the 4-year period covered by the pre-*
 6 *ceding State plan or, if an eligible agency chooses not*
 7 *to submit a State plan for a subsequent 4-year period,*
 8 *the eligible agency shall submit, and the Secretary*
 9 *shall approve, annual revisions to the State deter-*
 10 *mined levels of performance in the same manner as*
 11 *revisions submitted and approved under section*
 12 *113(b)(3)(A)(ii).”; and*

13 (2) *by striking subsections (b) through (e) and*
 14 *inserting the following:*

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

16 “(1) *COMBINED PLAN.*—*The eligible agency may*
 17 *submit a combined plan that meets the requirements*
 18 *of this section and the requirements of section 103 of*
 19 *the Workforce Innovation and Opportunity Act (29*
 20 *U.S.C. 3113).*

21 “(2) *NOTICE TO SECRETARY.*—*The eligible agen-*
 22 *cy shall inform the Secretary of whether the eligible*
 23 *agency intends to submit a combined plan described*
 24 *in paragraph (1) or a single plan.*

25 “(c) *PLAN DEVELOPMENT.*—

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

2 “(A) *develop the State plan in consultation*
3 *with—*

4 “(i) *representatives of secondary and*
5 *postsecondary career and technical edu-*
6 *cation programs, including eligible recipi-*
7 *ents and representatives of 2-year minority-*
8 *serving institutions and historically Black*
9 *colleges and universities and tribally con-*
10 *trolled colleges or universities in States*
11 *where such institutions are in existence,*
12 *adult career and technical education pro-*
13 *viders, and charter school representatives in*
14 *States where such schools are in existence,*
15 *which shall include teachers, faculty, school*
16 *leaders, specialized instructional support*
17 *personnel, career and academic guidance*
18 *counselors, and paraprofessionals;*

19 “(ii) *interested community representa-*
20 *tives, including parents, students, and com-*
21 *munity organizations;*

22 “(iii) *representatives of the State work-*
23 *force development board established under*
24 *section 101 of the Workforce Innovation and*

1 *Opportunity Act (29 U.S.C. 3111) (referred*
2 *to in this section as the ‘State board’);*

3 *“(iv) members and representatives of*
4 *special populations;*

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

11 *“(vi) representatives of agencies serv-*
12 *ing out-of-school youth, homeless children*
13 *and youth, and at-risk youth, including the*
14 *State Coordinator for Education of Home-*
15 *less Children and Youths established or des-*
16 *ignated under section 722(d)(3) of the*
17 *McKinney-Vento Homeless Assistance Act*
18 *(42 U.S.C. 11432(d)(3));*

19 *“(vii) representatives of Indian Tribes*
20 *and Tribal organizations located in, or pro-*
21 *viding services in, the State; and*

22 *“(viii) individuals with disabilities;*
23 *and*

24 *“(B) consult the Governor of the State, and*
25 *the heads of other State agencies with authority*

1 *for career and technical education programs that*
 2 *are not the eligible agency, with respect to the*
 3 *development of the State plan.*

4 “(2) *ACTIVITIES AND PROCEDURES.*—*The eligible*
 5 *agency shall develop effective activities and proce-*
 6 *dures, including access to information needed to use*
 7 *such procedures, to allow the individuals and entities*
 8 *described in paragraph (1) to participate in State*
 9 *and local decisions that relate to development of the*
 10 *State plan.*

11 “(3) *CONSULTATION WITH THE GOVERNOR.*—*The*
 12 *consultation described in paragraph (1)(B) shall in-*
 13 *clude meetings of officials from the eligible agency*
 14 *and the Governor’s office and shall occur—*

15 “(A) *during the development of such plan;*
 16 *and*

17 “(B) *prior to submission of the plan to the*
 18 *Secretary.*

19 “(d) *PLAN CONTENTS.*—*The State plan shall in-*
 20 *clude—*

21 “(1) *a summary of State-supported workforce de-*
 22 *velopment activities (including education and train-*
 23 *ing) in the State, including the degree to which the*
 24 *State’s career and technical education programs and*
 25 *programs of study are aligned with and address the*

1 *education and skill needs of the employers in the*
 2 *State identified by the State board;*

3 *“(2) the State’s strategic vision and set of goals*
 4 *for preparing an educated and skilled workforce (in-*
 5 *cluding special populations) and for meeting the*
 6 *skilled workforce needs of employers, including in ex-*
 7 *isting and emerging in-demand industry sectors and*
 8 *occupations as identified by the State, and how the*
 9 *State’s career and technical education programs will*
 10 *help to meet these goals;*

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

13 *“(A) between the State’s career and tech-*
 14 *nical education programs and programs of study*
 15 *with the State’s workforce development system, to*
 16 *achieve the strategic vision and goals described*
 17 *in paragraph (2), including the core programs*
 18 *defined in section 3 of the Workforce Innovation*
 19 *and Opportunity Act (29 U.S.C. 3102) and the*
 20 *elements related to system alignment under sec-*
 21 *tion 102(b)(2)(B) of such Act (29 U.S.C.*
 22 *3112(b)(2)(B)); and*

23 *“(B) for programs carried out under this*
 24 *title with other Federal programs, which may*
 25 *include programs funded under the Elementary*

1 *and Secondary Education Act of 1965 and the*
2 *Higher Education Act of 1965;*

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

7 “(A) the programs of study to be developed
8 at the State level and made available for adop-
9 tion by eligible recipients;

10 “(B) the process and criteria to be used for
11 approving locally developed programs of study or
12 career pathways, including how such programs
13 address State workforce development and edu-
14 cation needs and the criteria to assess the extent
15 to which the local application under section 132
16 will—

17 “(i) promote continuous improvement
18 in academic achievement and technical skill
19 attainment;

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

22 “(iii) support the inclusion of employ-
23 ability skills in programs of study and ca-
24 reer pathways;

25 “(C) how the eligible agency will—

1 “(i) make information on approved
2 programs of study and career pathways (in-
3 cluding career exploration, work-based
4 learning opportunities, early college high
5 schools, and dual or concurrent enrollment
6 program opportunities) and guidance and
7 advisement resources, available to students
8 (and parents, as appropriate), representa-
9 tives of secondary and postsecondary edu-
10 cation, and special populations, and to the
11 extent practicable, provide that information
12 and those resources in a language students,
13 parents, and educators can understand;

14 “(ii) facilitate collaboration among eli-
15 gible recipients in the development and co-
16 ordination of career and technical education
17 programs and programs of study and career
18 pathways that include multiple entry and
19 exit points;

20 “(iii) use State, regional, or local labor
21 market data to determine alignment of eli-
22 gible recipients’ programs of study to the
23 needs of the State, regional, or local econ-
24 omy, including in-demand industry sectors
25 and occupations identified by the State

board, and to align career and technical education with such needs, as appropriate;

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

“(v) coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

“(vi) support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

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

1 “(D) how the eligible agency may include
2 the opportunity for secondary school students to
3 participate in dual or concurrent enrollment
4 programs, early college high school, or com-
5 petency-based education;

6 “(5) a description of the criteria and process for
7 how the eligible agency will approve eligible recipients
8 for funds under this Act, including how—

9 “(A) each eligible recipient will promote
10 academic achievement;

11 “(B) each eligible recipient will promote
12 skill attainment, including skill attainment that
13 leads to a recognized postsecondary credential;
14 and

15 “(C) each eligible recipient will ensure the
16 comprehensive needs assessment under section
17 134(c) takes into consideration local economic
18 and education needs, including, where appro-
19 priate, in-demand industry sectors and occupa-
20 tions;

21 “(6) a description of how the eligible agency will
22 support the recruitment and preparation of teachers,
23 including special education teachers, faculty, school
24 principals, administrators, specialized instructional
25 support personnel, and paraprofessionals to provide

1 *career and technical education instruction, leader-*
2 *ship, and support, including professional development*
3 *that provides the knowledge and skills needed to work*
4 *with and improve instruction for special populations;*

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

7 “(8) a description of how funds received by the
8 eligible agency through the allotment made under sec-
9 tion 111 will be distributed—

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

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

23 “(9) a description of the eligible agency’s pro-
24 gram strategies for special populations, including a

1 *description of how individuals who are members of*
2 *special populations—*

3 *“(A) will be provided with equal access to*
4 *activities assisted under this Act;*

5 *“(B) will not be discriminated against on*
6 *the basis of status as a member of a special pop-*
7 *ulation;*

8 *“(C) will be provided with programs de-*
9 *signed to enable individuals who are members of*
10 *special populations to meet or exceed State deter-*
11 *mined levels of performance described in section*
12 *113, and prepare special populations for further*
13 *learning and for high-skill, high-wage, or in-de-*
14 *mand industry sectors or occupations;*

15 *“(D) will be provided with appropriate ac-*
16 *commodations; and*

17 *“(E) will be provided instruction and work-*
18 *based learning opportunities in integrated set-*
19 *tings that support competitive, integrated em-*
20 *ployment;*

21 *“(10) a description of the procedure the eligible*
22 *agency will adopt for determining State determined*
23 *levels of performance described in section 113, which,*
24 *at a minimum, shall include—*

1 “(A) a description of the process for public
2 comment under section 113(b)(3)(B) as part of
3 the development of the State determined levels of
4 performance under section 113(b);

5 “(B) an explanation of the State determined
6 levels of performance; and

7 “(C) a description of how the State deter-
8 mined levels of performance set by the eligible
9 agency align with the levels, goals, and objectives
10 of other Federal and State laws;

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

18 “(12) describes how the eligible agency will in-
19 volve parents, academic and career and technical edu-
20 cation teachers, administrators, faculty, career guid-
21 ance and academic counselors, local business (includ-
22 ing small businesses), labor organizations, and rep-
23 resentatives of Indian Tribes and Tribal organiza-
24 tions, as appropriate, in the planning, development,

1 *implementation, and evaluation of such career and*
2 *technical education programs; and*

3 *“(13) assurances that—*

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

10 *“(B) none of the funds expended under this*
11 *Act will be used to acquire equipment (including*
12 *computer software) in any instance in which*
13 *such acquisition results in a direct financial*
14 *benefit to any organization representing the in-*
15 *terests of the acquiring entity or the employees of*
16 *the acquiring entity, or any affiliate of such an*
17 *organization;*

18 *“(C) the eligible agency will use the funds*
19 *to promote preparation for high-skill, high-wage,*
20 *or in-demand industry sectors or occupations*
21 *and non-traditional fields, as identified by the*
22 *eligible agency;*

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

1 *study for individuals in State correctional insti-*
 2 *tutions, including juvenile justice facilities; and*

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

10 *“(14) a description of the opportunities for the*
 11 *public to comment in person and in writing on the*
 12 *State plan under this subsection.*

13 *“(e) CONSULTATION.—*

14 *“(1) IN GENERAL.—The eligible agency shall de-*
 15 *velop the portion of each State plan relating to the*
 16 *amount and uses of any funds proposed to be reserved*
 17 *for adult career and technical education, postsec-*
 18 *ondary career and technical education, and secondary*
 19 *career and technical education after consultation*
 20 *with—*

21 *“(A) the State agency responsible for super-*
 22 *vision of community colleges, technical institutes,*
 23 *other 2-year postsecondary institutions pri-*
 24 *marily engaged in providing postsecondary ca-*
 25 *reer and technical education, or, where applica-*

1 *ble, institutions of higher education that are en-*
 2 *gaged in providing postsecondary career and*
 3 *technical education as part of their mission;*

4 *“(B) the State agency responsible for sec-*
 5 *ondary education; and*

6 *“(C) the State agency responsible for adult*
 7 *education.*

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

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

22 *“(f) PLAN APPROVAL.—*

23 *“(1) IN GENERAL.—Not later than 120 days*
 24 *after the eligible agency submits its State plan, the*
 25 *Secretary shall approve such State plan, or a revision*

1 of the plan under subsection (a)(2) (including a revision of State determined levels of performance in accordance with section 113(b)(3)(A)(iii)), if the Secretary determines that the State has submitted in its State plan State determined levels of performance that meet the criteria established in section 113(b)(3), including the minimum requirements described in section 113(b)(3)(A)(i)(III), unless the Secretary—

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

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

15 “(2) DISAPPROVAL.—The Secretary—

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

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

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

“(B) shall not finally disapprove a State plan, except after making the determination and providing the information described in subparagraph (A), and giving the eligible agency notice and an opportunity for a hearing.”.

6 SEC. 123. IMPROVEMENT PLANS.

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

8 *(1) in subsection (a)—*

9 *(A) in paragraph (1)—*

10 *(i) by striking “percent of an agreed*
11 *upon” and inserting “percent of the”;*

12 *(ii) by striking “State adjusted level of*
13 *performance” and inserting “State deter-*
14 *mined level of performance” each place the*
15 *term appears;*

16 *(iii) by striking “section 113(b)(3)”*
17 *and inserting “113(b)(2) for all CTE con-*
18 *centrators”;*

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

1 *(B) in paragraph (2)—*

2 *(i) by striking “State’s adjusted levels*
3 *of performance” and inserting “State deter-*
4 *mined levels of performance”; and*

5 *(ii) by striking “purposes of this Act”*
6 *and inserting “purposes of this section, in-*
7 *cluding after implementation of the im-*
8 *provement plan described in paragraph*
9 *(1),”;*

10 *(C) in paragraph (3)(A)—*

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

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

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

24 *(D) by adding at the end the following:*

1 “(5) *ADJUSTMENTS PROHIBITED.*—An eligible
 2 agency shall not be eligible to adjust performance lev-
 3 els while executing an improvement plan under this
 4 section.”; and

5 (2) in subsection (b)—

6 (A) by striking “adjusted” each place the
 7 term appears;

8 (B) in paragraph (2)—

9 (i) by inserting “for all CTE con-
 10 centrators” after “section 113(b)(4)”; and

11 (ii) by striking “(with special consider-
 12 ation to performance gaps identified under
 13 section 113(b)(4)(C)(ii)(II) in consultation
 14 with the eligible agency,” and inserting
 15 “(that includes an analysis of the perform-
 16 ance disparities or gaps identified under
 17 section 113(b)(3)(C)(ii)(II), and actions
 18 that will be taken to address such gaps) in
 19 consultation with local stakeholders de-
 20 scribed in section 134(d)(1), the eligible
 21 agency, and”;

22 (C) in paragraph (4)—

23 (i) in subparagraph (A)—

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

1 (II) by striking clauses (ii) and
2 (iii) and inserting the following:

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

12 (ii) in subparagraph (B)—

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

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

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

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

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

1 “(6) *ADJUSTMENTS PROHIBITED.*—An eligible
 2 *recipient shall not be eligible to adjust performance*
 3 *levels while executing an improvement plan under*
 4 *this section.*”.

5 **SEC. 124. STATE LEADERSHIP ACTIVITIES.**

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

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

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

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

18 *“(B) individuals in State institutions, such*
 19 *as State correctional institutions, including juve-*
 20 *nile justice facilities, and educational institu-*
 21 *tions that serve individuals with disabilities;*

22 *“(C) recruiting, preparing, or retaining ca-*
 23 *reer and technical education teachers, faculty,*
 24 *specialized instructional support personnel, or*
 25 *paraprofessionals, such as preservice, profes-*

sional development, or leadership development programs; and

“(D) technical assistance for eligible recipients; and

“(2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).”;

(2) in subsection (b)—

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

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

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

“(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

“(2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);

1 “(3) *establishing statewide articulation agree-*
2 *ments aligned to approved programs of study;*

3 “(4) *establishing statewide industry or sector*
4 *partnerships among local educational agencies, insti-*
5 *tutions of higher education, adult education pro-*
6 *viders, Indian Tribes and Tribal organizations that*
7 *may be present in the State, employers, including*
8 *small businesses, and parents, as appropriate to—*

9 “(A) *develop and implement programs of*
10 *study aligned to State and local economic and*
11 *education needs, including, as appropriate, in-*
12 *demand industry sectors and occupations;*

13 “(B) *facilitate the establishment, expansion,*
14 *and integration of opportunities for students at*
15 *the secondary level to—*

16 “(i) *successfully complete coursework*
17 *that integrates rigorous and challenging*
18 *technical and academic instruction aligned*
19 *with the challenging State academic stand-*
20 *ards adopted by the State under section*
21 *1111(b)(1) of the Elementary and Sec-*
22 *ondary Education Act of 1965; and*

23 “(ii) *earn a recognized postsecondary*
24 *credential or credit toward a recognized*
25 *postsecondary credential, which may be*

1 *earned through a dual or concurrent enroll-*
2 *ment program or early college high school,*
3 *at no cost to the student or the student's*
4 *family; and*

5 “(C) *facilitate work-based learning opportu-*
6 *nities (including internships, externships, and*
7 *simulated work environments) into programs of*
8 *study;*

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

24 “(A) *promotes the integration of the chal-*
25 *lenging State academic standards adopted by the*

1 *State under section 1111(b)(1) of the Elementary*
2 *and Secondary Education Act of 1965 and rel-*
3 *evant technical knowledge and skills, including*
4 *programming jointly delivered to academic and*
5 *career and technical education teachers;*

6 *“(B) prepares career and technical edu-*
7 *cation teachers, faculty, specialized instructional*
8 *support personnel, and paraprofessionals to pro-*
9 *vide appropriate accommodations for students*
10 *who are members of special populations, includ-*
11 *ing through the use of principles of universal de-*
12 *sign for learning, multi-tier systems of supports,*
13 *and positive behavioral interventions and sup-*
14 *port; and*

15 *“(C) increases the ability of teachers, fac-*
16 *ulty, specialized instructional support personnel,*
17 *and paraprofessionals providing career and tech-*
18 *nical education instruction to stay current with*
19 *industry standards and earn an industry-recog-*
20 *nized credential or license, as appropriate, in-*
21 *cluding by assisting those with relevant industry*
22 *experience in obtaining State teacher licensure*
23 *or credential requirements;*

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

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

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

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

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

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

16 “(ii) *eligible recipients effectively devel-*
17 *oping connections between secondary edu-*
18 *cation and postsecondary education and*
19 *training;*

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

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

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

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

7 “(8) providing support for—

8 “(A) the adoption and integration of recog-
9 nized postsecondary credentials and work-based
10 learning into programs of study, and for increas-
11 ing data collection associated with recognized
12 postsecondary credentials and employment out-
13 comes; or

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

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

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

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

1 “(10) support for career and technical education
2 programs for adults and out-of-school youth concu-
3 rent with their completion of their secondary school
4 education in a school or other educational setting;

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

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

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

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

23 “(15) support for the integration of employ-
24 ability skills into career and technical education pro-
25 grams and programs of study;

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

11 “(17) support for career and technical student
12 organizations, especially with respect to efforts to in-
13 crease the participation of students in nontraditional
14 fields and students who are members of special popu-
15 lations;

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

20 “(19) integrating and aligning programs of
21 study and career pathways;

22 “(20) supporting the use of career and technical
23 education programs and programs of study aligned
24 with State, regional, or local high-skill, high-wage, or
25 in-demand industry sectors or occupations identified

1 *by the State workforce development board described in*
2 *section 101 of the Workforce Innovation and Oppor-*
3 *tunity Act (29 U.S.C. 3111) or local workforce devel-*
4 *opment boards;*

5 “(21) *making all forms of instructional content*
6 *widely available, which may include use of open edu-*
7 *cational resources;*

8 “(22) *developing valid and reliable assessments*
9 *of competencies and technical skills and enhancing*
10 *data systems to collect and analyze data on secondary*
11 *and postsecondary academic and employment out-*
12 *comes;*

13 “(23) *support for accelerated learning programs,*
14 *as described in section 4104(b)(3)(A)(i)(IV) of the El-*
15 *ementary and Secondary Education Act of 1965, in*
16 *the case of any such program that is part of a career*
17 *and technical education program of study;*

18 “(24) *support for career academies to implement*
19 *a postsecondary education and workforce-ready cur-*
20 *riculum at the secondary education level that inte-*
21 *grates rigorous academic, technical, and employ-*
22 *ability contents through career and technical edu-*
23 *cation programs and programs of study that address*
24 *needs described in the comprehensive needs assessment*
25 *under section 134(c); and*

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

3 (3) by striking subsection (c);

4 (4) by redesignating subsection (d) as subsection
5 (c); and

6 (5) in subsection (c), as redesignated by para-
7 graph (4), by striking the period at the end and in-
8 serting “, unless expressly authorized under subsection
9 (a).”.

10 **PART C—LOCAL PROVISIONS**

11 **SEC. 131. DISTRIBUTION OF FUNDS TO SECONDARY EDU- 12 CATION PROGRAMS.**

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

14 (1) in subsection (a)(3)(B), by striking “Bureau
15 of Indian Affairs” and inserting “Bureau of Indian
16 Education”;

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

20 (3) in subsection (g), by inserting “and pro-
21 grams of study” after “technical education pro-
22 grams”; and

23 (4) in subsection (h), by striking “Bureau of In-
24 dian Affairs” and inserting “Bureau of Indian Edu-
25 cation”.

1 **SEC. 132. SPECIAL RULES FOR CAREER AND TECHNICAL**
 2 **EDUCATION.**

3 *Section 133 (20 U.S.C. 2353) is amended by inserting*
 4 *“or programs of study” after “career and technical edu-*
 5 *cation programs” each place the term appears.*

6 **SEC. 133. LOCAL APPLICATION FOR CAREER AND TECH-**
 7 **NICAL EDUCATION PROGRAMS.**

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

9 *(1) in the section heading, by striking “LOCAL*
 10 *PLAN” and inserting “LOCAL APPLICATION”;*

11 *(2) in subsection (a)—*

12 *(A) in the subsection heading, by striking*
 13 *“LOCAL PLAN” and inserting “LOCAL APPLICA-*
 14 *TION”;*

15 *(B) by striking “submit a local plan” and*
 16 *inserting “submit a local application”; and*

17 *(C) by striking “Such local plan” and in-*
 18 *serting “Such local application”; and*

19 *(3) by striking subsection (b) and inserting the*
 20 *following:*

21 *“(b) CONTENTS.—The eligible agency shall determine*
 22 *the requirements for local applications, except that each*
 23 *local application shall contain—*

24 *“(1) a description of the results of the com-*
 25 *prehensive needs assessment conducted under sub-*
 26 *section (c);*

1 “(2) information on the career and technical
2 education course offerings and activities that the eli-
3 gible recipient will provide with funds under this
4 part, which shall include not less than 1 program of
5 study approved by a State under section 124(b)(2),
6 including—

7 “(A) how the results of the comprehensive
8 needs assessment described in subsection (c) in-
9 formed the selection of the specific career and
10 technical education programs and activities se-
11 lected to be funded;

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

15 “(C) how students, including students who
16 are members of special populations, will learn
17 about their school’s career and technical edu-
18 cation course offerings and whether each course
19 is part of a career and technical education pro-
20 gram of study;

21 “(3) a description of how the eligible recipient,
22 in collaboration with local workforce development
23 boards and other local workforce agencies, one-stop de-
24 livery systems described in section 121(e)(2) of the
25 Workforce Innovation and Opportunity Act (29

1 *U.S.C. 3151(e)(2)), and other partners, will pro-*
2 *vide—*

3 *“(A) career exploration and career develop-*
4 *ment coursework, activities, or services;*

5 *“(B) career information on employment op-*
6 *portunities that incorporate the most up-to-date*
7 *information on high-skill, high-wage, or in-de-*
8 *mand industry sectors or occupations, as deter-*
9 *mined by the comprehensive needs assessment de-*
10 *scribed in subsection (c); and*

11 *“(C) an organized system of career guidance*
12 *and academic counseling to students before en-*
13 *rolling and while participating in a career and*
14 *technical education program;*

15 *“(4) a description of how the eligible recipient*
16 *will improve the academic and technical skills of stu-*
17 *dents participating in career and technical education*
18 *programs by strengthening the academic and career*
19 *and technical education components of such programs*
20 *through the integration of coherent and rigorous con-*
21 *tent aligned with challenging academic standards and*
22 *relevant career and technical education programs to*
23 *ensure learning in the subjects that constitute a well-*
24 *rounded education (as defined in section 8101 of the*
25 *Elementary and Secondary Education Act of 1965);*

1 “(5) a description of how the eligible recipient
2 will—

3 “(A) provide activities to prepare special
4 populations for high-skill, high-wage, or in-de-
5 mand industry sectors or occupations that will
6 lead to self-sufficiency;

7 “(B) prepare CTE participants for non-tra-
8 ditional fields;

9 “(C) provide equal access for special popu-
10 lations to career and technical education courses,
11 programs, and programs of study; and

12 “(D) ensure that members of special popu-
13 lations will not be discriminated against on the
14 basis of their status as members of special popu-
15 lations;

16 “(6) a description of the work-based learning op-
17 portunities that the eligible recipient will provide to
18 students participating in career and technical edu-
19 cation programs and how the recipient will work with
20 representatives from employers to develop or expand
21 work-based learning opportunities for career and tech-
22 nical education students, as applicable;

23 “(7) a description of how the eligible recipient
24 will provide students participating in career and
25 technical education programs with the opportunity to

1 *gain postsecondary credit while still attending high*
2 *school, such as through dual or concurrent enrollment*
3 *programs or early college high school, as practicable;*

4 *“(8) a description of how the eligible recipient*
5 *will coordinate with the eligible agency and institu-*
6 *tions of higher education to support the recruitment,*
7 *preparation, retention, and training, including pro-*
8 *fessional development, of teachers, faculty, adminis-*
9 *trators, and specialized instructional support per-*
10 *sonnel and paraprofessionals who meet applicable*
11 *State certification and licensure requirements (in-*
12 *cluding any requirements met through alternative*
13 *routes to certification), including individuals from*
14 *groups underrepresented in the teaching profession;*
15 *and*

16 *“(9) a description of how the eligible recipient*
17 *will address disparities or gaps in performance as de-*
18 *scribed in section 113(b)(3)(C)(ii)(II) in each of the*
19 *plan years, and if no meaningful progress has been*
20 *achieved prior to the third program year, a descrip-*
21 *tion of the additional actions such recipient will take*
22 *to eliminate those disparities or gaps.*

23 *“(c) COMPREHENSIVE NEEDS ASSESSMENT.—*

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

4 “(A) *conduct a comprehensive local needs*
 5 *assessment related to career and technical edu-*
 6 *cation and include the results of the needs assess-*
 7 *ment in the local application submitted under*
 8 *subsection (a); and*

9 “(B) *not less than once every 2 years, up-*
 10 *date such comprehensive local needs assessment.*

11 “(2) *REQUIREMENTS.*—*The comprehensive local*
 12 *needs assessment described in paragraph (1) shall in-*
 13 *clude each of the following:*

14 “(A) *An evaluation of the performance of*
 15 *the students served by the eligible recipient with*
 16 *respect to State determined and local levels of*
 17 *performance established pursuant to section 113,*
 18 *including an evaluation of performance for spe-*
 19 *cial populations and each subgroup described in*
 20 *section 1111(h)(1)(C)(ii) of the Elementary and*
 21 *Secondary Education Act of 1965.*

22 “(B) *A description of how career and tech-*
 23 *nical education programs offered by the eligible*
 24 *recipient are—*

1 “(i) *sufficient in size, scope, and qual-*
2 *ity to meet the needs of all students served*
3 *by the eligible recipient; and*

4 “(ii)(I) *aligned to State, regional,*
5 *Tribal, or local in-demand industry sectors*
6 *or occupations identified by the State work-*
7 *force development board described in section*
8 *101 of the Workforce Innovation and Op-*
9 *portunity Act (29 U.S.C. 3111) (referred to*
10 *in this section as the ‘State board’) or local*
11 *workforce development board, including ca-*
12 *reer pathways, where appropriate; or*

13 “(II) *designed to meet local education*
14 *or economic needs not identified by State*
15 *boards or local workforce development*
16 *boards.*

17 “(C) *An evaluation of progress toward the*
18 *implementation of career and technical edu-*
19 *cation programs and programs of study.*

20 “(D) *A description of how the eligible re-*
21 *cipient will improve recruitment, retention, and*
22 *training of career and technical education teach-*
23 *ers, faculty, specialized instructional support*
24 *personnel, paraprofessionals, and career guid-*
25 *ance and academic counselors, including indi-*

1 *viduals in groups underrepresented in such pro-*
 2 *fessions.*

3 *“(E) A description of progress toward im-*
 4 *plementation of equal access to high-quality ca-*
 5 *reer and technical education courses and pro-*
 6 *grams of study for all students, including—*

7 *“(i) strategies to overcome barriers that*
 8 *result in lower rates of access to, or per-*
 9 *formance gaps in, the courses and programs*
 10 *for special populations;*

11 *“(ii) providing programs that are de-*
 12 *signed to enable special populations to meet*
 13 *the local levels of performance; and*

14 *“(iii) providing activities to prepare*
 15 *special populations for high-skill, high-*
 16 *wage, or in-demand industry sectors or oc-*
 17 *cupations in competitive, integrated settings*
 18 *that will lead to self-sufficiency.*

19 *“(d) CONSULTATION.—In conducting the comprehen-*
 20 *sive needs assessment under subsection (c), and developing*
 21 *the local application described in subsection (b), an eligible*
 22 *recipient shall involve a diverse body of stakeholders, in-*
 23 *cluding, at a minimum—*

24 *“(1) representatives of career and technical edu-*
 25 *cation programs in a local educational agency or edu-*

1 *cational service agency, including teachers, career*
 2 *guidance and academic counselors, principals and*
 3 *other school leaders, administrators, and specialized*
 4 *instructional support personnel and paraprofes-*
 5 *sionals;*

6 *“(2) representatives of career and technical edu-*
 7 *cation programs at postsecondary educational institu-*
 8 *tions, including faculty and administrators;*

9 *“(3) representatives of the State board or local*
 10 *workforce development boards and a range of local or*
 11 *regional businesses or industries;*

12 *“(4) parents and students;*

13 *“(5) representatives of special populations;*

14 *“(6) representatives of regional or local agencies*
 15 *serving out-of-school youth, homeless children and*
 16 *youth, and at-risk youth (as defined in section 1432*
 17 *of the Elementary and Secondary Education Act of*
 18 *1965);*

19 *“(7) representatives of Indian Tribes and Tribal*
 20 *organizations in the State, where applicable; and*

21 *“(8) any other stakeholders that the eligible agen-*
 22 *cy may require the eligible recipient to consult.*

23 *“(e) CONTINUED CONSULTATION.—An eligible recipi-*
 24 *ent receiving financial assistance under this part shall con-*
 25 *sult with stakeholders described in subsection (d) on an on-*

1 *going basis, as determined by the eligible agency. This may*
2 *include consultation in order to—*

3 “(1) *provide input on annual updates to the*
4 *comprehensive needs assessment required under sub-*
5 *section (c)(1)(B);*

6 “(2) *ensure programs of study are—*

7 “(A) *responsive to community employment*
8 *needs;*

9 “(B) *aligned with employment priorities in*
10 *the State, regional, tribal, or local economy iden-*
11 *tified by employers and the entities described in*
12 *subsection (d), which may include in-demand in-*
13 *dustry sectors or occupations identified by the*
14 *local workforce development board;*

15 “(C) *informed by labor market information,*
16 *including information provided under section*
17 *15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C.*
18 *491–2(e)(2)(C));*

19 “(D) *designed to meet current, intermediate,*
20 *or long-term labor market projections; and*

21 “(E) *allow employer input, including input*
22 *from industry or sector partnerships in the local*
23 *area, where applicable, into the development and*
24 *implementation of programs of study to ensure*
25 *such programs of study align with skills required*

1 *by local employment opportunities, including ac-*
 2 *tivities such as the identification of relevant*
 3 *standards, curriculum, industry-recognized cre-*
 4 *dentials, and current technology and equipment;*
 5 *“(3) identify and encourage opportunities for*
 6 *work-based learning; and*
 7 *“(4) ensure funding under this part is used in*
 8 *a coordinated manner with other local resources.”.*

9 **SEC. 134. LOCAL USES OF FUNDS.**

10 *Section 135 (20 U.S.C. 2355) is amended to read as*
 11 *follows:*

12 **“SEC. 135. LOCAL USES OF FUNDS.**

13 *“(a) GENERAL AUTHORITY.—Each eligible recipient*
 14 *that receives funds under this part shall use such funds to*
 15 *develop, coordinate, implement, or improve career and tech-*
 16 *nical education programs to meet the needs identified in*
 17 *the comprehensive needs assessment described in section*
 18 *134(c).*

19 *“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds*
 20 *made available to eligible recipients under this part shall*
 21 *be used to support career and technical education programs*
 22 *that are of sufficient size, scope, and quality to be effective*
 23 *and that—*

24 *“(1) provide career exploration and career devel-*
 25 *opment activities through an organized, systematic*

1 *framework designed to aid students, including in the*
2 *middle grades, before enrolling and while partici-*
3 *pating in a career and technical education program,*
4 *in making informed plans and decisions about future*
5 *education and career opportunities and programs of*
6 *study, which may include—*

7 *“(A) introductory courses or activities fo-*
8 *cused on career exploration and career aware-*
9 *ness, including non-traditional fields;*

10 *“(B) readily available career and labor*
11 *market information, including information on—*

12 *“(i) occupational supply and demand;*

13 *“(ii) educational requirements;*

14 *“(iii) other information on careers*
15 *aligned to State, local, or Tribal (as appli-*
16 *cable) economic priorities; and*

17 *“(iv) employment sectors;*

18 *“(C) programs and activities related to the*
19 *development of student graduation and career*
20 *plans;*

21 *“(D) career guidance and academic coun-*
22 *sors that provide information on postsecondary*
23 *education and career options;*

24 *“(E) any other activity that advances*
25 *knowledge of career opportunities and assists*

1 *students in making informed decisions about fu-*
2 *ture education and employment goals, including*
3 *non-traditional fields; or*

4 *“(F) providing students with strong experi-*
5 *ence in, and comprehensive understanding of, all*
6 *aspects of an industry;*

7 *“(2) provide professional development for teach-*
8 *ers, faculty, school leaders, administrators, specialized*
9 *instructional support personnel, career guidance and*
10 *academic counselors, or paraprofessionals, which may*
11 *include—*

12 *“(A) professional development on sup-*
13 *porting individualized academic and career and*
14 *technical education instructional approaches, in-*
15 *cluding the integration of academic and career*
16 *and technical education standards and curricula;*

17 *“(B) professional development on ensuring*
18 *labor market information is used to inform the*
19 *programs, guidance, and advisement offered to*
20 *students, including information provided under*
21 *section 15(e)(2)(C) of the Wagner-Peyser Act (29*
22 *U.S.C. 49l–2(e)(2)(C));*

23 *“(C) providing teachers, faculty, school*
24 *leaders, administrators, specialized instructional*
25 *support personnel, career guidance and academic*

1 *counselors, or paraprofessionals, as appropriate,*
2 *with opportunities to advance knowledge, skills,*
3 *and understanding of all aspects of an industry,*
4 *including the latest workplace equipment, tech-*
5 *nologies, standards, and credentials;*

6 *“(D) supporting school leaders and admin-*
7 *istrators in managing career and technical edu-*
8 *cation programs in the schools, institutions, or*
9 *local educational agencies of such school leaders*
10 *or administrators;*

11 *“(E) supporting the implementation of*
12 *strategies to improve student achievement and*
13 *close gaps in student participation and perform-*
14 *ance in career and technical education pro-*
15 *grams;*

16 *“(F) providing teachers, faculty, specialized*
17 *instructional support personnel, career guidance*
18 *and academic counselors, principals, school lead-*
19 *ers, or paraprofessionals, as appropriate, with*
20 *opportunities to advance knowledge, skills, and*
21 *understanding in pedagogical practices, includ-*
22 *ing, to the extent the eligible recipient determines*
23 *that such evidence is reasonably available, evi-*
24 *dence-based pedagogical practices;*

1 “(G) training teachers, faculty, school lead-
2 ers, administrators, specialized instructional
3 support personnel, career guidance and academic
4 counselors, or paraprofessionals, as appropriate,
5 to provide appropriate accommodations for indi-
6 viduals with disabilities, and students with dis-
7 abilities who are provided accommodations
8 under the Rehabilitation Act of 1973 (29 U.S.C.
9 701 et seq.) or the Individuals with Disabilities
10 Education Act;

11 “(H) training teachers, faculty, specialized
12 instructional support personnel, career guidance
13 and academic counselors, and paraprofessionals
14 in frameworks to effectively teach students, in-
15 cluding a particular focus on students with dis-
16 abilities and English learners, which may in-
17 clude universal design for learning, multi-tier
18 systems of supports, and positive behavioral
19 interventions and support; or

20 “(I) training for the effective use of commu-
21 nity spaces that provide access to tools, tech-
22 nology, and knowledge for learners and entre-
23 preneurs, such as makerspaces or libraries;

24 “(3) provide within career and technical edu-
25 cation the skills necessary to pursue careers in high-

1 *skill, high-wage, or in-demand industry sectors or oc-*
2 *cupations;*

3 “(4) *support integration of academic skills into*
4 *career and technical education programs and pro-*
5 *grams of study to support—*

6 “(A) *CTE participants at the secondary*
7 *school level in meeting the challenging State aca-*
8 *demic standards adopted under section*
9 *1111(b)(1) of the Elementary and Secondary*
10 *Education Act of 1965 by the State in which the*
11 *eligible recipient is located; and*

12 “(B) *CTE participants at the postsecondary*
13 *level in achieving academic skills;*

14 “(5) *plan and carry out elements that support*
15 *the implementation of career and technical education*
16 *programs and programs of study and that result in*
17 *increasing student achievement of the local levels of*
18 *performance established under section 113, which may*
19 *include—*

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

22 “(B) *sustainable relationships among edu-*
23 *cation, business and industry, and other commu-*
24 *nity stakeholders, including industry or sector*
25 *partnerships in the local area, where applicable,*

1 *that are designed to facilitate the process of con-*
2 *tinuously updating and aligning programs of*
3 *study with skills that are in demand in the*
4 *State, regional, or local economy, and in collabo-*
5 *ration with business outreach staff in one-stop*
6 *centers, as defined in section 3 of the Workforce*
7 *Innovation and Opportunity Act (29 U.S.C.*
8 *3102), and other appropriate organizations, in-*
9 *cluding community-based and youth-serving or-*
10 *ganizations;*

11 *“(C) where appropriate, expanding oppor-*
12 *tunities for CTE concentrators to participate in*
13 *accelerated learning programs (as described in*
14 *section 4104(b)(3)(A)(i)(IV) of the Elementary*
15 *and Secondary Education Act of 1965 (20*
16 *U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or*
17 *concurrent enrollment programs, early college*
18 *high schools, and the development or implemen-*
19 *tation of articulation agreements as part of a ca-*
20 *reer and technical education program of study;*

21 *“(D) appropriate equipment, technology,*
22 *and instructional materials (including support*
23 *for library resources) aligned with business and*
24 *industry needs, including machinery, testing*
25 *equipment, tools, implements, hardware and soft-*

1 *ware, and other new and emerging instructional*
2 *materials;*

3 *“(E) a continuum of work-based learning*
4 *opportunities, including simulated work environ-*
5 *ments;*

6 *“(F) industry-recognized certification ex-*
7 *aminations or other assessments leading toward*
8 *a recognized postsecondary credential;*

9 *“(G) efforts to recruit and retain career and*
10 *technical education program teachers, faculty,*
11 *school leaders, administrators, specialized in-*
12 *structional support personnel, career guidance*
13 *and academic counselors, and paraprofessionals;*

14 *“(H) where applicable, coordination with*
15 *other education and workforce development pro-*
16 *grams and initiatives, including career path-*
17 *ways and sector partnerships developed under*
18 *the Workforce Innovation and Opportunity Act*
19 *(29 U.S.C. 3101 et seq.) and other Federal laws*
20 *and initiatives that provide students with tran-*
21 *sition-related services, including the Individuals*
22 *with Disabilities Education Act;*

23 *“(I) expanding opportunities for students to*
24 *participate in distance career and technical edu-*
25 *cation and blended-learning programs;*

1 “(J) expanding opportunities for students to
2 participate in competency-based education pro-
3 grams;

4 “(K) improving career guidance and aca-
5 demic counseling programs that assist students
6 in making informed academic and career and
7 technical education decisions, including aca-
8 demic and financial aid counseling;

9 “(L) supporting the integration of employ-
10 ability skills into career and technical education
11 programs and programs of study, including
12 through family and consumer science programs;

13 “(M) supporting programs and activities
14 that increase access, student engagement, and
15 success in science, technology, engineering, and
16 mathematics fields (including computer science
17 and architecture) for students who are members
18 of groups underrepresented in such subject fields;

19 “(N) providing career and technical edu-
20 cation, in a school or other educational setting,
21 for adults or out-of-school youth to complete sec-
22 ondary school education or upgrade technical
23 skills;

24 “(O) supporting career and technical stu-
25 dent organizations, including student prepara-

1 *tion for and participation in technical skills*
2 *competitions aligned with career and technical*
3 *education program standards and curricula;*

4 *“(P) making all forms of instructional con-*
5 *tent widely available, which may include use of*
6 *open educational resources;*

7 *“(Q) supporting the integration of arts and*
8 *design skills, when appropriate, into career and*
9 *technical education programs and programs of*
10 *study;*

11 *“(R) partnering with a qualified inter-*
12 *mediary to improve training, the development of*
13 *public-private partnerships, systems develop-*
14 *ment, capacity-building, and scalability of the*
15 *delivery of high-quality career and technical edu-*
16 *cation;*

17 *“(S) support to reduce or eliminate out-of-*
18 *pocket expenses for special populations partici-*
19 *pating in career and technical education, includ-*
20 *ing those participating in dual or concurrent en-*
21 *rollment programs or early college high school*
22 *programs, and supporting the costs associated*
23 *with fees, transportation, child care, or mobility*
24 *challenges for those special populations; or*

1 “(T) other activities to improve career and
2 technical education programs; and

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

9 “(c) *POOLING FUNDS*.—An eligible recipient may pool
10 a portion of funds received under this Act with a portion
11 of funds received under this Act available to one or more
12 eligible recipients to support implementation of programs
13 of study through the activities described in subsection
14 (b)(2).

15 “(d) *ADMINISTRATIVE COSTS*.—Each eligible recipient
16 receiving funds under this part shall not use more than 5
17 percent of such funds for costs associated with the adminis-
18 tration of activities under this section.”.

19 ***TITLE II—GENERAL PROVISIONS***

20 ***SEC. 201. FEDERAL AND STATE ADMINISTRATIVE PROVI-*** 21 ***SIONS.***

22 (a) *IN GENERAL*.—The Act (20 U.S.C. 2301 et seq.)
23 is amended—

24 (1) in section 311—

1 (A) in subsection (a), by striking “and tech
2 *prep program activities*”; and

3 (B) in subsection (b)—

4 (i) in paragraph (1)—

5 (I) by amending subparagraph
6 (A) to read as follows:

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

18 (II) in subparagraph (B), by
19 striking “shall exclude capital expendi-
20 *tures, special 1-time project costs, and*
21 *the cost of pilot programs.”* and insert-
22 ing “shall, at the request of the State,
23 *exclude competitive or incentive-based*
24 *programs established by the State, cap-*
25 *ital expenditures, special one-time*

1 *project costs, and the cost of pilot pro-*
2 *grams.”; and*

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

5 “(D) *ESTABLISHING THE STATE BASE-*
6 *LINE.—For purposes of applying subparagraph*
7 *(A) for years which require the calculation of the*
8 *State’s fiscal effort per student, or aggregate ex-*
9 *penditures of such State, with respect to career*
10 *and technical education for the first full fiscal*
11 *year following the date of enactment of the*
12 *Strengthening Career and Technical Education*
13 *for the 21st Century Act, the State may deter-*
14 *mine the State’s fiscal effort per student, or ag-*
15 *gregate expenditures of such State, with respect*
16 *to career and technical education for such first*
17 *full fiscal year by—*

18 “(i) *continuing to use the State’s fiscal*
19 *effort per student, or aggregate expenditures*
20 *of such State, with respect to career and*
21 *technical education, as was in effect on the*
22 *day before the date of enactment of the*
23 *Strengthening Career and Technical Edu-*
24 *cation for the 21st Century Act; or*

1 “(ii) *establishing a new level of fiscal*
 2 *effort per student, or aggregate expenditures*
 3 *of such State, with respect to career and*
 4 *technical education, which is not less than*
 5 *95 percent of the State’s fiscal effort per stu-*
 6 *dent, or the aggregate expenditures of such*
 7 *State, with respect to career and technical*
 8 *education for the preceding fiscal year.”;*

9 (ii) *by striking paragraph (2) and in-*
 10 *serting the following:*

11 “(2) *FAILURE TO MEET.—*

12 “(A) *IN GENERAL.—The Secretary shall re-*
 13 *duce the amount of a State’s allotment of funds*
 14 *under this Act for any fiscal year in the exact*
 15 *proportion by which the State fails to meet the*
 16 *requirement of paragraph (1) by falling below*
 17 *the State’s fiscal effort per student or the State’s*
 18 *aggregate expenditures (using the measure most*
 19 *favorable to the State), if the State failed to meet*
 20 *such requirement (as determined using the meas-*
 21 *ure most favorable to the State) for 1 or more of*
 22 *the 5 immediately preceding fiscal years.*

23 “(B) *SPECIAL RULE.—No such lesser*
 24 *amount shall be used for computing the effort re-*
 25 *quired under paragraph (1) for subsequent years.*

1 “(3) *WAIVER.*—*The Secretary may waive para-*
 2 *graph (2) due to exceptional or uncontrollable cir-*
 3 *cumstances affecting the ability of the State to meet*
 4 *the requirement of paragraph (1) such as a natural*
 5 *disaster or an unforeseen and precipitous decline in*
 6 *financial resources. No level of funding permitted*
 7 *under such a waiver may be used as the basis for*
 8 *computing the fiscal effort or aggregate expenditures*
 9 *required under this section for years subsequent to the*
 10 *year covered by such waiver. The fiscal effort or ag-*
 11 *gregate expenditures for the subsequent years shall be*
 12 *computed on the basis of the level of funding that*
 13 *would, but for such waiver, have been required.”;*

14 (2) *in section 314(1), by striking “career path or*
 15 *major” and inserting “career pathway or program of*
 16 *study”;*

17 (3) *in section 315—*

18 (A) *by inserting “or programs of study”*
 19 *after “career and technical education programs”;*
 20 *and*

21 (B) *by striking “seventh grade” and insert-*
 22 *ing “the middle grades (as such term is defined*
 23 *in section 8101 of the Elementary and Sec-*
 24 *ondary Education Act of 1965)”;*

25 (4) *in section 317(b)—*

1 (A) in paragraph (1)—

2 (i) by inserting “, including programs
3 of study,” after “activities”; and

4 (ii) by striking “who reside in the geo-
5 graphical area served by” and inserting “in
6 areas served by”; and

7 (B) in paragraph (2)—

8 (i) by striking “the geographical area”
9 and inserting “areas”; and

10 (ii) by inserting “, including programs
11 of study,” after “activities”;

12 (5) by striking title II and redesignating title III
13 as title II;

14 (6) by redesignating sections 311 through 318, as
15 amended by this section, as sections 211 through 218,
16 respectively;

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

19 (8) by inserting after section 218 (as so redesign-
20 ated) the following:

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

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

1 “(1) *the strategies, components, policies, and*
 2 *practices used by eligible agencies or eligible recipi-*
 3 *ents receiving funding under this Act to successfully*
 4 *assist—*

5 “(A) *all students in pursuing and com-*
 6 *pleting programs of study aligned to high-skill,*
 7 *high-wage occupations; and*

8 “(B) *any special population or specific sub-*
 9 *group of students identified in section*
 10 *1111(h)(1)(C)(ii) of the Elementary and Sec-*
 11 *ondary Education Act of 1965 in pursuing and*
 12 *completing programs of study aligned to high-*
 13 *skill, high-wage occupations in fields in which*
 14 *such special population or subgroup is underrep-*
 15 *resented; and*

16 “(2) *any challenges associated with replication of*
 17 *such strategies, components, policies, and practices.*

18 “(b) *CONSULTATION.—In carrying out the study con-*
 19 *ducted under subsection (a), the Comptroller General of the*
 20 *United States shall consult with a geographically diverse*
 21 *(including urban, suburban, and rural) representation of—*

22 “(1) *students and parents;*

23 “(2) *eligible agencies and eligible recipients;*

24 “(3) *teachers, faculty, specialized instructional*
 25 *support personnel, and paraprofessionals, including*

1 *those with expertise in preparing career and technical*
 2 *education students for non-traditional fields;*

3 *“(4) Indian Tribes and Tribal organizations;*

4 *“(5) special populations; and*

5 *“(6) representatives of business and industry.*

6 *“(c) SUBMISSION.—Upon completion, the Comptroller*
 7 *General of the United States shall submit the study con-*
 8 *ducted under subsection (a) to the Committee on Education*
 9 *and the Workforce of the House of Representatives and the*
 10 *Committee on Health, Education, Labor, and Pensions of*
 11 *the Senate.”.*

12 *(b) CONFORMING AMENDMENT.—Section 8(a) (20*
 13 *U.S.C. 2306a(a)) is amended by striking “311(b), and 323”*
 14 *and inserting “211(b), and 223”.*

15 ***TITLE III—AMENDMENTS TO*** 16 ***OTHER LAWS***

17 ***SEC. 301. AMENDMENTS TO THE WAGNER-PEYSER ACT.***

18 *Section 15(e)(2) of the Wagner-Peyser Act (29 U.S.C.*
 19 *49l–2(e)(2)) is amended—*

20 *(1) by striking subparagraph (B) and inserting*
 21 *the following:*

22 *“(B) consult with eligible agencies (defined*
 23 *in section 3 of the Carl D. Perkins Career and*
 24 *Technical Education Act of 2006 (20 U.S.C.*
 25 *2302)), State educational agencies, and local*

1 *educational agencies concerning the provision of*
2 *workforce and labor market information in order*
3 *to—*

4 *“(i) meet the needs of secondary school*
5 *and postsecondary school students who seek*
6 *such information; and*

7 *“(ii) annually inform the development*
8 *and implementation of programs of study*
9 *defined in section 3 of the Carl D. Perkins*
10 *Career and Technical Education Act of*
11 *2006 (20 U.S.C. 2302), and career path-*
12 *ways;”;*

13 *(2) in subparagraph (G), by striking “and” after*
14 *the semicolon;*

15 *(3) in subparagraph (H), by striking the period*
16 *at the end and inserting “; and”; and*

17 *(4) by adding at the end the following:*

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

1 **SEC. 302. AMENDMENTS TO THE ELEMENTARY AND SEC-**
 2 **ONDARY EDUCATION ACT OF 1965.**

3 (1) *Section 1111(h)(1)(C)(xiv) of the Elementary*
 4 *and Secondary Education Act of 1965 (20 U.S.C.*
 5 *6311(h)(1)(C)(xiv)) is amended by striking “attain-*
 6 *ing career and technical proficiencies (as defined by*
 7 *section 113(b) of the Carl D. Perkins Career and*
 8 *Technical Education Act of 2006 (20 U.S.C. 2323(b))*
 9 *and reported by States only in a manner consistent*
 10 *with section 113(c) of such Act (20 U.S.C. 2323(c))”*
 11 *and inserting “meeting State determined levels of per-*
 12 *formance for core indicators, as defined by section*
 13 *113(b)(3)(A) of the Carl D. Perkins Career and Tech-*
 14 *nical Education Act of 2006 (20 U.S.C.*
 15 *2323(b)(3)(A)), and reported by States only in a*
 16 *manner consistent with section 113(b)(3)(C) of such*
 17 *Act (20 U.S.C. 2323(b)(3)(C))”.*

18 (2) *Section 6115(b)(6) of the Elementary and*
 19 *Secondary Education Act of 1965 (20 U.S.C.*
 20 *7425(b)(6)) is amended by striking “tech-prep edu-*
 21 *cation, mentoring,” and inserting “mentoring”.*

22 (3) *Section 6304(a)(3)(K) of the Elementary and*
 23 *Secondary Education Act of 1965 (20 U.S.C.*
 24 *7544(a)(3)(K)) is amended by striking “tech-prep,”.*

1 **SEC. 303. AMENDMENT TO THE WORKFORCE INNOVATION**
2 **AND OPPORTUNITY ACT.**

3 *Section 134(c)(2)(A)(vii) of the Workforce Innovation*
4 *and Opportunity Act (29 U.S.C. 3174(c)(2)(A)(vii)) is*
5 *amended by striking “school dropouts” and inserting “out-*
6 *of-school youth”.*

Attest:

Secretary.

115TH CONGRESS
2^D SESSION

H.R. 2353

AMENDMENT