

115TH CONGRESS
2D SESSION

S. _____

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

IN THE SENATE OF THE UNITED STATES

_____ introduced the following bill; which was read twice
and referred to the Committee on _____

A BILL

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

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

3 **SECTION 1. SHORT TITLE.**

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

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

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

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Effective date.
- Sec. 5. Table of contents of the Carl D. Perkins Career and Technical Edu-
cation 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 THE WAGNER-PEYSER ACT

- Sec. 301. State responsibilities.

1 SEC. 3. REFERENCES.

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

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

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

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

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

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

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

“Sec. 2. Purpose.

“Sec. 3. Definitions.

“Sec. 4. Transition provisions.

“Sec. 5. Privacy.

“Sec. 6. Limitation.

“Sec. 7. Special rule.

“Sec. 8. Prohibitions.

“Sec. 9. Authorization of appropriations.

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

“PART A—ALLOTMENT AND ALLOCATION

“Sec. 111. Reservations and State allotment.

“Sec. 112. Within State allocation.

“Sec. 113. Accountability.

“Sec. 114. National activities.

“Sec. 115. Assistance for the outlying areas.

“Sec. 116. Native American programs.

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

“PART B—STATE PROVISIONS

“Sec. 121. State administration.

“Sec. 122. State plan.

“Sec. 123. Improvement plans.

“Sec. 124. State leadership activities.

“PART C—LOCAL PROVISIONS

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

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

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

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

“Sec. 135. Local uses of funds.

“TITLE II—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

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

“PART B—STATE ADMINISTRATIVE PROVISIONS

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

1 SEC. 6. PURPOSE.

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

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

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

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

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

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

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

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

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

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

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

16 **SEC. 7. DEFINITIONS.**

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

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

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

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

3 (4) in paragraph (3)—

4 (A) in subparagraph (B), by striking “5
5 different occupational fields to individuals” and
6 inserting “three different fields, especially in in-
7 demand industry sectors or occupations, that
8 are available to all students”; and

9 (B) in subparagraph (D), by striking “not
10 fewer than 5 different occupational fields” and
11 inserting “not fewer than three different occu-
12 pational fields”;

13 (5) in paragraph (5)—

14 (A) in subparagraph (A)—

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

17 “(i) provides individuals with rigorous
18 academic content and relevant technical
19 knowledge and skills needed to prepare for
20 further education and careers in current or
21 emerging professions, including in in-de-
22 mand industry sectors or occupations,
23 which shall be, at the secondary level,
24 aligned with the challenging State aca-
25 demic standards adopted by a State under

1 section 1111(b)(1) of the Elementary and
2 Secondary Education Act of 1965;”;

3 (ii) in clause (ii), by striking “, an in-
4 dustry-recognized credential, a certificate,
5 or an associate degree” and inserting “or
6 a recognized postsecondary credential”;
7 and

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

10 (B) in subparagraph (B)—

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

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

16 (iii) by striking “general”; and

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

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

20 “(C) to the extent practicable, coordinate
21 between secondary and postsecondary education
22 programs through programs of study, which
23 may include articulation agreements, early col-
24 lege high school programs, dual or concurrent
25 enrollment program opportunities, or other

1 credit transfer agreements that provide postsec-
2 ondary credit or advanced standing; and

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

8 (6) in paragraph (7)—

9 (A) in subparagraph (A)—

10 (i) by striking “(and parents, as ap-
11 propriate)” and inserting “(and, as appro-
12 priate, parents and out-of-school youth)”;

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

15 and

16 (iii) by striking and after the semi-
17 colon;

18 (B) in subparagraph (B)—

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

22 (ii) by striking “financial aid,” and all
23 that follows through the period at the end
24 and inserting “financial aid, job training,
25 secondary and postsecondary options (in-

1 cluding associate and baccalaureate degree
2 programs), dual or concurrent enrollment
3 programs, work-based learning opportuni-
4 ties, early college high schools, financial lit-
5 eracy, and support services, as appro-
6 priate.”; and

7 (iii) by striking the period at the end
8 and inserting “; and”; and

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

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

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

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

21 (8) by inserting after paragraph (10) (as reded-
22 icated by paragraph (2)) the following:

23 “(11) CREDIT TRANSFER AGREEMENT.—The
24 term ‘credit transfer agreement’ means a formal
25 agreement, such as an articulation agreement,

1 among and between secondary and postsecondary
2 education institutions or systems that grant students
3 transcribed postsecondary credit, which may include
4 credit granted to students in dual or concurrent en-
5 rollment programs, early college high school, dual
6 credit, articulated credit, and credit granted on the
7 basis of performance on technical or academic as-
8 sements.

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

11 “(A) at the secondary school level, a stu-
12 dent served by an eligible recipient who has
13 completed at least two courses in a single ca-
14 reer and technical education program or pro-
15 gram of study; and

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

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

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

24 “(13) CTE PARTICIPANT.—The term ‘CTE
25 participant’ means an individual who completes not

1 less than one course or earns not less than one cred-
2 it in a career and technical education program or
3 program of study of an eligible recipient.

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

6 “(15) DUAL OR CONCURRENT ENROLLMENT.—
7 The term ‘dual or concurrent enrollment’ has the
8 meaning given the term in section 8101 of the Ele-
9 mentary and Secondary Education Act of 1965.

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

14 (9) by inserting after paragraph (18) (as reded-
15 icated by paragraph (2)) the following:

16 “(19) ELIGIBLE ENTITY.—The term ‘eligible
17 entity’ means a consortium, group, or partnership
18 that includes the following:

19 “(A) Representatives of not less than two
20 of the following entities, 1 of which shall serve
21 as the fiscal agent for the consortium, group, or
22 partnership:

23 “(i) A local educational agency or a
24 consortium of such agencies.

1 “(ii) An educational service agency
2 serving secondary school students.

3 “(iii) An area career and technical
4 education school or a consortium of such
5 schools.

6 “(iv) An Indian Tribe, Tribal organi-
7 zation, or tribal educational agency.

8 “(v) An institution of higher edu-
9 cation whose most common degree awarded
10 is an associate degree, or a consortium of
11 such institutions.

12 “(vi) institution of higher education
13 whose most common degree awarded is a
14 bachelor’s or higher degree, or a consor-
15 tium of such institutions.

16 “(vii) A State educational agency.

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

23 “(C) One or more stakeholders, which may
24 include—

25 “(i) parents and students;

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

7 “(iii) representatives of Indian tribes
8 and tribal organizations, where applicable;

9 “(iv) representatives of minority serv-
10 ing institutions (as described in para-
11 graphs (1) through (7) of section 371(a) of
12 the Higher Education Act of 1965 (20
13 U.S.C. 1067q(a)), where applicable;

14 “(v) representatives of special popu-
15 lations; or

16 “(vi) other relevant community stake-
17 holders.”;

18 (10) by amending paragraph (20) (as redesign-
19 ated by paragraph (2)) to read as follows:

20 “(20) ELIGIBLE INSTITUTION.—The term ‘eli-
21 gible institution’ means—

22 “(A) a consortium of two or more of the
23 entities described in subparagraphs (B) through
24 (F);

1 “(B) a public or nonprofit private institu-
2 tion of higher education that offers and will use
3 funds provided under this title in support of ca-
4 reer and technical education courses that lead
5 to technical skill proficiency or a recognized
6 postsecondary credential, including an industry-
7 recognized credential, a certificate, or an asso-
8 ciate degree;

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

11 “(D) an area career and technical edu-
12 cation school providing education at the post-
13 secondary level;

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

17 “(F) a postsecondary educational institu-
18 tion controlled by the Bureau of Indian Edu-
19 cation or operated by or on behalf of any Indian
20 Tribe that is eligible to contract with the Sec-
21 retary of the Interior for the administration of
22 programs under the Indian Self-Determination
23 and Education Assistance Act (25 U.S.C. 5301
24 et seq.) or the Act of April 16, 1934 (25 U.S.C.
25 5342 et seq.);

1 “(G) a tribally controlled college or univer-
2 sity; or

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

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

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

10 “(22) ENGLISH LEARNER.—The term ‘English
11 learner’ means—

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

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

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

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

1 “(23) EVIDENCE-BASED.—The term ‘evidence-
2 based’ has the meaning given the term in section
3 8101(21)(A) of the Elementary and Secondary Edu-
4 cation Act of 1965.”;

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

7 “(25) HIGH SCHOOL.—The term ‘high school’
8 has the meaning given the term in section 8101 of
9 the Elementary and Secondary Education Act of
10 1965.

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

16 “(27) INDIAN; INDIAN TRIBE.—The terms ‘In-
17 dian’ and ‘Indian Tribe’ have the meanings given
18 the terms ‘Indian’ and ‘Indian tribe’, respectively, in
19 section 4 of the Indian Self-Determination and Edu-
20 cation Assistance Act (25 U.S.C. 5304).”;

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

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

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

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

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

10 (16) in paragraph (33) (as redesignated by
11 paragraph (2)), by striking “including” and insert-
12 ing “such as”;

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

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

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

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

25 “(B) an individual who—

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

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

12 “(ii) is unemployed or underemployed
13 and is experiencing difficulty in obtaining
14 or upgrading employment.

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

19 “(38) PAY FOR SUCCESS INITIATIVE.—

20 “(A) IN GENERAL.—Subject to subpara-
21 graph (B), the term ‘pay for success initiative’
22 means a performance-based grant, contract, or
23 cooperative agreement awarded by a State or
24 local public entity (such as a local educational
25 agency) to a public or private nonprofit entity—

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

9 “(ii) that includes—

10 “(I) a feasibility study on the ini-
11 tiative describing how the proposed
12 intervention is based on evidence of
13 effectiveness;

14 “(II) a rigorous, third-party eval-
15 uation that uses experimental or
16 quasi-experimental design or other re-
17 search methodologies that allow for
18 the strongest possible causal infer-
19 ences to determine whether the initia-
20 tive has met its proposed outcomes;

21 “(III) an annual, publicly avail-
22 able report on the progress of the ini-
23 tiative; and

24 “(IV) a requirement that pay-
25 ments are made to the recipient of a

1 grant, contract, or cooperative agree-
2 ment only when agreed upon outcomes
3 are achieved, except that the entity
4 may make payments to the third
5 party conducting the evaluation de-
6 scribed in subclause (II).

7 “(B) EXCLUSION.—The term ‘pay for suc-
8 cess initiative’ does not include any initiative
9 that—

10 “(i) reduces the special education or
11 related services that a student would other-
12 wise receive under the Individuals with
13 Disabilities Education Act; or

14 “(ii) otherwise reduces the rights of a
15 student or the obligations of an entity
16 under the Individuals with Disabilities
17 Education Act, the Rehabilitation Act of
18 1973 (29 U.S.C. 701 et seq.), the Ameri-
19 cans with Disabilities Act of 1990 (42
20 U.S.C. 12101 et seq.), or any other law.”.

21 (18) in paragraph (39)(C) (as redesignated by
22 paragraph (2)), by striking “apprenticeship” and in-
23 serting “other skilled training”;

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

1 “(40) PROFESSIONAL DEVELOPMENT.—The
2 term ‘professional development’ has the meaning
3 given the term in section 8101 of the Elementary
4 and Secondary Education Act of 1965.

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

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

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

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

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

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

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

3 “(42) QUALIFIED INTERMEDIARY.—The term
4 ‘qualified intermediary’ means a non-profit entity,
5 which may be part of an industry or sector partner-
6 ship, that demonstrates expertise to build, connect,
7 sustain, and measure partnerships with entities such
8 as employers, schools, community-based organiza-
9 tions, postsecondary institutions, social service orga-
10 nizations, economic development organizations, In-
11 dian tribes or Tribal organizations, and workforce
12 systems to broker services, resources, and supports
13 to youth and the organizations and systems that are
14 designed to serve youth, including—

15 “(A) connecting employers to classrooms;

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

19 “(C) delivering professional development;

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

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

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 As-
7 sistance Act (42 U.S.C. 11434a);

8 “(H) youth who are in, or have aged out
9 of, 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
13 101(a)(4) of title 10, United States Code);
14 and

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

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

22 (23) in paragraph (52) (as redesignated by
23 paragraph (2))—

1 (A) in subparagraph (A), by striking “In-
2 dian tribe or Indian tribes” and inserting “In-
3 dian Tribe or Indian Tribes”; and

4 (B) in subparagraph (D)—

5 (i) by striking “tribal” and inserting
6 “Tribal”; and

7 (ii) by inserting “or tribal lands”
8 after “reservations”; and

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

10 “(53) TRIBAL ORGANIZATION.—The term ‘trib-
11 al organization’ has the meaning given the term
12 ‘Tribal organization’ in section 4 of the Indian Self-
13 Determination and Education Assistance Act (25
14 U.S.C. 5304).

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

19 “(55) WORK-BASED LEARNING.—The term
20 ‘work-based learning’ means sustained interactions
21 with industry or community professionals in real
22 workplace settings, to the extent practicable, or sim-
23 ulated environments at an educational institution
24 that foster in-depth, first-hand engagement with the

1 tasks required of a given career field, that are
2 aligned to curriculum and instruction.”.

3 **SEC. 8. TRANSITION PROVISIONS.**

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

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

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

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

13 **SEC. 9. PROHIBITIONS.**

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

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

19 “(1) to condition or incentivize the receipt of
20 any grant, contract, or cooperative agreement, or the
21 receipt of any priority or preference under such
22 grant, contract, or cooperative agreement, upon a
23 State, local educational agency, eligible agency, eligi-
24 ble recipient, eligible entity, or school’s adoption or
25 implementation of specific instructional content, aca-

1 demic standards and assessments, curricula, or pro-
2 gram of instruction (including any condition, pri-
3 ority, or preference to adopt the Common Core State
4 Standards developed under the Common Core State
5 Standards Initiative, any other academic standards
6 common to a significant number of States, or any
7 assessment, instructional content, or curriculum
8 aligned to such standards);

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

21 “(3) except as required under sections 112(b),
22 211(b), and 223—

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

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

4 (2) by amending subsection (d) to read as fol-
5 lows:

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

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

13 “(e) CONGRESSIONAL NOTICE AND COMMENT.—

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

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

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

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

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

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

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

15 “(2) COMMENT PERIOD FOR CONGRESS.—The
16 Secretary shall—

17 “(A) before issuing any notice of proposed
18 rulemaking under this subsection, provide Con-
19 gress with a comment period of 15 business
20 days to make comments on the proposed regula-
21 tion, beginning on the date that the Secretary
22 provides the notice of intent to the appropriate
23 committees of Congress under paragraph (1);
24 and

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

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

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

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

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

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

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

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

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

- 1 “(1) \$1,229,568,538 for fiscal year 2019;
2 “(2) \$1,246,782,498 for fiscal year 2020;
3 “(3) \$1,264,237,452 for fiscal year 2021;
4 “(4) \$1,281,936,777 for fiscal year 2022;
5 “(5) \$1,299,883,892 for fiscal year 2023; and
6 “(6) \$1,318,082,266 for fiscal year 2024.”.

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

10 **PART A—ALLOTMENT AND ALLOCATION**

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

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

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

15 “(a) RESERVATIONS AND STATE ALLOTMENT.—

16 “(1) RESERVATIONS.—From the amount appro-
17 priated under section 9 for each fiscal year, the Sec-
18 retary shall reserve—

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

20 and

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

22 of which—

23 “(i) 1.25 percent of the sum shall be

24 available to carry out section 116(b); and

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

3 “(2) FOUNDATIONAL GRANT.—

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

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

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

22 “(A) an amount that bears the same ratio
23 to 50 percent of the sum being allotted as the
24 product of the population aged 15 to 19, inclu-
25 sive, in the State in the fiscal year preceding

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

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

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

21 “(D) an amount that bears the same ratio
22 to 15 percent of the sum being allotted as the
23 amounts allotted to the State under subpara-
24 graphs (A), (B), and (C) for such years bears
25 to the sum of the amounts allotted to all the

1 States under subparagraphs (A), (B), and (C)
2 for such year.

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

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

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

19 “(i) 1/2 of 1 percent of the additional
20 funds available for such fiscal year; and

21 “(ii) the product of—

22 “(I) 1/3 of the additional funds;
23 multiplied by

24 “(II) the quotient of—

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

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

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

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

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

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

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

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

21 “(c) ALLOTMENT RATIO.—

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

24 “(A) 0.50; and

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

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

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

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

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

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

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

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

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

12 (1) in subsection (a)—

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

15 (B) in paragraph (2)—

16 (i) in subparagraph (A)—

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

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

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

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

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

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

8 or

9 “(ii) \$50,000; and”;

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

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

16 “(A) rural areas;

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

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

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

24 **SEC. 112. ACCOUNTABILITY.**

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

1 (1) in subsection (b)—

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

4 (B) in paragraph (1)—

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

8 (ii) by striking subparagraph (B) and
9 redesignating subparagraph (C) as sub-
10 paragraph (B);

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

13 (iv) in subparagraph (B), as so redesi-
14 gnated—

15 (I) by striking “a State adjusted
16 level of performance” and inserting “a
17 State determined level of perform-
18 ance”; and

19 (II) by striking “, and State lev-
20 els of performance described in para-
21 graph (3)(B) for each additional indi-
22 cator of performance”; and

23 (C) by striking paragraph (2) and insert-
24 ing the following:

25 “(2) INDICATORS OF PERFORMANCE.—

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

8 “(i) The percentage of CTE con-
9 centrators who graduate high school, as
10 measured by—

11 “(I) the four-year adjusted co-
12 hort graduation rate (defined in sec-
13 tion 8101 of the Elementary and Sec-
14 ondary Education Act of 1965); and

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

19 “(ii) CTE concentrator attainment of
20 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, and meas-
24 ured by the academic assessments de-
25 scribed in section 1111(b)(2) of such Act.

1 “(iii) The percentage of CTE con-
2 centrators who, in the second quarter fol-
3 lowing the program year after exiting from
4 secondary education, are in postsecondary
5 education or advanced training.

6 “(iv) The percentage of CTE con-
7 centrators who, in the second quarter fol-
8 lowing the program year after exiting from
9 secondary education, are in military service
10 or a service program that receives assist-
11 ance under title I of the National and
12 Community Service Act of 1990 (42
13 U.S.C. 12511 et seq.), are volunteers as
14 described in section 5(a) of the Peace
15 Corps Act (22 U.S.C. 2504(a)), or are em-
16 ployed (including those who are employed
17 in high-skill, high-wage, or in-demand sec-
18 tors or occupations).

19 “(v) Indicators of career and technical
20 education program quality that shall in-
21 clude not less than one of the following:

22 “(I) The percentage of CTE con-
23 centrators, as defined in section
24 3(12)(A), graduating from high school

1 having attained a recognized postsec-
2 ondary credential.

3 “(II) The percentage of CTE
4 concentrators, as defined in section
5 3(12)(A), graduating from high school
6 having attained postsecondary credits
7 in the relevant career and technical
8 educational program or program of
9 study earned through dual and con-
10 current enrollment or another credit
11 transfer agreement.

12 “(III) The percentage of CTE
13 concentrators, as defined in section
14 3(12)(A), graduating from high school
15 having participated in work-based
16 learning.

17 “(IV) Any other measure of stu-
18 dent success in career and technical
19 education that is statewide, valid, and
20 reliable, and comparable across the
21 State.

22 “(vi) The percentage of CTE con-
23 centrators, as defined in section 3(12)(A),
24 in career and technical education programs

1 and programs of study that lead to non-
2 traditional fields.

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

11 “(i) The percentage of CTE con-
12 centrators who, during the second quarter
13 after program completion, remain enrolled
14 in postsecondary education (disaggregated
15 by postsecondary award level, including
16 certificate, associate, or baccalaureate de-
17 gree), or in advanced training.

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

1 Corps Act (22 U.S.C. 2504(a)), or have
2 placement or retention in employment (in-
3 cluding those individuals who are employed
4 in a high-skill, high-wage, or in-demand
5 sector or occupation).

6 “(iii) The percentage of CTE con-
7 centrators who receive a recognized post-
8 secondary credential during participation
9 in or within 1 year of program completion.

10 “(iv) The percentage of CTE con-
11 centrators in career and technical edu-
12 cation programs and programs of study
13 that lead to non-traditional fields.

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

23 (D) in paragraph (3)—

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

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

4 “(i) IN GENERAL.—

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

20 “(II) TECHNICAL ASSISTANCE.—

21 The Secretary may assist an eligible
22 agency in establishing the State deter-
23 mined levels of performance under
24 this subparagraph only at the request
25 of that eligible agency.

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

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

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

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

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

“(dd) take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;

“(ee) when adjusted under clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and

“(ff) take into account the extent to which the State determined levels of performance advance the eligible agency’s goals, as set forth in the State plan.

1 “(ii) ALLOWABLE ADJUSTMENT OF
2 STATE DETERMINED LEVELS OF PERFORM-
3 ANCE FOR SUBSEQUENT YEARS.—Prior to
4 the third program year covered by the
5 State plan, each eligible agency may revise
6 the State determined levels of performance
7 for any of the core indicators of perform-
8 ance for the subsequent program years
9 covered by the State plan, and submit the
10 revised State determined levels of perform-
11 ance to the Secretary in a manner con-
12 sistent with the requirements described in
13 subclause (III) of clause (i) and the proce-
14 dure described in section 122(f). If the eli-
15 gible agency adjusts any levels of perform-
16 ance, the eligible agency shall adjust those
17 levels in accordance with clause (i), and
18 address written comments of stakeholders
19 as described in subparagraph (B). The
20 State determined adjusted levels of per-
21 formance identified under this clause shall
22 be considered to be the State determined
23 levels of performance for the State for
24 such years and shall be incorporated into
25 the State plan.

1 “(iii) UNANTICIPATED CIR-
2 CUMSTANCES.—If unanticipated cir-
3 cumstances arise in a State or changes
4 occur related to improvements in data or
5 measurement approaches, the eligible agen-
6 cy, at the end of the program year, may
7 revise the State determined levels of per-
8 formance required under this subpara-
9 graph. Any such revision shall be carried
10 out in the manner described in clause (ii).
11 After public comment, as described in sub-
12 paragraph (B), the eligible agency shall
13 submit such revised levels of performance
14 with evidence supporting the revision in a
15 manner consistent with the procedure de-
16 scribed in section 122(f).”;

17 (ii) by striking subparagraph (B) and
18 inserting the following:

19 “(B) PUBLIC COMMENT.—

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

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

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

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

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

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

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

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

5 “(C) STATE REPORT.—

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

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

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

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

1 that receives an allotment under section
2 111 shall—

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

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

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

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

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

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

17 “(iv) INFORMATION DISSEMINA-
18 TION.—The Secretary shall—

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

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

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

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

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

14 “(ii) through a variety of means, in-
15 cluding by electronic means; and

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

19 “(E) RULES FOR REPORTING DATA.—The
20 disaggregation of data under this paragraph
21 shall not be required when the number of stu-
22 dents in a category is insufficient to yield sta-
23 tistically reliable information or when the re-
24 sults would reveal personally identifiable infor-
25 mation about an individual student.”; and

- 1 (E) in paragraph (4)—
- 2 (i) in subparagraph (A)—
- 3 (I) in the subparagraph heading,
- 4 by striking “ADJUSTED”;
- 5 (II) by striking clauses (iii) and
- 6 (v), and redesignating clauses (iv) and
- 7 (vi) as clauses (iii) and (v), respec-
- 8 tively;
- 9 (III) in clause (i)—
- 10 (aa) in the matter preceding
- 11 subclause (I)—
- 12 (AA) by striking “State
- 13 adjusted levels of perform-
- 14 ance” and inserting “State
- 15 determined levels of per-
- 16 formance for each year of
- 17 the plan”; and
- 18 (BB) by striking “local
- 19 adjusted levels” and insert-
- 20 ing “local levels” each place
- 21 the term appears;
- 22 (bb) in subclause (I)—
- 23 (AA) by striking “con-
- 24 sistent with the State levels
- 25 of performance established

1 under paragraph (3), so as”
2 and inserting “consistent
3 with the form expressed in
4 the State determined levels,
5 so as”; and
6 (BB) by striking “and”
7 after the semicolon; and
8 (cc) in subclause (II), by
9 striking “continually make
10 progress toward improving the
11 performance of career and tech-
12 nical education students.” and
13 inserting “continually make
14 meaningful progress toward im-
15 proving the performance of all
16 CTE concentrators, including
17 subgroups of students described
18 in section 1111(h)(1)(C)(ii) of
19 the Elementary and Secondary
20 Education Act of 1965 and spe-
21 cial populations, as described in
22 section 3(48);”; and
23 (dd) by adding at the end
24 the following:

1 “(III) when adjusted as described
2 in clause (iii), be higher than the av-
3 erage actual performance levels of the
4 previous 2 program years, except in a
5 case in which unanticipated cir-
6 cumstances arise with respect to the
7 eligible recipient and that eligible re-
8 cipient meets the requirements for re-
9 visions under clause (iv);

10 “(IV) take into account how the
11 local levels of performance compare
12 with the local levels of performance
13 established for other eligible recipi-
14 ents, considering factors including the
15 characteristics of actual (as opposed
16 to anticipated) CTE concentrators at
17 the time those CTE concentrators en-
18 tered the program, and the services or
19 instruction to be provided; and

20 “(V) set the local levels of per-
21 formance using valid and reliable data
22 that measures—

23 “(aa) the differences within
24 the State in actual economic con-
25 ditions (including differences in

1 unemployment rates and job
2 losses or gains in particular in-
3 dustries); and

4 “(bb) the abilities of the
5 State and the eligible recipient to
6 collect and access valid, reliable,
7 and cost-effective data.”;

8 (IV) in clause (ii), by striking
9 “the first 2” and inserting “each of
10 the”;

11 (V) in clause (iii), as redesign-
12 nated by subclause (II)—

13 (aa) by striking the clause
14 heading and inserting “ALLOW-
15 ABLE ADJUSTMENTS OF LOCAL
16 LEVELS OF PERFORMANCE FOR
17 SUBSEQUENT YEARS—”;

18 (bb) by striking “third and
19 fifth program years” and insert-
20 ing “third program year”;

21 (cc) by striking “the eligible
22 agency and each eligible recipient
23 shall reach agreement on the
24 local adjusted levels of perform-
25 ance for each of the core indica-

1 tors of performance for the cor-
2 responding subsequent program
3 years covered by the local plan,
4 taking into account the factors
5 described in clause (v)” and in-
6 serting “the eligible recipient
7 may, if the eligible recipient
8 reaches an agreement with the el-
9 igible agency, adjust the local lev-
10 els of performance for any of the
11 core indicators of performance
12 for the subsequent program years
13 covered by the local plan, in ac-
14 cordance with that agreement
15 and with this subparagraph;”
16 and

17 (dd) by striking “considered
18 to be the local adjusted levels of
19 performance” and inserting “con-
20 sidered to be the local levels of
21 performance”; and

22 (VI) in clause (v), as redesign-
23 ated by subclause (II), by striking
24 “If unanticipated circumstances arise
25 with respect to an eligible recipient re-

1 sulting in a significant change in the
2 factors described in clause (v), the eli-
3 gible recipient may request that the
4 local adjusted levels of performance
5 agreed to under clause (iii) or (iv) be
6 revised.” and inserting “If unantici-
7 pated circumstances arise, or changes
8 occur related to improvements in data
9 or measurement approaches, the eligi-
10 ble recipient may request that the
11 local levels of performance agreed to
12 under clauses (i) and (iii) be revised.”;
13 (ii) by striking subparagraph (B) and
14 redesignating subparagraph (C) as sub-
15 paragraph (B); and
16 (iii) in subparagraph (B), as redesign-
17 ated by clause (ii)—
18 (I) by redesignating clause (v) as
19 clause (vi);
20 (II) in clause (i), by striking “the
21 data described in clause (ii)(I), re-
22 garding the progress of such recipient
23 in achieving the local adjusted levels
24 of performance” and inserting “the
25 data on the performance levels de-

1 scribed in clause (ii), including the
2 progress of such recipient in achieving
3 the local levels of performance”;

4 (III) in clause (ii)—

5 (aa) in subclause (I)—

6 (AA) by striking “sec-
7 tion 1111(h)(1)(C)(i)” and
8 inserting “section
9 1111(h)(1)(C)(ii)”;

10 (BB) by striking “sec-
11 tion 3(29)” and inserting
12 “section 3(48)”;

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

15 (bb) in subclause (II)—

16 (AA) by inserting “, as
17 described in paragraph
18 3(C)(ii)(II)” after “gaps in
19 performance”; and

20 (BB) by inserting “as
21 described in subclause (I)
22 (including special popu-
23 lations)” after “category of
24 students”; and

1 (CC) by striking the pe-
2 riod at the end and inserting
3 “; and”; and

4 (DD) by adding at the
5 end the following:

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

15 (IV) in clause (iii), by striking
16 “subsection (c)(3)” and inserting
17 “paragraph (3)(C)(iii)”;

18 (V) in clause (iv), by striking
19 “clause (ii)” and inserting “this para-
20 graph”;

21 (VI) by inserting after clause (iv)
22 the following:

23 “(v) ACTUAL LEVELS OF PERFORM-
24 ANCE.—At the end of each program year,
25 the eligible recipient shall determine actual

1 levels of performance on each of the core
2 indicators of performance of all career and
3 technical education students and for each
4 of the subgroups of students described in
5 section 111(h)(1)(C)(ii) of the Elementary
6 and Secondary Education Act of 1965 and
7 special populations as described in section
8 3(48).”; and

9 (VII) by amending clause (vi), as
10 redesignated by subclause (I), to read
11 as follows:

12 “(vi) AVAILABILITY.—The report de-
13 scribed in clause (i) and the levels of per-
14 formance described in clause (v) shall be
15 made available by the eligible recipient
16 through a variety of formats, including
17 electronically through the internet to stu-
18 dents, parents, educators, and the public,
19 and the information contained in such re-
20 port shall be in a format that is under-
21 standable and uniform, and to the extent
22 practicable, provided in a language that
23 students, parents, and educators can un-
24 derstand.”; and

25 (2) by striking subsection (c).

1 **SEC. 113. NATIONAL ACTIVITIES.**

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

3 (1) in subsection (a)(1)—

4 (A) by striking “The Secretary shall” the
5 first place it appears and inserting “The Sec-
6 retary shall, in consultation with the Director,”;

7 and

8 (B) by inserting “from eligible agencies
9 under section 113(b)(3)(C)” after “pursuant to
10 this title”;

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

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

21 (3) in subsection (c)—

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

24 (B) in paragraph (2)—

1 (i) in subparagraph (B), by inserting
2 “, acting through the Director,” after “de-
3 scribe how the Secretary”; and

4 (ii) in subparagraph (C), by inserting
5 “, in consultation with the Director,” after
6 “Secretary”;

7 (4) in subsection (d)—

8 (A) in paragraph (1)—

9 (i) in subparagraph (A)—

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

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

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

18 (ii) in subparagraph (B)—

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

21 (II) in clause (vi)—

22 (aa) by inserting “qualified”
23 before “intermediaries”; and

24 (bb) by striking the period
25 at the end and inserting “, which

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

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

11 (IV) by inserting “to institutions
12 of higher education or a consortia of
13 one or more institutions of higher
14 education and one or more private
15 nonprofit organizations or agencies”;
16 and

17 (V) by adding at the end the fol-
18 lowing: “Whenever possible, data used
19 for the evaluation for a fiscal year
20 shall be data from the most recent fis-
21 cal year for which such data are avail-
22 able, and from the 5-year period pre-
23 ceding that fiscal year.”; and

24 (iii) by amending subparagraph (B) to
25 read as follows:

1 “(B) CONTENTS.—The evaluation required
2 under subparagraph (A) shall include descrip-
3 tions and evaluations of—

4 “(i) the extent and success of the inte-
5 gration of challenging State academic
6 standards adopted under section
7 1111(b)(1) of the Elementary and Sec-
8 ondary Education Act of 1965 and career
9 and technical education for students par-
10 ticipating in career and technical education
11 programs, including a review of the effect
12 of such integration on the academic and
13 technical proficiency achievement of such
14 students, including—

15 “(I) the number of such students
16 that receive a regular high school di-
17 ploma, as such term is defined under
18 section 8101 of the Elementary and
19 Secondary Education Act of 1965 or
20 a State-defined alternative diploma
21 described in section
22 8101(25)(A)(ii)(I)(bb) of such Act;

23 “(II) the number of such stu-
24 dents that are high school students

1 that receive a recognized postsec-
2 ondary credential; and

3 “(III) the number of such stu-
4 dents that are high school students
5 that earn credit toward a recognized
6 postsecondary credential;

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

16 “(iii) employer involvement in, benefit
17 from, and satisfaction with, career and
18 technical education programs and pro-
19 grams of study and career and technical
20 education students’ preparation for em-
21 ployment;

22 “(iv) efforts to expand access to ca-
23 reer and technical education programs of
24 study for all students;

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

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

21 “(vii) the extent to which career and
22 technical education programs supported by
23 this Act are grounded on evidence-based
24 research;

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

6 “(I) the use of the comprehensive
7 needs assessment under section
8 134(b);

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

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

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

23 “(x) changes in student enrollment
24 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
15 Strengthening Career and Technical
16 Education for the 21st Century Act,
17 an interim report regarding the eval-
18 uation and summary of research ac-
19 tivities carried out under this section
20 that builds on studies and analyses
21 existing as of such date of enactment;

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

1 final report summarizing the studies
2 and analyses that relate to the evalua-
3 tion and summary of research activi-
4 ties carried out under this section;
5 and

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

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

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

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

8 (D) by striking paragraphs (4), and (5)
9 and 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 Com-
14 missioner for Education Research, and the
15 States, and with input from the independent
16 advisory panel established under subsection
17 (d)(1)(A), shall award grants, on a competitive
18 basis, to institutions of higher education, or to
19 consortia of one or more institutions of higher
20 education and one or more private nonprofit or-
21 ganizations or agencies, to carry out one or
22 more of the activities described in subparagraph
23 (C).

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

1 paragraph shall use grant funds to carry out
2 one or more of the following activities:

3 “(i) Evidence-based research and eval-
4 uation for the purpose of developing, im-
5 proving, and identifying the most success-
6 ful methods for—

7 “(I) eliminating inequities in ac-
8 cess to, and in opportunities for,
9 learning, skill development, or effec-
10 tive teaching in career and technical
11 education programs; and

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

18 “(ii) Research on, and evaluation of,
19 the impact of changes made by the
20 Strengthening Career and Technical Edu-
21 cation for the 21st Century Act, including
22 State-by-State comparisons, where appro-
23 priate, of—

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

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

3 “(III) how States have imple-
4 mented provisions of the Act, includ-
5 ing both fiscal and programmatic ele-
6 ments;

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

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

17 “(iii) Research and analyses that pro-
18 vide longitudinal information with respect
19 to career and technical education programs
20 and programs of study and student
21 achievement.

22 “(iv) To carry out, evaluate, or re-
23 search innovative methods that support
24 high-quality implementation of career and
25 technical education programs and pro-

1 grams of study and student achievement
2 related to career and technical education,
3 including—

4 “**(I)** creating or expanding dual
5 or concurrent enrollment activities
6 and early college high schools;

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

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

21 “**(IV)** initiatives to facilitate the
22 transition of sub-baccalaureate career
23 and technical education students into
24 baccalaureate degree programs, in-

1 cluding barriers affecting rural stu-
2 dents and special populations.

3 “(C) REPORT.—Each institution or consor-
4 tium receiving a grant under this paragraph
5 shall annually prepare a report containing in-
6 formation about the key research findings of
7 such entity under this paragraph and shall sub-
8 mit copies of the report to the Secretary, the
9 Director, the relevant committees of Congress,
10 the Library of Congress, and each eligible agen-
11 cy.

12 “(D) DISSEMINATION.—Each institution
13 or consortium receiving a grant under this
14 paragraph shall conduct dissemination and
15 training activities based on the research carried
16 out under this paragraph on a timely basis, in-
17 cluding through dissemination networks and, as
18 appropriate and relevant, technical assistance
19 providers within the Department.

20 “(5) INNOVATION AND MODERNIZATION.—

21 “(A) GRANT PROGRAM.—To identify, sup-
22 port, and rigorously evaluate evidence-based
23 and innovative strategies and activities to im-
24 prove and modernize career and technical edu-
25 cation and align workforce skills with labor

1 market needs as part of the State plan under
2 section 122 and local plan under section 134
3 and the requirements of this subsection, the
4 Secretary may use not more than 20 percent of
5 the amounts appropriated under subsection (e)
6 to award grants to eligible entities, eligible in-
7 stitutions, or eligible recipients to carry out the
8 activities described in subparagraph (G).

9 “(B) NON-FEDERAL MATCH.—

10 “(i) MATCHING FUNDS REQUIRED.—

11 Except as provided under clause (ii), to re-
12 ceive a grant under this paragraph, an eli-
13 gible entity, eligible institution, or eligible
14 recipient shall, through cash or in-kind
15 contributions, provide matching funds from
16 Non-Federal sources in an amount equal
17 to not less than 50 percent of the funds
18 provided under such grant.

19 “(ii) EXCEPTION.—The Secretary
20 may waive the matching fund requirement
21 under clause (i) if the eligible entity, eligi-
22 ble institution, or eligible recipient dem-
23 onstrates exceptional circumstances.

24 “(C) APPLICATION.—To receive a grant
25 under this paragraph, an eligible entity, eligible

1 institution, or eligible recipient shall submit an
2 application to the Secretary at such a time, in
3 such manner, and containing such information
4 as the Secretary may require, including, at a
5 minimum—

6 “(i) an identification and designation
7 of the agency, institution, or school respon-
8 sible for the administration and super-
9 vision of the program assisted under this
10 paragraph;

11 “(ii) a description of the budget for
12 the project, the source and amount of the
13 matching funds required under subpara-
14 graph (B)(i), and how the applicant will
15 continue the project after the grant period
16 ends, if applicable;

17 “(iii) a description of how the appli-
18 cant will use the grant funds, including
19 how such funds will directly benefit stu-
20 dents, including special populations, served
21 by the applicant;

22 “(iv) a description of how the pro-
23 gram assisted under this paragraph will be
24 coordinated with the activities carried out
25 under section 124 or 135;

1 “(v) a description of how the career
2 and technical education programs or pro-
3 grams of study to be implemented with
4 grant funds reflect the needs of regional,
5 State, or local employers, as demonstrated
6 by the comprehensive needs assessment
7 under section 134(c);

8 “(vi) a description of how the pro-
9 gram assisted under this paragraph will be
10 evaluated and how that evaluation may in-
11 form the report described in paragraph
12 (2)(C); and

13 “(vii) an assurance that the applicant
14 will—

15 “(I) provide information to the
16 Secretary, as requested, for evalua-
17 tions that the Secretary may carry
18 out; and

19 “(II) make data available to
20 third parties for validation, in accord-
21 ance with applicable data privacy
22 laws, including section 444 of the
23 General Education Provisions Act (20
24 U.S.C. 1232g, commonly known as

1 the ‘Family Educational Rights and
2 Privacy Act of 1974’).

3 “(D) PRIORITY.—In awarding grants
4 under this paragraph, the Secretary shall give
5 priority to applications from eligible entities, el-
6 igible institutions, or eligible recipients that will
7 predominantly serve students from low-income
8 families.

9 “(E) GEOGRAPHIC DIVERSITY.—

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

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

22 “(II) an institution of higher
23 education primarily serving the one or
24 more areas served by such a local edu-
25 cational agency;

1 “(III) a consortium of such local
2 educational agencies or such institu-
3 tions of higher education;

4 “(IV) a partnership between—
5 “(aa) an educational service
6 agency or a nonprofit organiza-
7 tion; and

8 “(bb) such a local edu-
9 cational agency or such an insti-
10 tution of higher education; or

11 “(V) a partnership between—
12 “(aa) a grant recipient de-
13 scribed in subclause (I) or (II);
14 and

15 “(bb) a State educational
16 agency.

17 “(ii) EXCEPTION.—Notwithstanding
18 clause (i), the Secretary shall reduce the
19 amount of funds made available under
20 such clause if the Secretary does not re-
21 ceive a sufficient number of applications of
22 sufficient quality.

23 “(F) DURATION.—

1 labor market needs in new or emerging
2 fields, working with industry to upgrade
3 equipment, technology, and related cur-
4 riculum used in CTE programs that—

5 “(I) is needed for the develop-
6 ment, expansion, and implementation
7 of State-approved CTE programs of
8 study; and

9 “(II) includes the development or
10 acquisition of instructional materials
11 associated with the equipment and
12 technology purchased by an eligible
13 entity, eligible institution, or eligible
14 recipient through the grant.

15 “(ii) Improving career and technical
16 education outcomes of students served by
17 eligible entities, eligible institutions, or eli-
18 gible recipients through activities such
19 as—

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

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

3 “(II) increasing the effective use
4 of technology within career and tech-
5 nical education programs and pro-
6 grams of study;

7 “(III) supporting new models for
8 integrating academic content at the
9 secondary and postsecondary level in
10 career and technical education; or

11 “(IV) integrating science, tech-
12 nology, engineering, and mathematics
13 fields, including computer science edu-
14 cation, with career and technical edu-
15 cation.

16 “(iii) Improving the transition of stu-
17 dents—

18 “(I) from secondary education to
19 postsecondary education or employ-
20 ment through programs, activities, or
21 services that may include the creation,
22 development, or expansion of dual or
23 concurrent enrollment, articulation
24 agreements, credit transfer agree-

1 ments, and competency based edu-
2 cation; or

3 “(II) from the completion of one
4 postsecondary program to another
5 postsecondary program that awards a
6 recognized postsecondary credential.

7 “(iv) Supporting the development and
8 enhancement of innovative delivery models
9 for career and technical education.

10 “(v) Working with industry to design
11 and implement courses or programs of
12 study aligned to labor market needs in new
13 or emerging fields.

14 “(vi) Supporting innovative ap-
15 proaches to career and technical education
16 by redesigning the high school experience
17 for students, which may include evidence-
18 based transitional support strategies for
19 students who have not met postsecondary
20 education eligibility requirements.

21 “(vii) Creating or expanding recruit-
22 ment, retention, or professional develop-
23 ment activities for career and technical
24 education teachers, faculty, school leaders,
25 administrators, specialized instructional

1 support personnel, career guidance and
2 academic counselors, and paraprofes-
3 sionals, which may include—

4 “(I) resources and training to
5 improve instruction for, and provide
6 appropriate accommodations to, spe-
7 cial populations;

8 “(II) externships or site visits
9 with business and industry;

10 “(III) the integration of coherent
11 and rigorous academic content stand-
12 ards and career and technical edu-
13 cation curricula, including through op-
14 portunities for appropriate academic
15 and career and technical education
16 teachers to jointly develop and imple-
17 ment curricula and pedagogical strate-
18 gies;

19 “(IV) mentoring by experienced
20 teachers;

21 “(V) resources or assistance with
22 meeting State teacher licensure and
23 credential requirements; or

24 “(VI) training for career guid-
25 ance and academic counselors at the

1 secondary level to improve awareness
2 of postsecondary education and post-
3 secondary career options, and improve
4 the ability of such counselors to com-
5 municate to students the career op-
6 portunities and employment trends.

7 “(viii) Improving CTE concentrator
8 employment outcomes in non-traditional
9 fields.

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

17 “(x) Providing integrated student sup-
18 port that addresses the comprehensive
19 needs of students, such as incorporating
20 accelerated and differentiated learning op-
21 portunities supported by evidence-based
22 strategies for special populations.

23 “(xi) Establishing an online portal for
24 career and technical education students,
25 including special populations, preparing for

1 postsecondary career and technical edu-
2 cation, which may include opportunities for
3 mentoring, gaining financial literacy skills,
4 and identifying career opportunities and
5 interests, and a platform to establish on-
6 line savings accounts to be used exclusively
7 for postsecondary CTE programs and pro-
8 grams of study.

9 “(H) EVALUATION.—Each eligible entity,
10 eligible institution, or eligible recipient receiving
11 a grant under this paragraph shall provide for
12 an independent evaluation of the activities car-
13 ried out using such grant and submit to the
14 Secretary an annual report that includes—

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

17 “(ii) the performance of the eligible
18 entity, eligible institution, or eligible recipi-
19 ent with respect to, at a minimum, the
20 performance indicators described under
21 section 113, as applicable, and
22 disaggregated by—

23 “(I) subgroups of students de-
24 scribed in section 1111(c)(2)(B) of

1 the Elementary and Secondary Edu-
2 cation Act of 1965;

3 “(II) special populations; and

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

7 “(iii) a quantitative analysis of the ef-
8 fectiveness of the project carried out under
9 this paragraph.”; and

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

12 “(e) AUTHORIZATION OF APPROPRIATIONS.—There
13 are authorized to be appropriated to carry out this sec-
14 tion—

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 sub-
3 section (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 TRIB-
8 AL 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
9 of the Interior for Indian Affairs” and in-
10 serting “Director of the Bureau of Indian
11 Education”;

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
2 following:

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
6 remedial education services that are designed to en-
7 able students to achieve success in career and tech-
8 nical 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”
12 and 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
21 U.S.C. 640a et seq.)” and inserting “(Public Law
22 92-189; 85 Stat. 646)”;

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

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

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

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

17 “(1) \$9,762,539 for fiscal year 2019;

18 “(2) \$9,899,215 for fiscal year 2020;

19 “(3) \$10,037,804 for fiscal year 2021;

20 “(4) \$10,178,333 for fiscal year 2022;

21 “(5) \$10,320,829 for fiscal year 2023; and

22 “(6) \$10,465,321 for fiscal year 2024.”.

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

25 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 busi-
10 nesses), labor organizations, eligible recipients, local pro-
11 gram administrators, State and local officials, parents,
12 students, and community organizations;”.

13 **SEC. 122. STATE PLAN.**

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

15 (1) in subsection (a)—

16 (A) in paragraph (1)—

17 (i) by striking “a State plan for a 6-
18 year period,” and inserting “every 4 years
19 a State plan for a 4-year period, consistent
20 with subsection (b),”; and

21 (ii) by striking “Carl D. Perkins Ca-
22 reer and Technical Education Improve-
23 ment Act of 2006” and inserting
24 “Strengthening Career and Technical Edu-
25 cation for the 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 in-
7 structional support personnel, paraprofes-
8 sionals, school leaders, authorized public char-
9 tering agencies, and charter school leaders, con-
10 sistent with State law, employers, labor organi-
11 zations, parents, students, Indian Tribes and
12 Tribal organizations that may be present in the
13 State, and 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,
18 by electronic means and in an easily accessible for-
19 mat, prior to submission to the Secretary for ap-
20 proval under this subsection. In the plan the eligible
21 agency files under this subsection, the eligible agen-
22 cy shall provide an assurance that public comments
23 were taken into account in the development of the
24 State plan.

1 “(5) SUBMISSION OF SUBSEQUENT PLANS.—
2 Any State plan submitted by an eligible agency after
3 the first 4-year State plan is submitted under this
4 section shall be submitted not later than 120 days
5 prior to the end of the 4-year period covered by the
6 preceding State plan.”; and

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

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

10 “(1) COMBINED PLAN.—The eligible agency
11 may submit a combined plan that meets the require-
12 ments of this section and the requirements of section
13 103 of the Workforce Innovation and Opportunity
14 Act (29 U.S.C. 3113).

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

19 “(c) PLAN DEVELOPMENT.—

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

21 “(A) develop the State plan in consultation
22 with—

23 “(i) representatives of secondary and
24 postsecondary career and technical edu-
25 cation programs, including eligible recipi-

1 ents and representatives of 2-year Minor-
2 ity-Serving Institutions and Historically
3 Black Colleges and Universities and trib-
4 ally controlled colleges or universities in
5 States where such institutions are in exist-
6 ence, and charter school representatives in
7 States where such schools are in existence,
8 which shall include teachers, faculty, school
9 leaders, specialized instructional support
10 personnel (including career and academic
11 guidance counselors), and paraprofes-
12 sionals;

13 “(ii) interested community representa-
14 tives, including parents, students, and
15 community organizations;

16 “(iii) representatives of the State
17 workforce development board established
18 under section 101 of the Workforce Inno-
19 vation and Opportunity Act (29 U.S.C.
20 3111) (referred to in this section as the
21 ‘State board’);

22 “(iv) members and representatives of
23 special populations;

24 “(v) representatives of business and
25 industry (including representatives of small

1 business), which shall include representa-
2 tives of industry and sector partnerships in
3 the State, as appropriate, and representa-
4 tives of labor organizations in the State;

5 “(vi) representatives of agencies serv-
6 ing out-of-school youth, homeless children
7 and youth, and at-risk youth, including the
8 State Coordinator for Education of Home-
9 less Children and Youths established or
10 designated under section 722(d)(3) of the
11 McKinney-Vento Homeless Assistance Act
12 (42 U.S.C. 11432(d)(3));

13 “(vii) representatives of Indian Tribes
14 and Tribal organizations located in, or pro-
15 viding services in, the State; and

16 “(viii) individuals with disabilities;
17 and

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

23 “(2) ACTIVITIES AND PROCEDURES.—The eligi-
24 ble agency shall develop effective activities and pro-
25 cedures, including access to information needed to

1 use such procedures, to allow the individuals and en-
2 tities described in paragraph (1) to participate in
3 State and local decisions that relate to development
4 of the State plan.

5 “(3) CONSULTATION WITH THE GOVERNOR.—
6 The consultation described in paragraph (1)(B) shall
7 include meetings of officials from the eligible agency
8 and the Governor’s office and shall occur—

9 “(A) during the development of such plan;
10 and

11 “(B) prior to submission of the plan to the
12 Secretary.

13 “(d) PLAN CONTENTS.—The State plan shall in-
14 clude—

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

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

1 existing and emerging in-demand industry sectors
2 and occupations as identified by the State, and how
3 the State’s career and technical education programs
4 will help to meet these goals;

5 “(3) a strategy for any joint planning, align-
6 ment, coordination, and leveraging of funds between
7 the State’s career and technical education programs
8 and programs of study with the State’s workforce
9 development system, to achieve the strategic vision
10 and goals described in paragraph (2), including the
11 core programs defined in section 3 of the Workforce
12 Innovation and Opportunity Act (29 U.S.C. 3102)
13 and the elements related to system alignment under
14 section 102(b)(2)(B) of such Act (29 U.S.C.
15 3112(b)(2)(B)), and for programs carried out under
16 this title with other Federal programs, which may
17 include programs funded under the Elementary and
18 Secondary Education Act of 1965 and the Higher
19 Education Act of 1965;

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

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

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

11 “(i) promote continuous improvement
12 in academic achievement and technical skill
13 attainment;

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

16 “(iii) support the alignment of em-
17 ployability skills;

18 “(C) how the eligible agency will—

19 “(i) make information on approved
20 programs of study and career pathways
21 (including career exploration, work-based
22 learning opportunities, early college high
23 schools, and dual and concurrent enroll-
24 ment opportunities) and guidance and ad-
25 visement resources, available to students

1 (and parents, as appropriate), representa-
2 tives of secondary and postsecondary edu-
3 cation, and special populations, and to the
4 extent practicable, provide that information
5 and those resources in a language stu-
6 dents, parents, and educators can under-
7 stand;

8 “(ii) facilitate collaboration among eli-
9 gible recipients in the development of ca-
10 reer and technical education programs and
11 programs of study and career pathways
12 and ensure nonduplication of eligible re-
13 cipients’ development of programs of study
14 and career pathways;

15 “(iii) determine alignment of eligible
16 recipients’ programs of study to the State,
17 regional, or local economy, including in-de-
18 mand sectors and occupations identified by
19 the State board, as appropriate;

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

24 “(v) coordinate with the State board
25 to support the local development of career

1 pathways and articulate processes by which
2 career pathways will be developed by local
3 workforce development boards;

4 “(vi) use State, regional, or local labor
5 market data to align career and technical
6 education with State labor market needs;

7 “(vii) support effective and meaning-
8 ful collaboration between secondary
9 schools, postsecondary institutions, and
10 employers to provide students with experi-
11 ence in, and understanding of, all aspects
12 of an industry, which may include work-
13 based learning such as internships,
14 mentorships, simulated work environments,
15 and other hands-on or inquiry-based learn-
16 ing activities; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

23 “(13) assurances that—

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

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

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

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

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

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

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

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

9 “(e) CONSULTATION.—

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

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

22 “(B) the State agency responsible for sec-
23 ondary education; and

24 “(C) the State agency responsible for adult
25 education.

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

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

15 “(f) PLAN APPROVAL.—

16 “(1) IN GENERAL.—Not later than 120 days
17 after the eligible agency submits its State plan, the
18 Secretary shall approve such State plan, or a revi-
19 sion of the plan under subsection (a)(2) (including
20 a revision of State determined levels of performance
21 in accordance with section 113(b)(3)(A)(iii)), if the
22 Secretary determines that the State has submitted
23 in its State plan State determined levels of perform-
24 ance that meet the criteria established in section
25 113(b)(3), including the minimum requirements de-

1 scribed in section 113(b)(3)(A)(i)(III), unless the
2 Secretary—

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

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

9 “(2) DISAPPROVAL.—The Secretary—

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

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

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

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

24 **SEC. 123. IMPROVEMENT PLANS.**

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

1 (1) in subsection (a)—

2 (A) in paragraph (1)—

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

5 (ii) by striking “State adjusted level
6 of performance” and inserting “State de-
7 termined level of performance” each place
8 the term appears;

9 (iii) by striking “section 113(b)(3)”
10 and inserting “113(b)(2) for all CTE con-
11 centrators”;

12 (iv) by striking “(with special consid-
13 eration to performance gaps identified
14 under section 113(c)(2))” 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)”;

19 (B) in paragraph (2)—

20 (i) by striking “State’s adjusted levels
21 of performance” and inserting “State de-
22 termined levels of performance”; and

23 (ii) by striking “purposes of this Act”
24 and inserting “purposes of this section, in-
25 cluding after implementation of the im-

1 provement plan described in paragraph
2 (1),”;

3 (C) in paragraph (3)(A)—

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

6 (ii) by striking clauses (ii) and (iii)
7 and inserting the following:

8 “(ii) with respect to any specific core
9 indicator of performance that was identi-
10 fied in a program improvement plan under
11 paragraph (1), fails to meet at least 90
12 percent of a State determined level of per-
13 formance for such core indicator for 2 con-
14 secutive years.”;

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

16 “(5) ADJUSTMENTS PROHIBITED.—An eligible
17 agency shall not be eligible to adjust performance
18 levels while executing an improvement plan under
19 this section.”; and

20 (2) in subsection (b)—

21 (A) by striking “adjusted” each place the
22 term appears;

23 (B) in paragraph (2)—

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

1 (ii) by striking “(with special consid-
2 eration to performance gaps identified
3 under section 113(b)(4)(C)(ii)(II) in con-
4 sultation with” and inserting “(that in-
5 cludes an analysis of the performance dis-
6 parities or gaps identified under section
7 113(b)(3)(C)(ii)(II), and actions that will
8 be taken to address such gaps) in consulta-
9 tion with local stakeholders described in
10 section 134(d)(1),”;

11 (C) in paragraph (4)—

12 (i) in subparagraph (A)—

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

15 (II) by striking clauses (ii) and
16 (iii) and inserting the following:

17 “(ii) with respect to any specific core
18 indicator of performance that was identi-
19 fied in a program improvement plan under
20 paragraph (2), fails to meet at least 90
21 percent of a local level of performance for
22 such core indicator for 2 consecutive
23 years;”;

24 (ii) in subparagraph (B)—

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

3 (II) in clause (ii), by striking the
4 period at the end and inserting “; or”;
5 and

6 (III) by adding at the end the
7 following:

8 “(iii) in response to a public request
9 from an eligible recipient, if the eligible
10 agency determines that the requirements
11 described in clause (i) or (ii) have been
12 met.”; and

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

14 “(6) ADJUSTMENTS PROHIBITED.—An eligible
15 recipient shall not be eligible to adjust performance
16 levels while executing an improvement plan under
17 this section.”.

18 **SEC. 124. STATE LEADERSHIP ACTIVITIES.**

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

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

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

1 “(A) preparation for non-traditional fields
2 in current and emerging professions, support
3 for programs for special populations, and other
4 activities that expose students, including special
5 populations, to high-skill, high-wage, and in-de-
6 mand occupations;

7 “(B) individuals in State institutions, such
8 as State correctional institutions, including ju-
9 venile justice facilities, and educational institu-
10 tions that serve individuals with disabilities;

11 “(C) recruiting, preparing, or retaining ca-
12 reer and technical education teachers, faculty,
13 specialized instructional support personnel, or
14 paraprofessionals, such as preservice, profes-
15 sional development, or leadership development
16 programs; and

17 “(D) technical assistance for eligible recipi-
18 ents; and

19 “(2) report on the effectiveness of such use of
20 funds in achieving the goals described in section
21 122(d)(2) and the State determined levels of per-
22 formance described in section 113(b)(3)(A), and re-
23 ducing disparities or performance gaps as described
24 in section 113(b)(3)(C)(ii)(II).”;

25 (2) in subsection (b)—

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

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

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

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

11 “(2) approving locally developed programs of
12 study that meet the requirements established in sec-
13 tion 122(d)(1)(B);

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

16 “(4) establishing statewide sector or industry
17 partnerships among local educational agencies, insti-
18 tutions of higher education, adult education pro-
19 viders, Indian Tribes and Tribal organizations that
20 may be present in the State, employers, including
21 small businesses, and parents, as appropriate to—

22 “(A) develop and implement programs of
23 study aligned to State and local economic and
24 education needs, including as appropriate, in-
25 demand industry sectors and occupations;

1 “(B) facilitate the establishment, expansion,
2 and integration of opportunities for students
3 at the secondary level to—

4 “(i) successfully complete coursework
5 that integrates rigorous and challenging
6 technical and academic instruction aligned
7 with the challenging State academic standards
8 adopted by the State under section
9 1111(b)(1) of the Elementary and Secondary
10 Education Act of 1965; and

11 “(ii) earn a recognized postsecondary
12 credential or credit toward a recognized
13 postsecondary credential, which may be
14 earned through a dual or concurrent enrollment
15 program or early college high school,
16 at no cost to the student or the student’s
17 family; and

18 “(C) facilitate work-based learning opportunities
19 (including internships, externships, and
20 simulated-work environments) into programs of
21 study;

22 “(5) for teachers, faculty, specialized instructional
23 support personnel, and paraprofessionals providing
24 career and technical education instruction,
25 support services, and specialized instructional sup-

1 port services, high-quality comprehensive profes-
2 sional development that is, to the extent practicable,
3 grounded in evidence-based research (to the extent a
4 State determines that such evidence is reasonably
5 available) that identifies the most effective educator
6 professional development process and is coordinated
7 and aligned with other professional development ac-
8 tivities carried out by the State (including under
9 title II of the Elementary and Secondary Education
10 Act of 1965 and title II of the Higher Education
11 Act of 1965), including programming that—

12 “(A) promotes the integration of the chal-
13 lenging State academic standards adopted by
14 the State under section 1111(b)(1) of the Ele-
15 mentary and Secondary Education Act of 1965
16 and relevant technical knowledge and skills, in-
17 cluding programming jointly delivered to aca-
18 demic and career and technical education teach-
19 ers;

20 “(B) prepares career and technical edu-
21 cation teachers, faculty, specialized instructional
22 support personnel, and paraprofessionals to
23 provide appropriate accommodations for stu-
24 dents who are members of special populations,
25 including through the use of principles of uni-

1 versal design for learning, multi-tier systems of
2 supports, and positive behavioral interventions
3 and support; and

4 “(C) increases the ability of teachers, fac-
5 ulty, specialized instructional support personnel,
6 and paraprofessionals providing career and
7 technical education instruction to stay current
8 with industry standards and earn an industry
9 recognized credential or license, as appropriate;

10 “(6) supporting eligible recipients in eliminating
11 inequities in student access to—

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

14 “(B) effective teachers, faculty, specialized
15 instructional support personnel, and paraprofes-
16 sionals;

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

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

22 “(i) eligible recipients exceeding the
23 local level of performance established
24 under section 113(b)(4)(A) in a manner

1 that reflects sustained or significant im-
2 provement;

3 “(ii) eligible recipients effectively de-
4 veloping connections between secondary
5 education and postsecondary education and
6 training;

7 “(iii) the integration of academic and
8 technical standards;

9 “(iv) eligible recipients’ progress in
10 closing achievement gaps among sub-
11 populations who participate in programs of
12 study; or

13 “(v) other factors relating to the per-
14 formance of eligible recipients under this
15 Act as the eligible agency determines are
16 appropriate; or

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

19 “(8) providing support for—

20 “(A) the adoption and integration of recog-
21 nized postsecondary credentials and work-based
22 learning into programs of study, and for in-
23 creasing data collection associated with recog-
24 nized postsecondary credentials and employ-
25 ment outcomes; or

1 “(B) consultation and coordination with
2 other State agencies for the identification and
3 examination of licenses or certifications that—

4 “(i) pose an unwarranted barrier to
5 entry into the workforce for career and
6 technical education students; and

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

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

12 “(10) support for career and technical edu-
13 cation programs for adults and out-of-school youth
14 concurrent with their completion of their secondary
15 school education in a school or other educational set-
16 ting;

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

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

1 “(13) partnering with qualified intermediary or-
2 ganizations to improve training, the development of
3 public-private partnerships, systems development,
4 capacity-building, and scalability of the delivery of
5 high-quality career and technical education;

6 “(14) improvement of career guidance and aca-
7 demic counseling programs that assist students in
8 making informed academic and career and technical
9 education decisions, including academic and financial
10 aid counseling;

11 “(15) support for the integration of employ-
12 ability skills into career and technical education pro-
13 grams and programs of study;

14 “(16) support for programs and activities that
15 increase access, student engagement, and success in
16 science, technology, engineering, and mathematics
17 fields (including computer science, coding, and archi-
18 tecture), support for the integration of arts and de-
19 sign skills, and support for hands-on learning, par-
20 ticularly for students who are members of groups
21 underrepresented in such subject fields, such as fe-
22 male students, minority students, and students who
23 are members of special populations;

24 “(17) support for career and technical student
25 organizations, especially with respect to efforts to in-

1 crease the participation of students in nontraditional
2 fields and students who are members of special pop-
3 ulations;

4 “(18) support for establishing and expanding
5 work-based learning opportunities, including those
6 aligned to career and technical education programs
7 and programs of study;

8 “(19) integrating and aligning programs of
9 study and career pathways;

10 “(20) supporting the use of career and tech-
11 nical education programs and programs of study
12 aligned with State, regional, or local in-demand in-
13 dustry sectors or occupations identified by the State
14 workforce development board described in section
15 101 of the Workforce Innovation and Opportunity
16 Act (29 U.S.C. 3111) or local workforce develop-
17 ment boards;

18 “(21) making all forms of instructional content
19 widely available, which may include use of open edu-
20 cational resources;

21 “(22) developing valid and reliable assessments
22 of competencies and technical skills and enhancing
23 data systems to collect and analyze data on sec-
24 ondary and postsecondary academic and employment
25 outcomes;

1 “(23) support for accelerated learning pro-
2 grams, as described in section 4104(b)(3)(A)(i)(IV)
3 of the Elementary and Secondary Education Act of
4 1965, in the case of any such program that is part
5 of a program of study;

6 “(24) support for career academies to imple-
7 ment a postsecondary education and workforce ready
8 curriculum at the secondary education level that in-
9 tegrates rigorous academic, technical, and employ-
10 ability contents through career and technical edu-
11 cation programs and programs of study that address
12 needs described in the needs assessment under sec-
13 tion 134(c); and

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

16 (3) by striking subsection (c);

17 (4) by redesignating subsection (d) as sub-
18 section (c); and

19 (5) in subsection (c), by striking the period at
20 the end and inserting “, except for technical assist-
21 ance.”.

22 **PART C—LOCAL PROVISIONS**

23 **SEC. 131. DISTRIBUTION OF FUNDS TO SECONDARY EDU-** 24 **CATION PROGRAMS.**

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

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

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

7 (3) in subsection (g), by inserting “and pro-
8 grams of study” after “technical education pro-
9 grams”; and

10 (4) in subsection (h), by striking “Bureau of
11 Indian Affairs” and inserting “Bureau of Indian
12 Education”.

13 **SEC. 132. SPECIAL RULES FOR CAREER AND TECHNICAL**
14 **EDUCATION.**

15 Section 133 (20 U.S.C. 2353) is amended by insert-
16 ing “or programs of study” after “career and technical
17 education programs” each place the term appears.

18 **SEC. 133. LOCAL APPLICATION FOR CAREER AND TECH-**
19 **NICAL EDUCATION PROGRAMS.**

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

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

23 (2) in subsection (a)—

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

1 (B) by striking “submit a local plan” and
2 inserting “submit a local application”; and

3 (C) by striking “Such local plan” and in-
4 sserting “Such local application”; and

5 (3) by striking subsection (b) and inserting the
6 following:

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

10 “(1) a description of the results of the com-
11 prehensive needs assessment conducted under sub-
12 section (c);

13 “(2) information on the career and technical
14 education course offerings and activities, which shall
15 include not less than 1 State-approved program of
16 study approved by a State under section 124(b)(2)
17 and supported by the eligible recipient with funds
18 under this part, including—

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

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

4 “(C) how students, including students who
5 are members of special populations, will learn
6 about their school’s career and technical edu-
7 cation course offerings and whether each course
8 is part of a career and technical education pro-
9 gram of study;

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

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

19 “(B) career information on employment
20 opportunities that incorporate the most up-to-
21 date information on in-demand industry sectors
22 or occupations, as determined by the needs as-
23 sessment in subsection (c); and

24 “(C) an organized system of career guid-
25 ance and academic counseling to students be-

1 fore enrolling and while participating in a ca-
2 reer and technical education program;

3 “(4) a description of how the eligible recipient
4 will improve the academic and technical skills of stu-
5 dents participating in career and technical education
6 programs by strengthening the academic and career
7 and technical education components of such pro-
8 grams through the integration of coherent and rig-
9 orous content aligned with challenging academic
10 standards and relevant career and technical edu-
11 cation programs to ensure learning in the subjects
12 that constitute a well-rounded education (as defined
13 in section 8101 of the Elementary and Secondary
14 Education Act of 1965);

15 “(5) a description of how the eligible recipient
16 will—

17 “(A) provide activities to prepare special
18 populations for high-skill, high-wage, or in-de-
19 mand occupations that will lead to self-suffi-
20 ciency;

21 “(B) prepare CTE participants for non-
22 traditional fields;

23 “(C) provide equal access for special popu-
24 lations to career and technical education
25 courses, programs, and programs of study; and

1 “(D) ensure that members of special popu-
2 lations will not be discriminated against on the
3 basis of their status as members of special pop-
4 ulations;

5 “(6) a description of the work-based learning
6 opportunities that the eligible recipient will provide
7 to students participating in career and technical
8 education programs and how the recipient will work
9 with representatives from employers to develop or
10 expand work-based learning opportunities for career
11 and technical education students, as applicable;

12 “(7) a description of the career and technical
13 education programs providing an opportunity to gain
14 postsecondary credit while still attending high
15 school, such as through dual or concurrent enroll-
16 ment programs or early college high school, as prac-
17 ticable, that the eligible recipient will provide to stu-
18 dents participating in career and technical education
19 programs and programs of study;

20 “(8) a description of how the eligible recipient
21 will coordinate with the eligible agency and postsec-
22 ondary educational institutions to support the re-
23 cruitment, preparation, retention, and training, in-
24 cluding professional development, of teachers, fac-
25 ulty, administrators, and specialized instructional

1 support personnel and paraprofessionals who meet
2 applicable State certification and licensure require-
3 ments (including any requirements obtained through
4 alternative routes to certification), including individ-
5 uals from groups underrepresented in the teaching
6 profession; and

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

14 “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

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

18 “(A) conduct a comprehensive local needs
19 assessment related to career and technical edu-
20 cation and include the results of the needs as-
21 sessment in the local application submitted
22 under subsection (a); and

23 “(B) not less than once every 2 years, up-
24 date such comprehensive local needs assess-
25 ment.

1 “(2) REQUIREMENTS.—The comprehensive
2 local needs assessment described in paragraph (1)
3 shall include each of the following:

4 “(A) An evaluation of the performance of
5 the students served by the eligible recipient
6 with respect to State and local levels of per-
7 formance established pursuant to section 113,
8 including an evaluation of performance for spe-
9 cial populations and each subgroup described in
10 section 1111(h)(1)(C)(ii) of the Elementary and
11 Secondary Education Act of 1965.

12 “(B) A description of how career and tech-
13 nical education programs offered by the eligible
14 recipient are—

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

18 “(ii)(I) aligned to State, regional, or
19 local in-demand industry sectors or occupa-
20 tions identified by the State workforce de-
21 velopment board described in section 101
22 of the Workforce Innovation and Oppor-
23 tunity Act (29 U.S.C. 3111) (referred to in
24 this section as the ‘State board’) or local

1 workforce development board, including ca-
2 reer pathways, where appropriate; or

3 “(II) designed to meet local education
4 or economic needs not identified by State
5 boards or local workforce development
6 boards.

7 “(C) An evaluation of progress toward the
8 implementation of career and technical edu-
9 cation programs and programs of study.

10 “(D) A description of how the eligible re-
11 cipient will improve recruitment, retention, and
12 training of career and technical education
13 teachers, faculty, specialized instructional sup-
14 port personnel, paraprofessionals, and career,
15 academic, and guidance counselors, including
16 individuals in groups underrepresented in such
17 professions.

18 “(E) A description of progress toward im-
19 plementation of equal access to high-quality ca-
20 reer and technical education courses and pro-
21 grams of study, for all students including—

22 “(i) strategies to overcome barriers
23 that result in lower rates of access to, or
24 performance gaps in, the courses and pro-
25 grams for special populations;

1 “(ii) providing programs that are de-
2 signed to enable special populations to
3 meet the local levels of performance; and

4 “(iii) providing activities to prepare
5 special populations for high-skill, high-
6 wage, or in-demand industry sectors or oc-
7 cupations in competitive, integrated set-
8 tings that will lead to self-sufficiency.

9 “(d) CONSULTATION.—In conducting the comprehen-
10 sive needs assessment under subsection (c), and devel-
11 oping the local plan described in subsection (b), an eligible
12 recipient shall involve a diverse body of stakeholders, in-
13 cluding, at a minimum—

14 “(1) representatives of career and technical
15 education programs in a local educational agency or
16 educational service agency, including teachers, career
17 guidance and academic counselors, principals and
18 other school leaders, administrators, and specialized
19 instructional support personnel and paraprofes-
20 sionals;

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

1 “(3) representatives of the State board or local
2 workforce development boards and a range of local
3 or regional businesses or industries;

4 “(4) parents and students;

5 “(5) representatives of special populations;

6 “(6) representatives of regional or local agen-
7 cies serving out-of-school youth, homeless children
8 and youth, and at-risk youth (as defined in section
9 1432 of the Elementary and Secondary Education
10 Act of 1965);

11 “(7) representatives of Indian Tribes and Trib-
12 al organizations in the State; and

13 “(8) any other stakeholders that the eligible
14 agency may require the eligible recipient to consult.

15 “(e) CONTINUED CONSULTATION.—An eligible re-
16 cipient receiving financial assistance under this part shall
17 consult with stakeholders described in subsection (d) on
18 an ongoing basis, as determined by the eligible agency.
19 This may include consultation in order to—

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

23 “(2) ensure programs of study are—

24 “(A) responsive to community employment
25 needs;

1 “(B) aligned with employment priorities in
2 the State, regional, tribal, or local economy
3 identified by employers and the entities de-
4 scribed in subsection (d), which may include in-
5 demand industry sectors or occupations identi-
6 fied by the local workforce development board;

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

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

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

23 “(3) identify and encourage opportunities for
24 work-based learning; and

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

3 **SEC. 134. LOCAL USES OF FUNDS.**

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

6 **“SEC. 135. LOCAL USES OF FUNDS.**

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

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

18 “(1) provide career exploration and career de-
19 velopment activities through an organized, system-
20 atic framework designed to aid students, including
21 in the middle grades, before enrolling and while par-
22 ticipating in a career and technical education pro-
23 gram, in making informed plans and decisions about
24 future education and career opportunities and pro-
25 grams of study, which may include—

1 “(A) introductory courses or activities fo-
2 cused on career exploration and career aware-
3 ness, including non-traditional fields;

4 “(B) readily available career and labor
5 market information, including information on—

6 “(i) occupational supply and demand;

7 “(ii) educational requirements;

8 “(iii) other information on careers
9 aligned to State, local, or tribal (as appli-
10 cable) economic priorities; and

11 “(iv) employment sectors;

12 “(C) programs and activities related to the
13 development of student graduation and career
14 plans;

15 “(D) career guidance and academic coun-
16 selors that provide information on postsec-
17 ondary education and career options;

18 “(E) any other activity that advances
19 knowledge of career opportunities and assists
20 students in making informed decisions about
21 future education and employment goals, includ-
22 ing non-traditional fields; or

23 “(F) provide students with strong experi-
24 ence in, and comprehensive understanding of,
25 all aspects of industry;

1 “(2) provide professional development for teach-
2 ers, faculty, school leaders, administrators, special-
3 ized instructional support personnel, career guidance
4 and academic counselors, or paraprofessionals, as
5 appropriate, with respect to content and pedagogy
6 and support activities described in section 122,
7 which may include—

8 “(A) supporting individualized academic
9 and career and technical education instructional
10 approaches, including the integration of aca-
11 demic and career and technical education stand-
12 ards and curriculum;

13 “(B) ensuring labor market information is
14 used to inform the programs, guidance, and ad-
15 visement offered to students, including informa-
16 tion provided under section 15(e)(2)(C) of the
17 Wagner-Peyser Act (29 U.S.C. 491–
18 2(e)(2)(C));

19 “(C) providing teachers, faculty, school
20 leaders, administrators, specialized instructional
21 support personnel, career guidance and aca-
22 demic counselors, or paraprofessionals, as ap-
23 propriate, with opportunities to advance knowl-
24 edge, skills, and understanding of all aspects of
25 an industry, including the latest workplace

1 equipment, technologies, standards, and creden-
2 tials;

3 “(D) supporting school leaders and admin-
4 istrators in managing career and technical edu-
5 cation programs in the schools, institutions, or
6 local educational agencies of such administra-
7 tors or school leaders;

8 “(E) supporting the implementation of
9 strategies to improve student achievement and
10 close gaps in student participation and perform-
11 ance in career and technical education pro-
12 grams;

13 “(F) providing teachers, faculty, special-
14 ized instructional support personnel, career
15 guidance and academic counselors, principals,
16 school leaders, or paraprofessionals, as appro-
17 priate, with opportunities to advance knowledge,
18 skills, and understanding in pedagogical prac-
19 tices, including, to the extent the eligible recipi-
20 ent determines that such evidence is reasonably
21 available, evidence-based pedagogical practices;

22 “(G) training teachers, faculty, school
23 leaders, administrators, specialized instructional
24 support personnel (including career guidance
25 and academic counselors), or paraprofessionals,

1 as appropriate, to provide appropriate accom-
2 modations for individuals with disabilities, and
3 students with disabilities who are provided ac-
4 commodations under the Rehabilitation Act of
5 1973 (29 U.S.C. 701 et seq.) or the Individuals
6 with Disabilities Education Act;

7 “(H) training teachers, faculty, specialized
8 instructional support personnel (including ca-
9 reer guidance and academic counselors), and
10 paraprofessionals in frameworks to effectively
11 teach students, including a particular focus on
12 students with disabilities and English learners,
13 which may include universal design for learning,
14 multi-tier systems of supports, and positive be-
15 havioral interventions and support; or

16 “(I) training for the effective use of com-
17 munity spaces that provide access to tools, tech-
18 nology, and knowledge for learners and entre-
19 preneurs, such as makerspaces or libraries;

20 “(3) provide within career and technical edu-
21 cation—

22 “(A) the skills necessary to pursue high-
23 skill, high-wage or in-demand industry sectors
24 or occupations; and

1 “(B) support to reduce or eliminate out-of-
2 pocket expenses for special populations partici-
3 pating in career and technical education, includ-
4 ing those participating in dual or concurrent
5 enrollment or early college high school pro-
6 grams, and supporting the costs associated with
7 fees, transportation, child care, or mobility chal-
8 lenges for those special populations;

9 “(4) support integration of academic skills into
10 career and technical education programs and pro-
11 grams of study to support—

12 “(A) CTE participants at the secondary
13 school level in meeting the challenging State
14 academic standards adopted under section
15 1111(b)(1) of the Elementary and Secondary
16 Education Act of 1965 by the State in which
17 the eligible recipient is located; and

18 “(B) CTE participants at the postsec-
19 ondary level in achieving academic skills;

20 “(5) plan and carry out elements that support
21 the implementation of career and technical education
22 programs and programs of study and that result in
23 increasing student achievement of the local levels of
24 performance established under section 113, which
25 may include—

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

3 “(B) sustainable relationships among edu-
4 cation, business and industry, and other com-
5 munity stakeholders, including industry or sec-
6 tor partnerships in the local area, where appli-
7 cable, that are designed to facilitate the process
8 of continuously updating and aligning programs
9 of study with skills that are in demand in the
10 State, regional, or local economy, and in col-
11 laboration with business outreach staff in one-
12 stop centers, as defined in section 3 of the
13 Workforce Innovation and Opportunity Act (29
14 U.S.C. 3102), and other appropriate organiza-
15 tions, including community-based and youth-
16 serving organizations;

17 “(C) dual or concurrent enrollment pro-
18 grams, including early college high schools, and
19 the development or implementation of articula-
20 tion agreements;

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

1 software, and other new and emerging instruc-
2 tional materials;

3 “(E) a continuum of work-based learning
4 opportunities, including simulated work envi-
5 ronments;

6 “(F) industry-recognized certification
7 exams or other assessments leading toward a
8 recognized postsecondary credential;

9 “(G) efforts to recruit and retain career
10 and technical education program teachers, fac-
11 ulty, school leaders, administrators, specialized
12 instructional support personnel, career guidance
13 and academic counselors, and paraprofessionals;

14 “(H) where applicable, coordination with
15 other education and workforce development pro-
16 grams and initiatives, including career path-
17 ways and sector partnerships developed under
18 the Workforce Innovation and Opportunity Act
19 (29 U.S.C. 3101 et seq.) and other Federal
20 laws and initiatives that provide students with
21 transition-related services, including the Indi-
22 viduals with Disabilities Education Act (20
23 U.S.C. 1400 et seq.);

1 “(I) expanding opportunities for students
2 to participate in distance career and technical
3 education and blended-learning programs;

4 “(J) expanding opportunities for students
5 to participate in competency-based education
6 programs;

7 “(K) improving career guidance and aca-
8 demic counseling programs that assist students
9 in making informed academic and career and
10 technical education decisions, including aca-
11 demic and financial aid counseling;

12 “(L) supporting the integration of employ-
13 ability skills into career and technical education
14 programs and programs of study, including
15 through family and consumer science programs;

16 “(M) supporting programs and activities
17 that increase access, student engagement, and
18 success in science, technology, engineering, and
19 mathematics fields (including computer science
20 and architecture) for students who are members
21 of groups underrepresented in such subject
22 fields;

23 “(N) providing career and technical edu-
24 cation, in a school or other educational setting,
25 for adults or out-of-school youth to complete

1 secondary school education or upgrade technical
2 skills;

3 “(O) supporting career and technical stu-
4 dent organizations, including student prepara-
5 tion for and participation in technical skills
6 competitions aligned with career and technical
7 education program standards and curriculum;

8 “(P) making all forms of instructional con-
9 tent widely available, which may include use of
10 open educational resources;

11 “(Q) supporting the integration of arts and
12 design skills, when appropriate, into career and
13 technical education programs and programs of
14 study;

15 “(R) partnering with a qualified inter-
16 mediary to improve training, the development of
17 public-private partnerships, systems develop-
18 ment, capacity-building, and scalability of the
19 delivery of high-quality career and technical
20 education;

21 “(S) where appropriate, expanding oppor-
22 tunities for CTE concentrators to participate in
23 accelerated learning programs (described in sec-
24 tion 4104(b)(3)(A)(i)(IV) of the Elementary

1 and Secondary Education Act of 1965 as part
2 of a program of study; or

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

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

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

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

21 **TITLE II—GENERAL PROVISIONS**

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

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

1 (1) in section 311—

2 (A) in subsection (a), by striking “and tech
3 prep program activities”; and

4 (B) in subsection (b)—

5 (i) in paragraph (1)—

6 (I) by amending subparagraph

7 (A) to read as follows:

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

19 (II) in subparagraph (B), by
20 striking “shall exclude capital expend-
21 itures, special 1-time project costs,
22 and the cost of pilot programs.” and
23 inserting “shall, at the request of the
24 State, exclude competitive or incen-
25 tive-based programs established by the

1 State, capital expenditures, special
2 one-time project costs, and the cost of
3 pilot programs.”; and

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

6 “(D) ESTABLISHING THE STATE BASE-
7 LINE.—For purposes of applying subparagraph
8 (A) for years which require the calculation of
9 the State’s fiscal effort per student, or aggregate
10 expenditures of such State, with respect to
11 career and technical education for the first full
12 fiscal year following the date of enactment of
13 the Strengthening Career and Technical Edu-
14 cation for the 21st Century Act, the State may
15 determine the State’s fiscal effort per student,
16 or aggregate expenditures of such State, with
17 respect to career and technical education for
18 such first full fiscal year by—

19 “(i) continuing to use the State’s fis-
20 cal effort per student, or aggregate ex-
21 penditures of such State, with respect to
22 career and technical education, as was in
23 effect on the day before the date of enact-
24 ment of the Strengthening Career and

1 Technical Education for the 21st Century
2 Act; or

3 “(ii) establishing a new level of fiscal
4 effort per student, or aggregate expendi-
5 tures of such State, with respect to career
6 and technical education, which is not less
7 than 95 percent of the State’s fiscal effort
8 per student, or the aggregate expenditures
9 of such State, with respect to career and
10 technical education for the preceding fiscal
11 year.”;

12 (ii) by striking paragraph (2) and in-
13 serting the following:

14 “(2) FAILURE TO MEET.—

15 “(A) IN GENERAL.—The Secretary shall
16 reduce the amount of a State’s allotment of
17 funds under this Act for any fiscal year in the
18 exact proportion by which the State fails to
19 meet the requirement of paragraph (1) by fall-
20 ing below the State’s fiscal effort per student or
21 the State’s aggregate expenditures (using the
22 measure most favorable to the State), if the
23 State failed to meet such requirement (as deter-
24 mined using the measure most favorable to the

1 State) for 1 or more of the 5 immediately pre-
2 ceding fiscal years.

3 “(B) SPECIAL RULE.—No such lesser
4 amount shall be used for computing the effort
5 required under paragraph (1) for subsequent
6 years.

7 “(3) WAIVER.—The Secretary may waive para-
8 graph (2) due to exceptional or uncontrollable cir-
9 cumstances affecting the ability of the State to meet
10 the requirement of paragraph (1) such as a natural
11 disaster or an unforeseen and precipitous decline in
12 financial resources. No level of funding permitted
13 under such a waiver may be used as the basis for
14 computing the fiscal effort or aggregate expenditures
15 required under this section for years subsequent to
16 the year covered by such waiver. The fiscal effort or
17 aggregate expenditures for the subsequent years
18 shall be computed on the basis of the level of fund-
19 ing that would, but for such waiver, have been re-
20 quired.”;

21 (2) in section 314(1), by striking “career path
22 or major” and inserting “career pathway or program
23 of study”;

24 (3) in section 315—

1 (A) by inserting “or programs of study”
2 after “career and technical education pro-
3 grams”; and

4 (B) by striking “seventh grade” and in-
5 serting “the middle grades (as such term is de-
6 fined in section 8101 of the Elementary and
7 Secondary Education Act of 1965)”;

8 (4) in section 317(b)—

9 (A) in paragraph (1)—

10 (i) by inserting “, including programs
11 of study,” after “activities”; and

12 (ii) by striking “who reside in the geo-
13 graphical area served by” and inserting “in
14 areas served by”; and

15 (B) in paragraph (2)—

16 (i) by striking “the geographical area”
17 and inserting “areas”; and

18 (ii) by inserting “, including programs
19 of study,” after “activities”;

20 (5) by striking title II and redesignating title
21 III as title II;

22 (6) by redesignating sections 311 through 318,
23 as amended by this section, as sections 211 through
24 218, respectively;

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

3 (8) by inserting after section 218 (as so reded-
4 ignated) the following:

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

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

9 “(1) the strategies, components, policies, and
10 practices used by eligible agencies or eligible recipi-
11 ents receiving funding under this Act to successfully
12 assist—

13 “(A) all students in pursuing and com-
14 pleting programs of study aligned to high-skill,
15 high-wage occupations; and

16 “(B) any special population or specific sub-
17 group of students identified in section
18 1111(h)(1)(C)(ii) of the Elementary and Sec-
19 ondary Education Act of 1965 in pursuing and
20 completing programs of study aligned to high-
21 skill, high-wage occupations in fields in which
22 such subgroup is underrepresented; and

23 “(2) any challenges associated with replication
24 of such strategies, components, policies, and prac-
25 tices.

1 “(b) CONSULTATION.—In carrying out the study con-
2 ducted under subsection (a), the Comptroller General of
3 the United States shall consult with a geographically di-
4 verse (including urban, suburban, and rural) representa-
5 tion of—

6 “(1) students and parents;

7 “(2) eligible agencies and eligible recipients;

8 “(3) teachers, faculty, specialized instructional
9 support personnel, and paraprofessionals, including
10 those with expertise in preparing career and tech-
11 nical education students for non-traditional fields;

12 “(4) special populations; and

13 “(5) representatives of business and industry.

14 “(c) SUBMISSION.—Upon completion, the Comp-
15 troller General of the United States shall submit the study
16 conducted under subsection (a) to the Committee on Edu-
17 cation and the Workforce of the House of Representatives
18 and the Committee on Health, Education, Labor, and
19 Pensions of the Senate.”.

20 (b) CONFORMING AMENDMENT.—Section 8 (20
21 U.S.C. 2306a) is amended by striking “311(b), and 323”
22 and inserting “211(b), and 223”.

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

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

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

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

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

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

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

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

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

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

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