

114TH CONGRESS  
2D SESSION

**S.** \_\_\_\_\_

To reauthorize the Carl D. Perkins Career and Technical Education Act  
of 2006, and for other purposes.

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, and for other purposes.

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 “Career and Technical  
5 Education Act of 2016”.

### 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.

TITLE I—AMENDMENTS TO CARL D. PERKINS CAREER AND  
TECHNICAL EDUCATION ACT OF 2006

## 2

- Sec. 101. Table of contents.
- Sec. 102. Purpose.
- Sec. 103. Definitions.
- Sec. 104. Transition provisions.
- Sec. 105. Prohibitions.
- Sec. 106. Authorization of appropriations.

PART A—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE  
STATES

- 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. Labor market information.
- Sec. 117. State plan.
- Sec. 118. Improvement plans.
- Sec. 119. State leadership activities.
- Sec. 120. Distribution of funds to secondary education programs.
- Sec. 121. Local plan for career and technical education programs.
- Sec. 122. Local uses of funds.

PART B—GENERAL PROVISIONS

- Sec. 151. Repeal of tech prep education and reorganization.
- Sec. 152. Conforming amendments regarding fiscal requirements.
- Sec. 153. Voluntary selection and participation.
- Sec. 154. Limitation for certain students.

TITLE II—OTHER LAWS

- Sec. 201. Labor market information.

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 **TITLE I—AMENDMENTS TO CARL**  
2 **D. PERKINS CAREER AND**  
3 **TECHNICAL EDUCATION ACT**  
4 **OF 2006**

5 **SEC. 101. TABLE OF CONTENTS.**

6 Subsection (b) of section 1 will be amended.

7 **SEC. 102. PURPOSE.**

8 Section 2 (20 U.S.C. 2301) is amended to read as  
9 follows:

10 **“SEC. 2. PURPOSE.**

11 “The purpose of this Act is to support the develop-  
12 ment of, and access to, high-quality career and technical  
13 education programs of study that successfully prepare all  
14 students for postsecondary education and careers, thereby  
15 ensuring the global competitiveness of the United States  
16 and the economic self-sufficiency of its citizens.”.

17 **SEC. 103. DEFINITIONS.**

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

19 (1)(A) by striking paragraphs (16), (26), and  
20 (32); and

21 (B) by redesignating paragraphs (6) and (7),  
22 (8) and (9), (10), (11) through (14), (15), (17)  
23 through (19), (20) through (23), (24) and (25), (27)  
24 and (28), (29) through (31), and (33) and (34) as  
25 paragraphs (9) and (10), (12) and (13), (16), (19)

1 through (22), (25), (28) through (30), (32) through  
2 (35), (37) and (38), (39) and (40), (42) through  
3 (44), and (45) and (46), respectively;

4 (2) by striking paragraph (3) and inserting the  
5 following:

6 “(3) AREA CAREER AND TECHNICAL EDU-  
7 CATION SCHOOL OR PROGRAM.—The term ‘area ca-  
8 reer and technical education school or program’  
9 means a school, program, or career academy that—

10 “(A) is designed to provide students with  
11 the knowledge and the skills necessary to suc-  
12 ceed in postsecondary education and the work-  
13 force; and

14 “(B) is in—

15 “(i) a specialized public secondary  
16 school—

17 “(I) used exclusively or prin-  
18 cipally for the provision of career and  
19 technical education; and

20 “(II) that is available to all stu-  
21 dents;

22 “(ii) 1 or more departments of a pub-  
23 lic secondary school—

24 “(I) exclusively or principally  
25 used for providing career and tech-

1 nical education in not less than 3 dif-  
2 ferent fields, especially in-demand in-  
3 dustry sectors or occupations; and

4 “(II) that are available to all stu-  
5 dents;

6 “(iii) a public or nonprofit technical  
7 institution or career and technical edu-  
8 cation school used exclusively or principally  
9 for the provision of career and technical  
10 education, such as in in-demand industry  
11 sectors or occupations, to individuals who  
12 have completed or left secondary school; or

13 “(iv) a department or division of an  
14 institution of higher education, that—

15 “(I) operates under the policies  
16 of the eligible agency; and

17 “(II) provides career and tech-  
18 nical education in fields leading to a  
19 recognized postsecondary credential  
20 and employment to both individuals  
21 who have completed secondary school  
22 and individuals who have left sec-  
23 ondary school.”;

24 (3) in paragraph (5)—

25 (A) in subparagraph (A)—

## 6

1 (i) in clause (i)—

2 (I) by striking “challenging aca-  
3 demic standards” and inserting “the  
4 challenging State academic standards  
5 under section 1111(b)(1) of the Ele-  
6 mentary and Secondary Education  
7 Act of 1965”; and

8 (II) by inserting “, such as in in-  
9 demand industry sectors or occupa-  
10 tions” before the semicolon at the  
11 end;

12 (ii) in clause (ii), by striking “, an in-  
13 dustry recognized credential, a certificate,  
14 or an associate degree” and inserting “or  
15 a recognized postsecondary credential, in-  
16 cluding through industry-recognized cre-  
17 dentials”; and

18 (iii) in clause (iii), by striking “and”  
19 after the semicolon;

20 (B) in subparagraph (B)—

21 (i) by striking “applied learning” and  
22 all that follows through “problem-solving  
23 skills,” and inserting “, work-based, or  
24 other applied learning opportunities that  
25 support the development of academic

1 knowledge, problem-solving skills, the abil-  
2 ity to work collaboratively and commu-  
3 nicate effectively,”;

4 (ii) by inserting “(such as profes-  
5 sionalism and self-direction)” after “em-  
6 ployability skills”;

7 (iii) by striking “technical skills” and  
8 inserting “technical and”;

9 (iv) by striking “aspects of” and in-  
10 serting “aspects and positions within”; and

11 (v) by striking the period at the end  
12 and inserting a semicolon;

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

14 “(C) to the extent practicable, provide stu-  
15 dents with work-based learning opportunities  
16 and enable all students participating in a career  
17 and technical education program to participate  
18 in such opportunities;

19 “(D) to the extent practicable, are coordi-  
20 nated between secondary and postsecondary  
21 education programs, including—

22 “(i) articulated early college programs  
23 with dual or concurrent enrollment pro-  
24 gram opportunities; or

25 “(ii) career pathways that provide—

1 “(I) postsecondary credit; or

2 “(II) opportunities for advanced  
3 placement classes or articulated cred-  
4 it; and

5 “(E) may include career exploration at the  
6 high school level or as early as the middle  
7 grades (as defined in section 8101 of the Ele-  
8 mentary and Secondary Education Act of  
9 1965).”;

10 (4) by inserting after paragraph (5) the fol-  
11 lowing:

12 “(6) CAREER AND TECHNICAL EDUCATION CON-  
13 CENTRATOR.—The term ‘career and technical edu-  
14 cation concentrator’ means—

15 “(A) at the high school level, a student  
16 served by an eligible recipient who has com-  
17 pleted 3 courses (in States that measure  
18 progress in a CTE program of study through  
19 course completion) or earned 3 credits (in  
20 States that measure progress in such program  
21 of study through credit attainment), in any  
22 State-approved career and technical education  
23 program of study, or has completed 2 courses  
24 (in States that measure progress in a CTE pro-  
25 gram of study through course completion) or



1           earned 2 credits (in States that measure  
2           progress in such program of study through  
3           credit attainment), in a single State-approved  
4           career and technical education program of  
5           study; and

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

8                   “(i) earned not less than 12 cumu-  
9                   lative career and technical education cred-  
10                  its from the eligible recipient or the equiva-  
11                  lent of the postsecondary component of a  
12                  State-approved career and technical edu-  
13                  cation program of study; or

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

17           “(7) CAREER AND TECHNICAL EDUCATION PAR-  
18           TICIPANT.—The term ‘career and technical edu-  
19           cation participant’ means an individual, whether in  
20           high school or postsecondary education, who com-  
21           pletes not less than 1 course or earns 1 credit in a  
22           career and technical education program of study of  
23           an eligible recipient.

24           “(8) CAREER AND TECHNICAL EDUCATION PRO-  
25           GRAM OF STUDY; CTE PROGRAM OF STUDY.—The

1 term ‘career and technical education program of  
2 study’ or ‘CTE program of study’ means a coordi-  
3 nated, nonduplicative sequence of secondary and  
4 postsecondary academic and technical content that—

5 “(A) incorporates challenging State aca-  
6 demic standards under section 1111(b)(1) of  
7 the Elementary and Secondary Education Act  
8 of 1965 that—

9 “(i) address both academic and tech-  
10 nical knowledge and skills; and

11 “(ii) are aligned with the needs of in-  
12 dustries in the economy of the State, re-  
13 gion, or local area;

14 “(B) progresses in specificity (beginning  
15 with all aspects of an industry or career cluster  
16 and leading to more occupationally specific in-  
17 struction);

18 “(C) incorporates multiple entry and exit  
19 points that provide and incorporate industry-  
20 recognized credentials; and

21 “(D) culminates in the attainment of a  
22 recognized postsecondary credential.”;

23 (5) in paragraph (10), as redesignated by para-  
24 graph (1)—

25 (A) in subparagraph (A)—

1 (i) by inserting “and school dropouts”  
2 after “students”; and

3 (ii) by inserting “, exploration oppor-  
4 tunities,” after “career awareness”;

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

7 “(B) provides information to students and  
8 school dropouts (and parents, as appropriate)  
9 with respect to a career, financial aid, job train-  
10 ing, secondary and postsecondary options (in-  
11 cluding baccalaureate degree programs), dual or  
12 concurrent enrollment programs, apprentice-  
13 ships (which may include registered apprentice-  
14 ships), financial literacy, and support services.”;

15 (6) by inserting after paragraph (10), as redes-  
16 ignated by paragraph (1), the following:

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

21 (7) by inserting after paragraph (13), as redes-  
22 ignated by paragraph (1), the following:

23 “(14) CREDIT TRANSFER AGREEMENT.—The  
24 term ‘credit transfer agreement’ means a formal

1       agreement, such as an articulation agreement,  
2       that—

3               “(A) is among and between—

4                       “(i) secondary schools, local edu-  
5                       cational agencies or State educational  
6                       agencies; and

7                       “(ii) postsecondary education institu-  
8                       tions or systems; and

9               “(B) grants students transcribed postsec-  
10              ondary credit, which may include credit granted  
11              to students in dual or concurrent enrollment  
12              programs, dual credit, articulated credit, and  
13              credit granted on the basis of performance on  
14              technical assessments.

15              “(15) DIRECTOR.—The term ‘Director’ means  
16              the Director of the Institute of Education  
17              Sciences.”;

18              (8) by inserting after paragraph (16), as redes-  
19              ignated by paragraph (1), the following:

20              “(17) DUAL OR CONCURRENT ENROLLMENT  
21              PROGRAM.—The term ‘dual or concurrent enrollment  
22              program’ has the meaning given the term in section  
23              8101 of the Elementary and Secondary Education  
24              Act of 1965.

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

5           (9) in paragraph (21), as redesignated by para-  
6           graph (1)—

7                   (A) by striking subparagraph (F);

8                   (B) by redesignating subparagraphs (A)  
9                   through (E) as subparagraphs (B) through (F),  
10                  respectively;

11                  (C) by inserting before subparagraph (B),  
12                  as redesignated by subparagraph (B), the fol-  
13                  lowing:

14                   “(A) a consortium of 2 or more of the enti-  
15                   ties described in subparagraphs (B) through  
16                   (F);”;

17                  (D) in subparagraph (D), as redesignated  
18                  by subparagraph (B), by striking “area career  
19                  and technical education school” and inserting  
20                  “area career and technical education school or  
21                  program”;

22                  (E) in subparagraph (E), as redesignated  
23                  by subparagraph (B), by inserting “or” after  
24                  the semicolon at the end; and

1 (F) in subparagraph (F), as redesignated  
2 by subparagraph (B), by striking “; or” and in-  
3 serting a period;

4 (10) in paragraph (22), as redesignated by  
5 paragraph (1)—

6 (A) by striking subparagraph (B);

7 (B) by redesignating subparagraph (A) as  
8 subparagraph (B);

9 (C) by inserting before subparagraph (B),  
10 as redesignated by subparagraph (B), the fol-  
11 lowing:

12 “(A) an eligible institution or consortium  
13 of eligible institutions eligible to receive assist-  
14 ance under section 132; or”;

15 (D) in subparagraph (B), as redesignated  
16 by subparagraph (B)—

17 (i) by striking “area career and tech-  
18 nical education school” and inserting “area  
19 career and technical education school or  
20 program”; and

21 (ii) by striking “; or” and inserting a  
22 period;

23 (11) by inserting after paragraph (22), as re-  
24 designated by paragraph (1), the following:

1           “(23) ENGLISH LEARNER.—The term ‘English  
2 learner’ means—

3           “(A) a secondary school student who is an  
4 English learner, as defined in section 8101 of  
5 the Elementary and Secondary Education Act  
6 of 1965; or

7           “(B) an adult or an out-of-school youth,  
8 who has limited ability in speaking, reading,  
9 writing, or understanding the English language  
10 and—

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

13           “(ii) who lives in a family or commu-  
14 nity environment in which a language  
15 other than English is the dominant lan-  
16 guage.

17           “(24) EVIDENCE-BASED.—The term ‘evidence-  
18 based’ has the meaning given the term in section  
19 8101 of the Elementary and Secondary Education  
20 Act of 1965.”;

21           (12) by inserting after paragraph (25), as re-  
22 designated by paragraph (1), the following:

23           “(26) HIGH SCHOOL.—The term ‘high school’  
24 has the meaning given the term in section 8101 of

1 the Elementary and Secondary Education Act of  
2 1965.

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

8 (13) by inserting after paragraph (30), as re-  
9 designated by paragraph (1), the following:

10 “(31) LOCAL WORKFORCE DEVELOPMENT  
11 BOARD.—The term ‘local workforce development  
12 board’ means a local workforce development board  
13 established under section 107 of the Workforce In-  
14 novation and Opportunity Act, subject to section  
15 107(c)(4)(B)(i) of such Act.”;

16 (14) by striking paragraph (35), as redesign-  
17 nated by paragraph (1), and inserting the following:

18 “(35) PROFESSIONAL DEVELOPMENT.—The  
19 term ‘professional development’ has the meaning  
20 given the term in section 8101 of the Elementary  
21 and Secondary Education Act of 1965.

22 “(36) RECOGNIZED POSTSECONDARY CREDEN-  
23 TIAL.—The term ‘recognized postsecondary creden-  
24 tial’ means a credential consisting of an industry-  
25 recognized certificate or certification, a certificate of



1 completion of an apprenticeship (which may include  
2 a registered apprenticeship), a license recognized by  
3 the State involved or Federal Government, or an as-  
4 sociate or baccalaureate degree, as that term is de-  
5 fined under section 3 of the Workforce Innovation  
6 and Opportunity Act (29 U.S.C. 3102).”;

7 (15) in paragraph (37), as redesignated by  
8 paragraph (1)—

9 (A) in the paragraph heading, by striking  
10 “BASED” and inserting “VALID”; and

11 (B) by striking “The term ‘scientifically  
12 based research’” and inserting “The term ‘sci-  
13 entifically valid research’”;

14 (16) by inserting after paragraph (40), as re-  
15 designated by paragraph (1), the following:

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

21 (17) in paragraph (42), as redesignated by  
22 paragraph (1)—

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

1 (B) in subparagraph (E), by striking  
2 “and” after the semicolon;

3 (C) by striking subparagraph (F) and in-  
4 serting the following:

5 “(F) English learners; and”; and

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

7 “(G) homeless children and youth de-  
8 scribed in section 3(24)(G) of the Workforce In-  
9 novation and Opportunity Act (29 U.S.C.  
10 3102(24)(G)).”;

11 (18) in paragraph (44), as redesignated by  
12 paragraph (1), by inserting “specialized instructional  
13 support personnel,” before “supportive personnel”;  
14 and

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

16 “(47) UNIVERSAL DESIGN FOR LEARNING.—  
17 The term ‘universal design for learning’ has the  
18 meaning given the term in section 103 of the Higher  
19 Education Act of 1965.

20 “(48) WORK-BASED LEARNING.—The term  
21 ‘work-based learning’ means coordinated, sequenced,  
22 and applied learning opportunities involving student  
23 interactions with industry or community profes-  
24 sionals in real, virtual, online, or simulated work en-  
25 vironments that—

1           “(A) foster in-depth, first-hand engage-  
2           ment with the tasks required of a given career  
3           field;

4           “(B) are aligned to curriculum and in-  
5           struction; and

6           “(C) may include apprenticeships (which  
7           may include registered apprenticeships).”.

8   **SEC. 104. TRANSITION PROVISIONS.**

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

10           (1) in the first sentence, by striking “(as  
11           amended” and all that follows through the period at  
12           the end and inserting the following: “(as amended  
13           by the Career and Technical Education Act of 2016)  
14           from any authority under the provisions of this Act,  
15           as in effect on the day before the date of enactment  
16           of the Career and Technical Education Act of  
17           2016.”; and

18           (2) in the second sentence, by striking “Carl D.  
19           Perkins Career and Technical Education Improve-  
20           ment Act of 2006” and inserting “Career and Tech-  
21           nical Education Act of 2016”.

22   **SEC. 105. PROHIBITIONS.**

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

24           (1) in subsection (a)—

1 (A) by inserting “career or technical edu-  
2 cation program of study, career cluster,” after  
3 “program of instruction,”; and

4 (B) by striking “311(b), and 323” and in-  
5 serting “211(b), and 223”; and

6 (2) by adding at the end the following:

7 “(f) PROHIBITIONS ON REGULATION AND STATE  
8 PLAN APPROVAL.—

9 “(1) IN GENERAL.—Nothing in this Act shall  
10 be construed to authorize or permit the Secretary—

11 “(A) when promulgating any rule or regu-  
12 lation, to promulgate any rule or regulation on  
13 the development or implementation of the state-  
14 wide accountability system established under  
15 section 113 that would—

16 “(i) add new requirements that are in-  
17 consistent with or outside the scope of this  
18 Act;

19 “(ii) add new criteria that are incon-  
20 sistent with or outside the scope of this  
21 Act; or

22 “(iii) be in excess of statutory author-  
23 ity granted to the Secretary;

1           “(B) as a condition of approval of the  
2           State plan, or revisions or amendments to the  
3           State plan, submitted under section 122, to—

4                   “(i) require a State to add any re-  
5                   quirements that are inconsistent with or  
6                   outside the scope of this Act;

7                   “(ii) require a State to add or delete  
8                   one or more specific elements of the chal-  
9                   lenging State academic standards under  
10                  section 1111(b)(1) of the Elementary and  
11                  Secondary Education Act of 1965; or

12                  “(iii) prescribe—

13                   “(I) any specific performance or  
14                   accountability indicator that a State  
15                   shall establish for all students, or for  
16                   any special populations or subgroups  
17                   of students, beyond the indicators spe-  
18                   cifically delineated in section 113, in-  
19                   cluding—

20                           “(aa) the specific target lev-  
21                           els of performance on the pri-  
22                           mary indicators of performance  
23                           for career and technical edu-  
24                           cation students required under

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1 subparagraphs (A) and (B) of  
2 section 113(b)(2);

3 “(bb) any additional indica-  
4 tors of performance, and their  
5 associated proposed and adjusted  
6 levels of performance, identified  
7 by an eligible agency under sec-  
8 tion 113(b)(2)(C);

9 “(cc) the specific length of  
10 term set by a State and covered  
11 by the period of time associated  
12 with a State plan in designing  
13 such levels of performance on the  
14 primary indicators;

15 “(dd) the specific progress  
16 expected from any special popu-  
17 lation or subgroup of students in  
18 meeting such levels of perform-  
19 ance on the primary indicators;  
20 or

21 “(ee) the extent to which a  
22 specific level of performance is  
23 likely to improve equitable aca-  
24 demic and labor market out-  
25 comes;

1 “(II) the specific preparation and  
2 qualifications of teachers and faculty  
3 of career and technical education;

4 “(III) any specific indicator or  
5 specific measure of the effectiveness  
6 or quality of teachers, principals, or  
7 other school leaders;

8 “(IV) the specific academic and  
9 career and technical education  
10 achievement and employment out-  
11 comes of career and technical edu-  
12 cation concentrators;

13 “(V) the specific approaches  
14 adopted by eligible agencies to ensure  
15 equal or equitable access, including  
16 for special populations, to career and  
17 technical education programs of  
18 study, as long as such approaches  
19 comply with all applicable civil rights  
20 laws; or

21 “(VI) the specific content of a  
22 career and technical education pro-  
23 gram of study provided by a State or  
24 other eligible entity under this Act, in-  
25 cluding employability skills,

1                   foundational skills, skills development,  
2                   simulated work environment, technical  
3                   skills, technical skills proficiency, or  
4                   technical skills attainment;

5                   “(C) to issue new non-regulatory guidance  
6           that—

7                   “(i) in seeking to provide explanation  
8                   of requirements under this Act for any  
9                   State or other eligible entities, either in re-  
10                  sponse to a request for information or in  
11                  anticipation of such a request, provides a  
12                  strictly limited or exhaustive list to illus-  
13                  trate successful implementation of provi-  
14                  sions under this Act; or

15                  “(ii) purports to be legally binding; or

16                  “(D) to require data collection under this  
17                  Act regarding data that is not derived from ex-  
18                  isting Federal, State, and local reporting re-  
19                  quirements.

20                  “(2) DEFINING TERMS.—In carrying out this  
21                  Act, the Secretary shall not, through regulation or  
22                  as a condition of approval of a State plan or revi-  
23                  sions or amendments to a State plan, establish a  
24                  definition of any term used in this Act, or otherwise  
25                  prescribe any specification or clarification for any



1       such term, that is inconsistent with or outside the  
2       scope of this Act or is in violation of paragraph  
3       (1).”.

4   **SEC. 106. AUTHORIZATION OF APPROPRIATIONS.**

5       Section 9 (20 U.S.C. 2307) is amended—

6           (1) by striking “, and title II”; and

7           (2) by striking “2007 through 2012” and in-  
8       serting “2017 through 2022”.

9   **PART A—CAREER AND TECHNICAL EDUCATION**

10           **ASSISTANCE TO THE STATES**

11   **SEC. 111. WITHIN STATE ALLOCATION.**

12       Section 112(a)(2)(A) (20 U.S.C. 2322(a)(2)(A)) is  
13   amended—

14           (1) by striking “1 percent” and inserting “1.5  
15       percent”; and

16           (2) by inserting “educational” before “institu-  
17       tions that serve individuals with disabilities”.

18   **SEC. 112. ACCOUNTABILITY.**

19       (a) REORGANIZATION.—Section 113 (20 U.S.C.  
20   2323) is amended—

21           (1) in subsection (c)—

22                   (A) by redesignating paragraph (1), and  
23                   subparagraphs (A) and (B) of paragraph (1),  
24                   as clause (i), and subclauses (I) and (II) of  
25                   clause (i), respectively;

1 (B) by redesignating paragraph (2), and  
2 subparagraphs (A) and (B) of paragraph (2),  
3 as clause (ii), and subclauses (I) and (II) of  
4 clause (ii), respectively;

5 (C) by redesignating paragraphs (3) and  
6 (4) as clauses (iii) and (iv), respectively;

7 (D) by redesignating paragraph (5), and  
8 subparagraphs (A), (B), and (C) of paragraph  
9 (5), as clause (v), and subclauses (I), (II), and  
10 (III), respectively;

11 (2) by redesignating subsection (c) as subpara-  
12 graph (C) of subsection (b)(3), and moving the mar-  
13 gins of such subparagraph (including the margins of  
14 the clauses and subclauses of such subparagraph) 4  
15 ems to the right; and

16 (3) by transferring such subparagraph (C), as  
17 redesignated under paragraph (2), so as to follow  
18 subsection (b)(3)(B).

19 (b) AMENDMENTS.—Section 113(b) (20 U.S.C.  
20 2323), as amended by subsection (a), is further amend-  
21 ed—

22 (1) in the subsection heading, by striking  
23 “STATE”;

24 (2) by striking paragraph (1) and inserting the  
25 following:

1           “(1) IN GENERAL.—For each eligible agency,  
2           accountability measures shall consist of—

3                   “(A) the primary indicators of performance  
4                   described in subparagraphs (A) and (B) of  
5                   paragraph (2);

6                   “(B) the additional indicators of perform-  
7                   ance (if any) identified by the eligible agency  
8                   under paragraph (2)(C); and

9                   “(C) a State target level of performance  
10                  described in paragraph (3)(A) for each indi-  
11                  cator described in paragraph (2).”;

12           (3) in paragraph (2)—

13                   (A) in subparagraph (A)—

14                           (i) in the subparagraph heading—

15                                   (I) by striking “CORE” and in-  
16                                   serting “PRIMARY”; and

17                                   (II) by striking “STUDENTS” and  
18                                   inserting “CONCENTRATORS”;

19                           (ii) in the matter preceding clause (i),  
20                           by striking “Each eligible” and all that fol-  
21                           lows through “following:” and inserting the  
22                           following: “The primary indicators of per-  
23                           formance for career and technical edu-  
24                           cation concentrators at the secondary level

1 shall be the following valid and reliable  
2 measures:”;

3 (iii) in clause (i), by striking “Stu-  
4 dent” and inserting “Concentrator”; and

5 (iv) by striking clauses (ii) through  
6 (vi) and inserting the following:

7 “(ii) The percentage of career and  
8 technical education concentrators who  
9 graduated high school, as measured by—

10 “(I) the 4-year adjusted cohort  
11 graduation rate, defined in a manner  
12 consistent with section 8101 of the  
13 Elementary and Secondary Education  
14 Act of 1965, for the career and tech-  
15 nical education concentrators; and

16 “(II) at the discretion of the  
17 State, the extended-year adjusted co-  
18 hort graduation rate, defined in a  
19 manner consistent with such section,  
20 for the career and technical education  
21 concentrators.

22 “(iii) The percentage of career and  
23 technical education concentrators who have  
24 obtained a recognized postsecondary cre-  
25 dential by not later than 1 year following

1 the concentrator's exit from secondary edu-  
2 cation, to the extent calculating such per-  
3 centage is practicable.

4 “(iv) The percentage of career and  
5 technical education concentrators who, in  
6 the second quarter following the program  
7 year in which the concentrators exit sec-  
8 ondary education, are—

9 “(I) enrolled in postsecondary  
10 education or training activities;

11 “(II) serving in the military, a  
12 service program that receives assist-  
13 ance under title I of the National and  
14 Community Service Act of 1990 (42  
15 U.S.C. 12511 et seq.), the Peace  
16 Corps, or other national service; or

17 “(III) in unsubsidized employ-  
18 ment.

19 “(v) The percentage of career and  
20 technical education concentrators in career  
21 and technical education programs or CTE  
22 programs of study that lead to nontradi-  
23 tional fields.”;

24 (B) by striking subparagraph (B) and in-  
25 serting the following:

1                   “(B) PRIMARY INDICATORS OF PERFORM-  
2                   ANCE FOR CAREER AND TECHNICAL EDUCATION  
3                   CONCENTRATORS AT THE POSTSECONDARY  
4                   LEVEL.—The primary indicators of perform-  
5                   ance for career and technical education con-  
6                   centrators at the postsecondary level shall be  
7                   the following valid and reliable measures:

8                   “(i) The percentage of career and  
9                   technical education concentrators who ob-  
10                  tain a recognized postsecondary credential  
11                  during participation in, or not later than 1  
12                  year after exit from, the career and tech-  
13                  nical education program or CTE program  
14                  of study.

15                  “(ii) The percentage of career and  
16                  technical education concentrators who,  
17                  during a program year, are in an education  
18                  or training program that leads to a recog-  
19                  nized postsecondary credential or employ-  
20                  ment and who are achieving measurable  
21                  skill gains toward such a credential or em-  
22                  ployment, which the State may choose to  
23                  measure—

24                  “(I) in the same manner as  
25                  measurable skill gains are determined

1 under section 116(b)(2)(A)(i)(V) of  
2 the Workforce Innovation and Oppor-  
3 tunity Act (29 U.S.C.  
4 3141(b)(2)(A)(i)(V));

5 “(II) in another manner identi-  
6 fied by the Secretary of Education; or

7 “(III) if determined necessary by  
8 the State, using any other different  
9 measure selected by the State.

10 “(iii) The percentage of career and  
11 technical education concentrators who,  
12 during the second quarter after exit from  
13 a career and technical education pro-  
14 gram—

15 “(I) are in unsubsidized employ-  
16 ment;

17 “(II) are in the military, a serv-  
18 ice program that receives assistance  
19 under title I of the National and Com-  
20 munity Service Act of 1990 (42  
21 U.S.C. 12511 et seq.), or the Peace  
22 Corps;

23 “(III) remain in postsecondary  
24 education; or

1                   “(IV) transfer to a baccalaureate  
2                   degree or apprenticeship (which may  
3                   include a registered apprenticeship)  
4                   program.

5                   “(iv) The percentage of career and  
6                   technical education concentrators in non-  
7                   traditional fields.”;

8                   (C) in subparagraph (C)—

9                   (i) by striking “PERFORMANCE.—An”  
10                  and inserting the following: “PERFORM-  
11                  ANCE.—

12                  “(i) IN GENERAL.—An”;

13                  (ii) by inserting “, including indica-  
14                  tors used by the eligible agency before the  
15                  date of enactment of the Career and Tech-  
16                  nical Education Act of 2016,” after “addi-  
17                  tional indicators of performance”; and

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

20                  “(ii) STATE ROLE.—Any additional  
21                  indicators of performance described in  
22                  clause (i) shall be established solely by  
23                  each eligible agency with input from the el-  
24                  igible recipients.”; and



1 (D) by striking subparagraphs (D) through  
2 (F) and inserting the following:

3 “(D) ALIGNMENT OF PERFORMANCE INDI-  
4 CATORS.—Each State and eligible agency shall,  
5 to the greatest extent practicable, align the data  
6 elements and definitions related to the indica-  
7 tors of performance under this paragraph so  
8 that—

9 “(i) substantially similar information  
10 gathered for other State and Federal pro-  
11 grams, or for any other purpose, is used to  
12 meet the requirements of this section; and

13 “(ii) to the greatest extent practicable,  
14 data can be drawn from existing State-  
15 managed data systems, including systems  
16 established under section 208 of the Edu-  
17 cation Technical Assistance Act of 2002,  
18 and other administrative data sources.”;

19 (4) in paragraph (3)—

20 (A) in subparagraph (A)—

21 (i) in the subparagraph heading, by  
22 striking “ADJUSTED LEVELS OF PERFORM-  
23 ANCE FOR CORE” and inserting “TARGET  
24 LEVELS OF PERFORMANCE FOR PRIMARY”;

25 (ii) in clause (i)—

1 (I) in the matter preceding sub-  
2 clause (I)—

3 (aa) by striking “levels”  
4 each place the term appears and  
5 inserting “target levels”; and

6 (bb) by striking “core” and  
7 inserting “primary”; and

8 (II) in subclause (I), by striking  
9 “in a percentage or numerical form”  
10 and inserting “as a percentage”;

11 (iii) by striking clauses (ii) through  
12 (vii) and inserting the following:

13 “(ii) IDENTIFICATION AND DISSEMI-  
14 NATION FOR FIRST 2 PROGRAM YEARS.—

15 “(I) IDENTIFICATION OF TARGET  
16 LEVELS OF PERFORMANCE.—Subject  
17 to section 4, each eligible agency shall  
18 identify, in the State plan submitted  
19 under section 122, target levels of  
20 performance for each of the primary  
21 indicators of performance for the first  
22 2 program years covered by the State  
23 plan.

24 “(II) REPORTING AND DISSEMI-  
25 NATION.—Upon establishment of the

1 target levels of performance identified  
2 in accordance with subclause (I), the  
3 eligible agency shall report the target  
4 levels of performance to the Secretary  
5 and immediately disseminate the tar-  
6 get levels of performance—

7 “(aa) widely, including spe-  
8 cifically to students, parents, and  
9 educators;

10 “(bb) through a variety of  
11 means, including by electronic  
12 means; and

13 “(cc) in user-friendly for-  
14 mats and languages that are eas-  
15 ily accessible and understandable  
16 by the students and parents to be  
17 served.

18 “(iii) STATE TARGET LEVELS OF PER-  
19 FORMANCE FOR SUBSEQUENT YEARS.—

20 “(I) IDENTIFICATION.—Prior to  
21 the third program year covered by the  
22 State plan, and every second year cov-  
23 ered by the State plan thereafter  
24 (which third and every second year  
25 may be referred to in this paragraph

1 as ‘establishment years’), each eligible  
2 agency shall identify the State target  
3 levels of performance for each of the  
4 primary indicators of performance for  
5 the establishment year and the subse-  
6 quent program year covered by the  
7 State plan, taking into account the  
8 factors described in clause (v). The  
9 State target levels of performance  
10 identified under this subclause shall  
11 be incorporated into the State plan.

12 “(II) REPORTING AND DISSEMI-  
13 NATION.—On establishment of the  
14 State target levels of performance for  
15 each of the primary indicators of per-  
16 formance for the establishment year  
17 and the subsequent program year  
18 under subclause (I), the eligible agen-  
19 cy shall report such target levels of  
20 performance to the Secretary and dis-  
21 seminate the State levels of perform-  
22 ance in the same manner as described  
23 in clause (ii)(II).

24 “(iv) ROLE OF THE SECRETARY.—  
25 The role of the Secretary in the identifica-

tion and dissemination of the State target levels of performance identified in clauses (ii) and (iii) shall be limited to providing technical assistance, at the request of a State, to the State in—

“(I) identifying the State target levels of performance;

“(II) widely disseminating information regarding the State target levels of performance; and

“(III) determining the percentage of career and technical education concentrators who attain the primary indicators of performance, in order to calculate the State levels of performance under clause (vi)(I).

“(v) FACTORS.—The target levels of performance described in clause (ii) or (iii) shall—

“(I) take into account how the target levels of performance involved compare with the target levels of performance established for other States, considering factors including the characteristics of participants when the

1 participants entered the program and  
2 the services or instruction to be pro-  
3 vided;

4 “(II) except for the first program  
5 year covered by the State plan, be ad-  
6 justed, each year for which levels are  
7 identified under clause (ii) or (iii),  
8 taking into account (by comparison  
9 with the prior such year)—

10 “(aa) the differences among  
11 States in economic conditions (in-  
12 cluding differences in unemploy-  
13 ment rates and job losses or  
14 gains in particular industries);

15 “(bb) the characteristics of  
16 program participants when the  
17 participants entered the program  
18 involved; and

19 “(cc) the abilities of the  
20 State and the eligible entity to  
21 collect and access valid, reliable,  
22 and cost-effective data; and

23 “(III) take into account the ex-  
24 tent to which such target levels of per-  
25 formance promote continuous im-

1                   provement on the indicators of per-  
2                   formance by such State.

3                   “(vi) LEVELS OF PERFORMANCE.—

4                   “(I) IN GENERAL.—At the end of  
5                   each program year, the eligible agency  
6                   shall determine the levels of perform-  
7                   ance obtained by the State on each of  
8                   the primary indicators of performance  
9                   for that program year.

10                  “(II) REPORTING AND DISSEMI-  
11                  NATION.—The eligible agency shall,  
12                  for each program year, report the  
13                  State levels of performance described  
14                  in subclause (I) for each of the pri-  
15                  mary indicators of performance to the  
16                  Secretary and immediately dissemi-  
17                  nate the State levels of performance  
18                  in the manner described in clause  
19                  (ii)(II).

20                  “(vii) ADJUSTED LEVELS OF PER-  
21                  FORMANCE.—

22                  “(I) IN GENERAL.—The eligible  
23                  agency may adjust the actual levels of  
24                  performance described in clause (vi)  
25                  on each of the primary indicators of

1 performance for the State and the  
2 program year, to account for the ac-  
3 tual economic conditions in a State  
4 and the characteristics of the con-  
5 centrators. The role of the Secretary  
6 in such adjustment shall be limited to  
7 providing technical assistance, upon a  
8 written request from the eligible agen-  
9 cy, in adjusting the State's levels of  
10 performance.

11 “(II) TREATMENT OF ADJUSTED  
12 LEVELS OF PERFORMANCE.—Any ad-  
13 justed level of performance under sub-  
14 clause (I) shall be used as the State's  
15 level of performance for the applicable  
16 program year for purposes of sub-  
17 paragraph (C)(i)(II), section 123(a),  
18 and for other provisions of this Act,  
19 except for the reporting requirements  
20 of subclause (III) and clause (vi)(II).

21 “(III) REPORTING AND DISSEMI-  
22 NATION.—In any case where an eligi-  
23 ble agency or the Secretary, upon the  
24 eligible agency's request, adjusts any  
25 State level of performance under sub-



1 clause (I) for a primary indicator of  
2 performance and a program year, the  
3 eligible agency shall—

4 “(aa) immediately report, to  
5 the Secretary, the State level of  
6 performance on the indicator (as  
7 described in clause (vi)), the ad-  
8 justed State level of performance  
9 under subclause (I), and the rea-  
10 sons for the adjustment; and

11 “(bb) disseminate the infor-  
12 mation described in item (aa) in  
13 the same manner as described in  
14 clause (ii)(II).”; and

15 (B) in subparagraph (C), as redesignated  
16 and transferred by subsection (a)—

17 (i) in clause (i)(I)—

18 (I) by striking “core” and insert-  
19 ing “primary”; and

20 (II) by striking “adjusted levels”  
21 and inserting “target levels”;

22 (ii) in clause (ii)—

23 (I) in the matter preceding sub-  
24 clause (I)—

1 (aa) by striking “paragraphs  
2 (3) and (4)” and inserting  
3 “clauses (iii) and (iv)”; and

4 (bb) by striking “or 201”;  
5 (II) in subclause (I)—

6 (aa) by striking  
7 “1111(h)(1)(C)(i)” and inserting  
8 “1111(h)(1)(C)(ii)”;

9 (bb) by striking “section  
10 3(29)” and inserting “section  
11 3(42)”; and

12 (cc) by striking “; and” and  
13 inserting “, and by the career  
14 and technical education programs  
15 of study of the career and tech-  
16 nical education concentrators of  
17 the State or, if reporting by pro-  
18 gram of study is impractical, by  
19 the career clusters of such con-  
20 centrators;”;

21 (III) in subclause (II)—

22 (aa) by striking “adjusted  
23 levels” and inserting “target lev-  
24 els”; and

1 (bb) by striking the period  
2 at the end and inserting “; and”;  
3 and

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

6 “(III) make available, consistent  
7 with the requirements of section 444  
8 of the General Education Provisions  
9 Act (20 U.S.C. 1232g, commonly  
10 known as the ‘Family Educational  
11 Rights and Privacy Act of 1974’), the  
12 information described in this clause  
13 for the purposes of determining and  
14 developing evidence-based approaches  
15 to improving the effectiveness of ca-  
16 reer and technical education pro-  
17 grams.”; and

18 (iii) in clause (v)—

19 (I) in the matter preceding sub-  
20 clause (I), by striking “The Sec-  
21 retary—” and inserting “Within 180  
22 days of receiving the report and data  
23 described in clauses (i) and (ii), the  
24 Secretary—”; and

1 (II) in subparagraph (C), by in-  
2 serting “Committee on Health, Edu-  
3 cation, Labor, and Pensions of the  
4 Senate, the Committee on Education  
5 and the Workforce of the House of  
6 Representatives, and other” after  
7 “provide the”; and

8 (5) in paragraph (4)—

9 (A) in subparagraph (A)—

10 (i) in the subparagraph heading, by  
11 striking “LOCAL ADJUSTED LEVELS OF  
12 PERFORMANCE FOR CORE” and inserting  
13 “LOCAL TARGET LEVELS OF PERFORM-  
14 ANCE FOR PRIMARY”;

15 (ii) in clause (i)—

16 (I) in the matter preceding sub-  
17 clause (I)—

18 (aa) by striking “adjusted”  
19 each place the term appears and  
20 inserting “target”;

21 (bb) by striking “core indi-  
22 cators” and inserting “primary  
23 indicators”; and

24 (cc) by striking “The levels  
25 of performance” and inserting

1 “The target levels of perform-  
2 ance”; and

3 (II) in subclause (I)—

4 (aa) by striking “in a per-  
5 centage or numerical form” and  
6 inserting “as a percentage”;

7 (bb) by striking “State lev-  
8 els” and inserting “State target  
9 levels”;

10 (iii) in clause (ii)—

11 (I) by striking “IN THE LOCAL  
12 PLAN.—Each” and inserting the fol-  
13 lowing: “AND DISSEMINATION FOR  
14 THE FIRST 2 YEARS.—

15 “(I) IDENTIFICATION.—Each”;

16 (II) by striking “levels of per-  
17 formance” and inserting “target levels  
18 of performance”;

19 (III) by adding at the end the  
20 following:

21 “(II) REPORTING AND DISSEMI-  
22 NATION.—The eligible recipient shall  
23 report the local target levels of per-  
24 formance for each of the primary indi-  
25 cators of performance identified in

1 clause (i) to the State and disseminate  
2 the local target levels of perform-  
3 ance—

4 “(aa) widely, including spe-  
5 cifically to students, parents, and  
6 educators;

7 “(bb) through a variety of  
8 means, including by electronic  
9 means; and

10 “(cc) in user-friendly for-  
11 mats and languages that are eas-  
12 ily accessible and understandable  
13 by the students and parents to be  
14 served.”; and

15 (iv) by striking clauses (iii) through  
16 (vi) and inserting the following;

17 “(iii) LOCAL TARGET LEVELS OF PER-  
18 FORMANCE FOR SUBSEQUENT YEARS.—

19 “(I) IDENTIFICATION.—Prior to  
20 the third program year covered by the  
21 local plan, and every second year  
22 thereafter (which third and every sec-  
23 ond years may be referred to in this  
24 paragraph as ‘establishment years’),  
25 each eligible recipient shall identify

1 the local target levels of performance  
2 for each of the primary indicators of  
3 performance identified in clause (ii)(I)  
4 for the establishment year and the  
5 subsequent program year covered by  
6 the local plan, taking into account the  
7 factors described in paragraph  
8 (3)(A)(v).

9 “(II) REPORTING AND DISSEMI-  
10 NATION.—The eligible recipient shall,  
11 for each program year, report the  
12 local target levels of performance to  
13 the State and disseminate the local  
14 target levels of performance in the  
15 same manner as described in clause  
16 (ii)(II).

17 “(iv) LEVELS OF PERFORMANCE.—

18 “(I) IN GENERAL.—At the end of  
19 each program year, each eligible re-  
20 cipient shall determine the levels of  
21 performance of the eligible recipient  
22 on each of the primary indicators of  
23 performance for such program year.

24 “(II) REPORTING AND DISSEMI-  
25 NATION.—Each eligible recipient

1 shall, for each program year, report  
2 the levels of performance described in  
3 subclause (I) of the eligible recipient  
4 for each of the primary indicators of  
5 performance to the Secretary and im-  
6 mediately disseminate such levels of  
7 performance in the same manner as  
8 described in clause (ii)(II).

9 “(v) ADJUSTED LEVELS OF PERFORM-  
10 ANCE OF PERFORMANCE IN CERTAIN CIR-  
11 CUMSTANCES.—

12 “(I) IN GENERAL.—At the end of  
13 a program year and upon a written  
14 request from an eligible recipient, the  
15 State or, at the request of the State,  
16 the Secretary, may adjust any of the  
17 eligible recipient’s levels of perform-  
18 ance described in clause (iv) for any  
19 of the program’s primary indicators of  
20 performance described in paragraph  
21 (3)(A)(ii), for that program year and  
22 locality, to account for the actual eco-  
23 nomic conditions and characteristics  
24 of participants (as described in para-  
25 graph (3)(A)(v)(II)) in that program



1 during that program year in such lo-  
2 cality.

3 “(II) TREATMENT OF ADJUSTED  
4 LEVELS OF PERFORMANCE.—Any ad-  
5 justed level of performance described  
6 in subclause (I) shall be used as the  
7 eligible recipient’s level of perform-  
8 ance for the applicable program year  
9 for purposes of subparagraph  
10 (C)(i)(II), section 123(a), and for any  
11 other provision under this Act (except  
12 for the reporting requirements of sub-  
13 clause (III) and clause (iv)(II)).

14 “(III) REPORTING AND DISSEMI-  
15 NATION.—In any case where an eligi-  
16 ble recipient has a level of perform-  
17 ance for a primary indicator of per-  
18 formance adjusted under subclause (I)  
19 for a program year, the eligible recipi-  
20 ent shall—

21 “(aa) immediately report, to  
22 the State, the eligible recipient’s  
23 level of performance on the indi-  
24 cator (as described in subclause  
25 (I)), the level of performance as

1 adjusted under subclause (II),  
2 and the reason for the adjust-  
3 ment; and

4 “(bb) disseminate the infor-  
5 mation described in item (aa) in  
6 the same manner as described in  
7 clause (ii)(II).”; and

8 (B) in subparagraph (C)—

9 (i) in clause (i)—

10 (I) by striking “section 112” and  
11 inserting “section 131 or 132”; and

12 (II) by striking “local adjusted  
13 levels of performance” and inserting  
14 “local target levels of performance”;

15 (ii) in clause (ii)—

16 (I) in the matter preceding sub-  
17 paragraph (A), by striking “described  
18 in section 112 shall” and inserting  
19 “described in section 131 or 132”;

20 (II) in subclause (I)—

21 (aa) by inserting “shall” be-  
22 fore “disaggregate”;

23 (bb) by striking  
24 “1111(h)(1)(C)(i)” and inserting  
25 “1111(h)(1)(C)(ii)”;

1 (cc) by striking “section  
2 3(29)” and inserting “section  
3 3(42)”; and

4 (dd) by striking “; and” and  
5 inserting “, and by the career  
6 and technical education programs  
7 of study of the career and tech-  
8 nical education concentrators of  
9 the State or, if reporting by pro-  
10 gram of study is impractical, by  
11 the career clusters of such con-  
12 centrators; and”;

13 (III) in subclause (II)—

14 (aa) by inserting “shall” be-  
15 fore “identify”; and

16 (bb) by striking the period  
17 at the end and inserting a semi-  
18 colon; and

19 (IV) by adding at the end the fol-  
20 lowing:

21 “(III) shall make available, con-  
22 sistent with the requirements of sec-  
23 tion 444 of the General Education  
24 Provisions Act (20 U.S.C. 1232g,  
25 commonly known as the ‘Family Edu-

1 cational Rights and Privacy Act of  
2 1974'), the information described in  
3 this paragraph for the purposes of de-  
4 termining and developing evidence-  
5 based approaches to improving the ef-  
6 fectiveness of career and technical  
7 education programs; and

8 “(IV) with respect to eligible re-  
9 cipients—

10 “(aa) serving at the sec-  
11 ondary level, may utilize, con-  
12 sistent with the requirements of  
13 section 444 of the General Edu-  
14 cation Provisions Act (20 U.S.C.  
15 1232g, commonly known as the  
16 ‘Family Educational Rights and  
17 Privacy Act of 1974’), the meas-  
18 ure described in section  
19 116(b)(2)(A)(i)(VI) of the Work-  
20 force Innovation and Opportunity  
21 Act (29 U.S.C.  
22 3141(b)(2)(A)(i)(V)) and report  
23 outcomes on such measure to the  
24 eligible agency; and

1 “(bb) serving at the postsec-  
2 ondary level, shall utilize, to the  
3 extent practicable and consistent  
4 with the requirements of section  
5 444 of the General Education  
6 Provisions Act (20 U.S.C. 1232g,  
7 commonly known as the ‘Family  
8 Educational Rights and Privacy  
9 Act of 1974’), the measure de-  
10 scribed in section  
11 116(b)(2)(A)(i)(VI) of the Work-  
12 force Innovation and Opportunity  
13 Act (29 U.S.C.  
14 3141(b)(2)(A)(i)(V)) and report  
15 outcomes on such measure to the  
16 eligible agency.”;

17 (iii) in clause (iii), by striking “sub-  
18 section (c)(3)” and inserting “paragraph  
19 (3)(C)(iii)”;

20 (iv) in clause (v), by striking “to the  
21 public” and all that follows through the pe-  
22 riod at the end and inserting the following:  
23 “to the public—

24 “(I) widely, including specifically  
25 to students, parents, and educators;

1 “(II) through a variety of means,  
2 including by electronic means; and  
3 “(III) in user-friendly formats  
4 and languages that are easily acces-  
5 sible and understandable by the stu-  
6 dents and parents to be served.”.

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

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

9 (1) in subsection (a)(2), by inserting “nec-  
10 essary, and appropriate,” after “feasible,”;

11 (2) in subsection (b)(1), by striking “and an  
12 entity” and inserting “the Institute of Education  
13 Sciences, and entities”;

14 (3) in subsection (c)—

15 (A) in paragraph (1)—

16 (i) by striking “IN GENERAL.—The  
17 Secretary” and inserting the following: “IN  
18 GENERAL.—

19 “(A) PLAN FOR NATIONAL ACTIVITIES.—  
20 The Secretary”; and

21 (ii) by adding at the end the fol-  
22 lowing:

23 “(B) CONSULTATION AND COLLABORA-  
24 TION.—In developing a single plan under sub-  
25 paragraph (A), the Secretary shall—

1 “(i) consult with eligible agencies, the  
2 Institute of Education Sciences, eligible re-  
3 cipients, and career and technical edu-  
4 cation educators; and

5 “(ii) collaborate with the business,  
6 labor, workforce development, and eco-  
7 nomic development sectors.”; and

8 (B) in paragraph (2)—

9 (i) in subparagraph (B), by inserting  
10 “,acting through the Director of the Insti-  
11 tute of Education Sciences,” after “the  
12 Secretary”; and

13 (ii) in subparagraph (C), by inserting  
14 “, in consultation with the Director,” after  
15 “the Secretary”;

16 (4) in subsection (d)—

17 (A) in paragraph (1)—

18 (i) in subparagraph (A)—

19 (I) by striking “The Secretary  
20 shall” and inserting “The Secretary,  
21 in consultation with the Director,  
22 shall”;

23 (II) by striking “advise the Sec-  
24 retary” and inserting “advise the Di-  
25 rector and Secretary”; and

1 (III) by inserting “, any other in-  
2 formation or evaluation in addition to  
3 the description and evaluation re-  
4 quired under paragraph (2)(B)(i) that  
5 the panel determines are necessary  
6 and appropriate,” after “addressed”;  
7 (ii) in subparagraph (B)—

8 (I) by redesignating clause (vi) as  
9 clause (viii);

10 (II) in clause (v), by striking  
11 “and” after the semicolon; and

12 (III) by inserting after clause (v)  
13 the following:

14 “(vi) individuals with expertise on ad-  
15 dressing inequities in access to, and in op-  
16 portunities for, learning, skill development,  
17 or effective teaching;

18 “(vii) members of special populations;  
19 and”; and

20 (iii) in subparagraph (C), by inserting  
21 “the Director,” after “the Secretary,”;

22 (B) in paragraph (2)—

23 (i) in subparagraph (A)—

24 (I) by striking “the Secretary  
25 shall provide for the conduct of an



1 independent” and inserting “the Sec-  
2 retary, acting through the Director,  
3 shall conduct an independent”;

4 (II) by striking “the Carl D. Per-  
5 kins Career and Technical Education  
6 Improvement Act of 2006, to the ex-  
7 tent practicable,” and inserting “the  
8 Career and Technical Education Act  
9 of 2016”; and

10 (III) by adding at the end the  
11 following: “Whenever possible, data  
12 used for the evaluation and assess-  
13 ment for a fiscal year shall be the  
14 most recent data available and from  
15 the 5-year period preceding such fiscal  
16 year.”;

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

19 “(B) CONTENTS.—The assessment re-  
20 quired under subparagraph (A) shall include—

21 “(i) a description and evaluation of  
22 the extent, and success, of the integration  
23 of rigorous and challenging academic and  
24 career and technical education for career  
25 and technical education participants in ca-

1           reer and technical education programs,  
2           which shall include a review of the effect of  
3           such integration on the academic and tech-  
4           nical proficiency achievement of such par-  
5           ticipants (including how such participants  
6           perform relative to the primary indicators  
7           of performance described in section 113)  
8           and on wages earned;

9           “(ii) a description and evaluation of—

10                 “(I) employer involvement in,  
11                 satisfaction with, and benefit from,  
12                 career and technical education pro-  
13                 grams and CTE programs of study;  
14                 and

15                 “(II) the preparation for and  
16                 performance in employment of career  
17                 and technical education participants  
18                 and career and technical education  
19                 concentrators; and

20           “(iii) any other description or evalua-  
21           tion determined necessary and appropriate  
22           by the Secretary, in consultation with the  
23           Director, which may include—

1 “(I) any recommendations by the  
2 independent advisory panel appointed  
3 under paragraph (1);

4 “(II) the extent to which State,  
5 local, and tribal entities have devel-  
6 oped, implemented, or improved State  
7 and local career and technical edu-  
8 cation programs assisted under this  
9 Act and met the needs identified by  
10 the State plans and local plans under  
11 sections 122 and 134, respectively;

12 “(III) the preparation and quali-  
13 fications of teachers and faculty of ca-  
14 reer and technical education (such as  
15 meeting State established teacher cer-  
16 tification or licensing requirements),  
17 as well as shortages of such teachers  
18 and faculty;

19 “(IV) academic and career and  
20 technical education achievement and  
21 employment outcomes of career and  
22 technical education participants,  
23 disaggregated by the subcategories de-  
24 scribed in section 113(b)(4)(C)(ii)(I),  
25 including analyses of—

1 “(aa) the extent to which ca-  
2 reer and technical education pro-  
3 grams prepare participants, in-  
4 cluding special populations, for—

5 “(AA) subsequent em-  
6 ployment in high-skill, high-  
7 wage, or high-demand occu-  
8 pations (including those oc-  
9 cupations in which mathe-  
10 matics and science skills are  
11 critical); or

12 “(BB) participation in  
13 postsecondary education;  
14 and

15 “(bb) the extent to which el-  
16 igible recipients have addressed  
17 inequities in access to, and in op-  
18 portunities for, learning, skill de-  
19 velopment, or effective teaching,  
20 with such inequities to be identi-  
21 fied by the State;

22 “(V) the use of educational tech-  
23 nology and distance learning with re-  
24 spect to career and technical edu-  
25 cation programs; and

1                   “(VI) the effect of State and  
2                   local levels of performance on the de-  
3                   livery of career and technical edu-  
4                   cation services, including the percent-  
5                   age of career and technical education  
6                   students meeting the State and local  
7                   target levels of performance described  
8                   in paragraphs (3) and (4) of section  
9                   113(b).”; and  
10                  (iii) in subparagraph (C)—  
11                   (I) in the subparagraph heading,  
12                   by inserting “AND DISSEMINATION”  
13                   after “REPORTS”;  
14                   (II) in clause (i)—  
15                   (aa) in subclause (I), by  
16                   striking “on or before January 1,  
17                   2010; and” and inserting “by not  
18                   later than 180 days after the  
19                   date of enactment of the Career  
20                   and Technical Education Act of  
21                   2016, that builds on studies and  
22                   analyses existing as of such date  
23                   of enactment;”;

1 (bb) in subclause (II), by  
2 striking “2011.” and inserting  
3 “2018; and”; and

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

6 “(III) an annual update to such  
7 final report for program year 2019  
8 and each succeeding year.”;

9 (III) by redesignating clause (ii)  
10 as clause (iii); and

11 (IV) by inserting after clause (i)  
12 the following:

13 “(ii) DISSEMINATION.—The Secretary  
14 shall disseminate the interim and final re-  
15 ports and annual updates described in sub-  
16 clauses (I), (II), and (III) of clause (i)  
17 widely and on a timely basis to State and  
18 local officials and educators.”; and

19 (V) in clause (iii), as redesign-  
20 nated by subclause (III)—

21 (aa) by inserting “(including  
22 the Institute of Education  
23 Sciences)” after “Department of  
24 Education”; and

1 (bb) by striking “the Sec-  
2 retary” each place the term ap-  
3 pears and inserting “the Sec-  
4 retary, the Director”;

5 (C) in paragraph (3)(A)—

6 (i) by inserting “as long as such infor-  
7 mation does not reveal any personally iden-  
8 tifiable information” after “section  
9 113(b)”;

10 (ii) by striking “adjusted levels” and  
11 inserting “target levels”.

12 (D) in paragraph (4)—

13 (i) by striking subparagraph (A) and  
14 inserting the following:

15 “(A) IN GENERAL.—From amounts made  
16 available under subsection (f), the Secretary,  
17 after consultation with the Director, the Com-  
18 missioner for Education Research, and the  
19 States, and with input from the independent  
20 advisory panel established under subsection  
21 (d)(1)(A), shall award, in accordance with sub-  
22 paragraph (B), grants, contracts, or cooperative  
23 agreements, on a competitive basis, to an insti-  
24 tution of higher education, a public or private  
25 nonprofit organization or agency, or a consor-

1           tium of such institutions, organizations, or  
2           agencies—

3 “(i) to carry out scientifically valid re-  
4 search and evaluation for the purpose of  
5 developing, improving, and identifying the  
6 most successful methods for—

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

“(II) addressing the education,  
employment, and training needs of  
participants, including special popu-  
lations, in career and technical edu-  
cation programs;

16 “(ii) to determine the effectiveness of  
17 the programs and activities supported  
18 under this Act and to build the knowledge  
19 base of effective career and technical edu-  
20 cation programs; and

“(iii) to carry out such other research  
and evaluation, consistent with the pur-  
poses of this Act, as the Director, in con-  
sultation with the Secretary, determines



1 appropriate to assist State and eligible re-  
2 cipients of funds under this Act.”;

3 (ii) by redesignating subparagraphs  
4 (B) and (C) as subparagraphs (C) and  
5 (D), respectively;

6 (iii) by inserting after subparagraph  
7 (A) the following:

8 “(B) CONSULTATION.—The Secretary  
9 shall award the grant, contract, or cooperative  
10 agreement under subparagraph (A)—

11 “(i) after consultation with the Direc-  
12 tor and the Commissioner for Education  
13 Research; and

14 “(ii) with input from the independent  
15 advisory panel described in paragraph  
16 (3)(A).”;

17 (iv) in subparagraph (C), as redesign-  
18 nated by clause (ii)—

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

21 (II) by striking “center” both  
22 places it appears and inserting “enti-  
23 ty”; and

24 (v) in subparagraph (D), as redesign-  
25 nated by clause (ii)—

1 (I) by inserting “on a timely  
2 basis, including through any public  
3 and relevant networks and, as appro-  
4 priate and relevant, technical assist-  
5 ance providers within the Depart-  
6 ment” before the period at the end;  
7 and

8 (II) by striking “center” and in-  
9 serting “entity”; and

10 (E) by striking paragraph (5) and insert-  
11 ing the following:

12 “(5) DEMONSTRATIONS AND DISSEMINATION.—

13 “(A) DEMONSTRATIONS.—The Secretary,  
14 in consultation with the Director, is authorized  
15 to carry out demonstration career and technical  
16 education programs, to replicate model career  
17 and technical education programs, and to pro-  
18 vide technical assistance upon request of a  
19 State.

20 “(B) DISSEMINATION.—The Secretary  
21 shall disseminate information on model career  
22 and technical education programs—

23 “(i) widely, including through the net-  
24 works described in paragraph (4)(D) and,  
25 as appropriate and relevant, technical as-

1 assistance providers within the Institute and  
2 the Department;

3 “(ii) on a timely basis; and

4 “(iii) for the purposes of developing,  
5 improving, and identifying the most suc-  
6 cessful methods and techniques for pro-  
7 viding career and technical education pro-  
8 grams assisted under this Act.”;

9 (5) by redesignating subsection (e) as sub-  
10 section (f);

11 (6) by inserting after subsection (d) the fol-  
12 lowing:

13 “(e) CAREER AND TECHNICAL EDUCATION INNOVA-  
14 TION.—

15 “(1) PURPOSE.—The purpose of this subsection  
16 is to support innovative strategies and activities or  
17 the replication and expansion of evidence-based  
18 strategies and activities in order to improve career  
19 and technical education, prepare students for suc-  
20 cess in the workforce, and align workforce skills with  
21 labor market needs.

22 “(2) DEFINITIONS.—

23 “(A) PAY-FOR-SUCCESS INITIATIVE.—In  
24 this subsection, the term ‘pay-for-success initia-

1           tive’ means an initiative, carried out under a  
2           grant, contract, or cooperative agreement—

3                   “(i) that is awarded by a fiscal agent  
4                   of a public eligible entity;

5                   “(ii) that is awarded on the basis of  
6                   performance; and

7                   “(iii) under which a commitment is  
8                   made to pay for agreed-upon outcomes and  
9                   experiences that result in social benefit,  
10                  and in direct cost savings or cost avoid-  
11                  ance, to the public sector.

12                  “(B) INITIATIVE.—For purposes of sub-  
13                  paragraph (A), the term ‘initiative’ means a  
14                  project that—

15                   “(i) includes a feasibility study devel-  
16                   oped with stakeholders, including those  
17                   targeted by the proposed intervention in-  
18                   volved, on the project describing how the  
19                   proposed intervention is based on evidence  
20                   of effectiveness;

21                   “(ii) uses measures that are scientif-  
22                   ically sound to determine improvement in  
23                   agreed-upon academic, developmental,  
24                   postsecondary, or employment outcomes  
25                   and experiences for participants;

1 “(iii) includes a rigorous, third-party  
2 evaluation that uses experimental or quasi-  
3 experimental design or other research  
4 methodologies that allow for the strongest  
5 possible causal inferences, to determine  
6 whether the project has met the measures;

7 “(iv) includes an annual, publicly  
8 available report on the progress of the  
9 project; and

10 “(v) is carried out under a grant, con-  
11 tract, or cooperative agreement that has a  
12 requirement that payments are made to  
13 the recipient of the grant, contract, or co-  
14 operative agreement only when the meas-  
15 ures are met, except that the public entity  
16 may make payments to compensate the  
17 third party conducting the evaluation de-  
18 scribed in clause (iii).

19 “(C) EXCLUSION.—For purposes of sub-  
20 paragraphs (A) and (B), the term ‘initiative’  
21 does not include a project that—

22 “(i) reduces the special education or  
23 related services that a student would other-  
24 wise receive under the Individuals with

1 Disabilities Education Act (20 U.S.C.  
2 1400 et seq.); or

3 “(ii) otherwise reduces the rights of  
4 the student or parents or the obligations of  
5 an entity under such Act, the Rehabilita-  
6 tion Act of 1973 (29 U.S.C. 701 et seq.),  
7 the Americans with Disabilities Act of  
8 1990 (42 U.S.C. 12101 et seq.), or any  
9 other law.

10 “(3) GRANTS AUTHORIZED.—

11 “(A) IN GENERAL.—Subsequent to con-  
12 ducting research and evaluation under sub-  
13 section (c), the Secretary may make grants to  
14 eligible entities to enable the eligible entities  
15 to—

16 “(i) create, develop, implement, rep-  
17 licate, or take to scale entrepreneurial, evi-  
18 dence-based, field-initiated innovations to  
19 improve student outcomes in career and  
20 technical education; and

21 “(ii) rigorously evaluate such innova-  
22 tions, in accordance with paragraph (10).

23 “(B) DESCRIPTION OF GRANTS.—If the  
24 Secretary elects to make grants under subpara-  
25 graph (A) for any fiscal year, the Secretary

1 shall make grants for such year from 1 or more  
2 of the following categories:

3 “(i) Early-phase grants to fund the  
4 development, implementation, and feasi-  
5 bility testing of a program, which prior re-  
6 search suggests has promise, for the pur-  
7 pose of determining whether the program  
8 can successfully improve student outcomes  
9 in career and technical education.

10 “(ii) Mid-phase grants to fund imple-  
11 mentation and a rigorous evaluation of a  
12 program that has been successfully imple-  
13 mented under an early-phase grant de-  
14 scribed in clause (i) or other effort meeting  
15 similar criteria, for the purpose of meas-  
16 uring the program’s impact and cost effec-  
17 tiveness, if possible using existing adminis-  
18 trative data.

19 “(iii) Expansion grants to fund the  
20 implementation and a rigorous replication  
21 evaluation of a program that has been  
22 found to produce sizable, important im-  
23 pacts under a mid-phase grant described in  
24 clause (ii) or other effort meeting similar  
25 criteria, for the purposes of—

1                   “(I) determining whether such  
2                   impacts can be successfully repro-  
3                   duced and sustained over time; and

4                   “(II) identifying the conditions in  
5                   which the program is most effective.

6                   “(C) DURATION OF GRANTS.—

7                   “(i) IN GENERAL.—Except as pro-  
8                   vided in clause (ii), a grant made under  
9                   this subsection shall be for a period of not  
10                  more than 3 years.

11                  “(ii) EXTENSION.—The Secretary  
12                  may extend a grant made under this sub-  
13                  section for an additional 2-year period if  
14                  the grant recipient demonstrates to the  
15                  Secretary that the recipient is achieving its  
16                  grant objectives and, as applicable, has im-  
17                  proved student outcomes in career and  
18                  technical education.

19                  “(iii) LIMITATION OF GRANTS.—If an  
20                  eligible entity that is a partnership of enti-  
21                  ties described in paragraph (4) receives a  
22                  grant under this subsection, the same part-  
23                  nership of the same entities shall not be el-  
24                  igible to receive an additional grant under  
25                  this subsection.



1           “(4) ELIGIBLE ENTITY.—In this subsection, the  
2           term ‘eligible entity’ means a partnership of two or  
3           more of the following entities:

4                   “(A) A consortium of agencies or institu-  
5                   tions described in any of subparagraphs (B)  
6                   through (G), which may also include regional,  
7                   State, or local public or private organizations,  
8                   including community-based organizations, that  
9                   are appropriate to meet the objectives for the  
10                  grant involved.

11                   “(B) A local educational agency.

12                   “(C) An educational service agency.

13                   “(D) A postsecondary educational institu-  
14                  tion.

15                   “(E) An area career and technical edu-  
16                  cation school or program providing education at  
17                  the postsecondary level.

18                   “(F) A State educational agency.

19                   “(G) The Bureau of Indian Education.

20           “(5) MATCHING FUNDS.—In order to receive a  
21           grant under this subsection, an eligible entity shall  
22           demonstrate that the eligible entity will provide  
23           matching funds, in cash or through in-kind contribu-  
24           tions, from State, local, or private sources in an  
25           amount equal to at least 50 percent of the funds

1 provided under such grant, except that the Secretary  
2 may waive the matching funds requirement, on a  
3 case-by-case basis, upon a showing of exceptional  
4 circumstances, such as—

5 “(A) the difficulty of raising matching  
6 funds for a program to serve a rural area;

7 “(B) the difficulty of raising matching  
8 funds in areas with a concentration of local  
9 educational agencies, or schools, with a high  
10 percentage of students aged 5 through 17—

11 “(i) who are in poverty, as counted in  
12 the most recent census data approved by  
13 the Secretary;

14 “(ii) who are eligible for a free or re-  
15 duced price lunch under the Richard B.  
16 Russell National School Lunch Act (42  
17 U.S.C. 1751 et seq.);

18 “(iii) whose families receive assistance  
19 under the State program funded under  
20 part A of title IV of the Social Security  
21 Act (42 U.S.C. 601 et seq.); or

22 “(iv) who are eligible to receive med-  
23 ical assistance under the Medicaid program  
24 under title XIX of the Social Security Act  
25 (42 U.S.C. 1396 et seq.); and

1                   “(C) the difficulty of raising funds on trib-  
2                   al land.

3                   “(6) APPLICATIONS.—Each eligible entity that  
4                   desires to receive a grant under this subsection shall  
5                   submit an application to the Secretary at such time,  
6                   in such manner, and containing such information as  
7                   the Secretary may reasonably require. In the case of  
8                   an eligible entity described in paragraph (4)(G), the  
9                   application shall be prepared and submitted by 1 or  
10                  more of the partners in the entity described in any  
11                  of subparagraphs (A) through (F) of paragraph (4).  
12                  At a minimum, each application shall include—

13                   “(A) a description of—

14                   “(i) the project for which the eligible  
15                   entity is seeking a grant;

16                   “(ii) the type of grant the eligible en-  
17                   tity is seeking, as described in paragraph  
18                   (3)(B);

19                   “(iii) the activities under paragraph  
20                   (3)(B) and paragraph (8) that the eligible  
21                   entity will carry out with funds under this  
22                   subsection;

23                   “(iv) the period for which the grant is  
24                   requested;

1                   “(v) the estimated number of career  
2                   and technical education students, including  
3                   the number of career and technical edu-  
4                   cation concentrators and participants, that  
5                   the eligible entity plans to serve under the  
6                   proposed project, including the percentage  
7                   of such students who are from each of the  
8                   special populations served by the eligible  
9                   recipient;

10                  “(vi) the budget for the project and  
11                  how the eligible entity will continue the  
12                  project after the grant period;

13                  “(vii) the eligible entity’s plan for  
14                  independently evaluating the effectiveness  
15                  of projects carried out with funds under  
16                  this subsection and the performance of the  
17                  entity in carrying out the projects, includ-  
18                  ing how the eligible entity will use perform-  
19                  ance measures that include performance  
20                  indicators identified under section 113 to  
21                  determine performance;

22                  “(viii) how, in the case of an eligible  
23                  entity carrying out a project that is a pay-  
24                  for-success initiative, as defined in para-  
25                  graph (2), such an initiative will be carried

1 out with the activities described in the ap-  
2 plication;

3 “(ix) the articulation agreement in  
4 place between secondary schools and post-  
5 secondary educational institutions or be-  
6 tween institutions of higher education, if  
7 the application describes a project involv-  
8 ing those schools or institutions; and

9 “(x) in the case of a project involving  
10 a recognized postsecondary credential, the  
11 program leading to the credential;

12 “(B) information identifying the fiscal  
13 agent for the grant funds, which shall be an en-  
14 tity described in any of subparagraphs (A)  
15 through (F) of paragraph (4); and

16 “(C) an assurance that the eligible entity  
17 will—

18 “(i) cooperate with evaluations, as re-  
19 quested by the Secretary;

20 “(ii) make data available to third par-  
21 ties for validation and further study, in ac-  
22 cordance with applicable data privacy laws,  
23 including section 444 of the General Edu-  
24 cation Provisions Act (20 U.S.C. 1232g,  
25 commonly known as the ‘Family Edu-

1           cational Rights and Privacy Act of 1974’);  
2           and

3           “(iii) in the case of an eligible entity  
4           that intends to make subgrants or enter  
5           into contracts or cooperative agreements,  
6           require the submission of the information  
7           described in clauses (i) through (ix) of sub-  
8           paragraph (A), as appropriate, and use  
9           that information in its selection of recipi-  
10          ents of such subgrants, contracts, or agree-  
11          ments and in its oversight for those sub-  
12          grants, contracts, or agreements, which  
13          oversight shall include ensuring that no  
14          funds awarded under this subsection result  
15          in a direct financial benefit to any such re-  
16          cipient or the employees of the recipient.

17          “(7) RURAL AREAS.—

18               “(A) IN GENERAL.—If the Secretary  
19           makes grants under this subsection, the Sec-  
20           retary shall ensure that not less than 25 per-  
21           cent of the funds made available through the  
22           grants for any fiscal year are made available for  
23           programs for which the grant recipient is—

24                   “(i) a local educational agency with  
25                   an urban-centric district locale code of 32,

1                   33, 41, 42, or 43, as determined by the  
2                   Secretary;

3                   “(ii) an institution of higher education  
4                   primarily serving the 1 or more areas  
5                   served by such a local educational agency;

6                   “(iii) a consortium of such local edu-  
7                   cational agencies or such institutions of  
8                   higher education;

9                   “(iv) a partnership between—

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

12                   “(II) such a local educational  
13                   agency or such an institution of high-  
14                   er education; or

15                   “(v) a partnership between—

16                   “(I) a grant recipient described  
17                   in clause (i) or (ii); and

18                   “(II) a State educational agency.

19                   “(B) EXCEPTION.—Notwithstanding sub-  
20                   paragraph (A), the Secretary shall reduce the  
21                   amount of funds made available under such  
22                   subparagraph if the Secretary does not receive  
23                   a sufficient number of applications of sufficient  
24                   quality.

1           “(8) USES OF FUNDS.—Funds made available  
2           under subsection (f) and awarded through grants  
3           under this subsection shall be used for at least one  
4           of the following:

5                   “(A) Improving career and technical edu-  
6                   cation outcomes of students served by eligible  
7                   recipients under this title.

8                   “(B) Improving career and technical edu-  
9                   cation teacher effectiveness, such as through  
10                  high-quality professional development or teacher  
11                  and leader externship programs.

12                  “(C) Improving students’ transition from  
13                  secondary education to postsecondary edu-  
14                  cation, or from completion of one postsecondary  
15                  program to another postsecondary program  
16                  awarding a recognized postsecondary credential.

17                  “(D) Better incorporating comprehensive  
18                  work-based learning into career and technical  
19                  education.

20                  “(E) Increasing the effective use of tech-  
21                  nology within career and technical education  
22                  programs.

23                  “(F) Supporting new models for inte-  
24                  grating academic content and career and tech-  
25                  nical education content in such programs.



1           “(G) Supporting the development and en-  
2           hancement of innovative delivery models for ca-  
3           reer and technical education.

4           “(H) Working with industry to design and  
5           implement courses and CTE programs of study,  
6           or assessments of technical skills, that are  
7           aligned to labor market needs in new or emerg-  
8           ing industries or occupations and that lead to  
9           recognized postsecondary credentials.

10          “(I) Integrating science, technology, engi-  
11          neering, mathematics and computer science  
12          education with career and technical education.

13          “(J) Supporting innovative approaches to  
14          career and technical education by redesigning  
15          the high school experience for students, such as  
16          through evidence-based transitional support  
17          strategies for students who have not met post-  
18          secondary education eligibility requirements.

19          “(K) Carrying out any other activity the  
20          independent advisory panel established under  
21          section 114(d)(1) determines meets the objec-  
22          tives of this subsection and recommends to the  
23          Secretary.

24          “(9) PERFORMANCE MEASURES.—The Sec-  
25          retary shall establish performance measures for the

1 projects carried out under this subsection. Such a  
2 measure shall, at a minimum, include the perform-  
3 ance indicators identified under section 113, if appli-  
4 cable to the project involved.

5 “(10) EVALUATION.—Each recipient of a grant  
6 under this subsection shall conduct an independent  
7 evaluation of the effectiveness of the project carried  
8 out under such grant.

9 “(11) REPORT.—Each recipient of a grant  
10 under this subsection shall submit an annual report  
11 to the Secretary that includes—

12 “(A) a description of how the grant funds  
13 were used; and

14 “(B) information regarding the effective-  
15 ness of the projects carried out and perform-  
16 ance of the eligible entities carrying out the  
17 projects under this subsection on the perform-  
18 ance measures described in paragraph (9),  
19 disaggregated by—

20 “(i) subgroups of students described  
21 in section 1111(b)(2)(C)(v)(II) of the Ele-  
22 mentary and Secondary Act of 1965;

23 “(ii) special populations described in  
24 section 3(42);

25 “(iii) career clusters of students; and

1 “(iv) as applicable, CTE programs of  
2 study of students.

3 “(12) TECHNICAL ASSISTANCE.—The Secretary  
4 may reserve not more than 5 percent of the funds  
5 available to make grants under this subsection for  
6 each fiscal year to—

7 “(A) provide technical assistance for eligi-  
8 ble entities, which may include pre-application  
9 workshops, web-based seminars, and evaluation  
10 support; and

11 “(B) disseminate best practices.

12 “(13) PROHIBITIONS.—No officer or employee  
13 of the Federal Government shall incentivize the sub-  
14 mission of any grant (including a subgrant, contract,  
15 or cooperative agreement under that grant), or the  
16 receipt of any priority or preference for that grant  
17 (including a subgrant, contract, or cooperative  
18 agreement under that grant), upon—

19 “(A) an entity’s adoption or implementa-  
20 tion of specific instructional content, academic  
21 standards and assessments, curricula, CTE pro-  
22 grams of study, activities related to career clus-  
23 ters, or programs of instruction developed and  
24 implemented to meet the requirements of this  
25 subsection;

1 “(B) an entity’s adoption of specific State-  
2 determined target levels of performance for per-  
3 formance measures described in paragraph (9);  
4 and

5 “(C) an entity’s implementation of activi-  
6 ties based on the Secretary’s determination of  
7 regional, State, or local workforce needs that is  
8 not supported by the region, State, or local  
9 area, respectively.”; and

10 (7) in subsection (f), as redesignated by para-  
11 graph (5), by striking “2007 through 2012” and in-  
12 serting “2017–2022”.

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

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

15 (1) in subsection (b)(1), by striking “to the Pa-  
16 cific Region Educational Laboratory in Honolulu,  
17 Hawaii, to make grants”;

18 (2) by striking subsection (c); and

19 (3) by redesignating subsection (d) as sub-  
20 section (c).

21 **SEC. 115. NATIVE AMERICAN PROGRAMS.**

22 Section 117 (20 U.S.C. 2326(i)) is amended by strik-  
23 ing “2007 through 2012”

24 **SEC. 116. LABOR MARKET INFORMATION.**

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

1   **SEC. 117. STATE PLAN.**

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

3           (1) in subsection (a)—

4               (A) in paragraph (1), by striking “6-year  
5           period” and inserting “4-year period consistent  
6           with subsection (b)”;

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

9               (C) in paragraph (3)—

10               (i) by striking “charter school author-  
11           izers and organizers consistent with State  
12           law,” and inserting “teachers, school lead-  
13           ers, authorized public chartering agencies  
14           and charter school leaders in a State that  
15           has charter schools,”; and

16               (ii) by inserting “and any other orga-  
17           nizations and groups determined appro-  
18           priate by the State,” after “organiza-  
19           tions,”;

20           (2) by striking subsections (d) and (e);

21           (3) by redesignating subsections (b) and (c) as  
22           subsections (c) and (d), respectively;

23           (4) by inserting after subsection (a) the fol-  
24           lowing:

25           “(b) PLAN OPTIONS.—

26           “(1) COMBINED PLAN.—

1           “(A) SUBMISSION.—The eligible agency  
2           may submit a combined plan that meets the re-  
3           quirements of this section and the requirements  
4           of section 103 of the Workforce Innovation and  
5           Opportunity Act (29 U.S.C. 3113), unless the  
6           State opts to submit a single plan under para-  
7           graph (2) and informs the Secretary of such de-  
8           cision.

9           “(B) APPROVAL.—The procedures for ap-  
10          proval of a combined plan under this paragraph  
11          shall be those procedures described in section  
12          103(c) of the Workforce Innovation and Oppor-  
13          tunity Act (29 U.S.C. 3113(c)).

14          “(2) SINGLE PLAN.—

15               “(A) SUBMISSION.—If the State elects not  
16               to submit a combined plan under paragraph  
17               (1), an eligible agency shall fulfill the plan or  
18               application submission requirements of this sec-  
19               tion by submitting a single State plan. In such  
20               plan, the eligible agency may allow recipients to  
21               fulfill the plan or application submission re-  
22               quirements of section 134 by submitting a sin-  
23               gle local plan.

24               “(B) CONSIDERATION.—In reviewing a  
25               State plan, the Secretary shall review and take

1           into consideration all aspects of the plan, in-  
2           cluding the State’s proposed—

3                   “(i) alignment of career and technical  
4                   education programs with other education  
5                   and training programs and systems in the  
6                   State, as referenced in subsection  
7                   (d)(1)(O);

8                   “(ii) plans to ensure students partici-  
9                   pating in State-approved career and tech-  
10                  nical education programs and CTE pro-  
11                  grams of study will, at the secondary level,  
12                  meet the challenging academic standards  
13                  under section 1111(b)(1) of the Elemen-  
14                  tary and Secondary Education Act of  
15                  1965, as referenced in subsection  
16                  (d)(1)(O);

17                  “(iii) engagement with industry and  
18                  workforce development activities as ref-  
19                  erenced in subsection (d)(1)(A); and

20                  “(iv) strategies to address the needs  
21                  of the special populations within the State,  
22                  as referenced in subsection (d)(1)(K).

23                  “(C) APPROVAL.—The Secretary shall ap-  
24                  prove a State plan, or a revision to an approved  
25                  State plan, under this paragraph unless the

1 Secretary determines that the State plan, or re-  
2 vision, respectively does not meet the require-  
3 ments of this Act.

4 “(D) DISAPPROVAL.—The Secretary shall  
5 not finally disapprove a State plan without giv-  
6 ing the eligible agency notice and an oppor-  
7 tunity for a hearing.

8 “(E) CONSULTATION.—

9 “(i) IN GENERAL.—The eligible agen-  
10 cy shall develop the portion of each State  
11 plan relating to the amount and uses of  
12 any funds proposed to be reserved for  
13 adult career or technical education, post-  
14 secondary career and technical education,  
15 and secondary career and technical edu-  
16 cation after consultation with—

17 “(I) the State agency responsible  
18 for supervision of community colleges,  
19 technical institutes, or other 2-year  
20 postsecondary educational institutions  
21 primarily engaged in providing post-  
22 secondary career and technical edu-  
23 cation; and

24 “(II) the State agency respon-  
25 sible for secondary education.



1                   “(ii) STATE AGENCY OBJECTIONS.—If  
2                   a State agency finds that a portion of the  
3                   final State plan is objectionable, the State  
4                   agency shall file such objections with the  
5                   eligible agency. The eligible agency shall  
6                   respond to any objections of the State  
7                   agency in the State plan submitted to the  
8                   Secretary.

9                   “(F) TIMEFRAME.—A State plan shall be  
10                  deemed approved by the Secretary if the Sec-  
11                  retary has not responded to the eligible agency  
12                  regarding the State plan within 90 days of the  
13                  date the Secretary receives the State plan.”;

14                  (5) in subsection (c), as redesignated by para-  
15                  graph (3)—

16                         (A) in paragraph (1)—

17                                 (i) in subparagraph (A)—

18   (I) by striking clause (i) and in-  
19   serting the following:

20   “(i) academic and career and tech-  
21   nical education teachers, including special  
22   education teachers, faculty, and adminis-  
23   trators, at the secondary and postsec-  
24   ondary levels;”;

1 (II) by striking clause (iv) and  
2 inserting the following:

3 “(iv) authorized public chartering  
4 services and charter school organizers, con-  
5 sistent with State law;”;

6 (III) by striking clause (vii);

7 (IV) by redesignating clauses  
8 (viii) and (ix) as clauses (vii) and  
9 (viii), respectively;

10 (V) by inserting after clause  
11 (viii), as redesignated by subclause  
12 (III), the following:

13 “(ix) the State workforce development  
14 board established under section 101 of the  
15 Workforce Innovation and Opportunity Act  
16 (29 U.S.C. 3111);”;

17 (VI) in clause (x), by inserting “,  
18 including the State Coordinator for  
19 Education of Homeless Children and  
20 Youths established or designated  
21 under section 722(d)(3) of the McKin-  
22 ney-Vento Homeless Assistance Act  
23 (42 U.S.C. 11432(d)(3))” before the  
24 semicolon;

1 (VII) in clause (xi), by striking “;  
2 and” and inserting “, which may in-  
3 clude representatives of industry and  
4 sector partnerships in the State, as  
5 appropriate;”; and

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

8 “(xiii) representatives of Indian tribes,  
9 and minority-serving institutions as de-  
10 scribed in section 371(a) of the Higher  
11 Education Act of 1965, that are located in,  
12 or providing services in, the State;”; and

13 (ii) in subparagraph (B), by inserting  
14 “, who may consult with the heads of other  
15 State agencies with authority for career  
16 and technical education programs that are  
17 not the eligible agency,” after “of the  
18 State”; and

19 (6) in subsection (d), as redesignated by para-  
20 graph (3)—

21 (A) by striking paragraphs (1) through (8)  
22 and paragraphs (10) through (20);

23 (B) by striking “CONTENTS.—The State  
24 plan shall include information that—”; and in-  
25 serting the following: “CONTENTS.—

1           “(1) DESCRIPTIONS.—Each State plan de-  
2       scribed in paragraph (1) or (2) of subsection (b)  
3       shall include information that—”;

4           (C) by redesignating paragraph (9), and  
5       subparagraphs (A), (B), and (C) of such para-  
6       graph, as subparagraph (K) of paragraph (1),  
7       and clauses (i), (ii), and (iii) of such subpara-  
8       graph;

9           (D) in paragraph (1), as added and  
10      amended by subparagraphs (B) and (C)—

11          (i) by inserting the following before  
12          subparagraph (K):

13          “(A) provides a summary, drawn from the  
14          strategic planning elements of the unified State  
15          plan described in section 102(b)(1) of the  
16          Workforce Innovation and Opportunity Act (29  
17          U.S.C. 3112(b)(1)), of—

18           “(i) the economic conditions in the  
19          State, including—

20           “(I) existing and emerging in-de-  
21          mand industry sectors and occupa-  
22          tions; and

23           “(II) the employment needs of  
24          employers, including a description of  
25          the knowledge, skills, and abilities,

1                   needed in in-demand industry sectors  
2                   and occupations;

3                   “(ii) the workforce development activi-  
4                   ties (including education and training) in  
5                   the State and an assurance that the career  
6                   and technical education programs, and ca-  
7                   reer and technical education programs of  
8                   study, in the State are aligned with such  
9                   activities in order to address the identified  
10                  education and skill needs of the workforce  
11                  and the employment needs of employers in  
12                  the State, including in in-demand industry  
13                  sectors and occupations identified by the  
14                  State workforce development board estab-  
15                  lished under section 101 of the Workforce  
16                  Innovation and Opportunity Act (29  
17                  U.S.C. 3111), as appropriate;

18                  “(iii) the State’s strategic vision and  
19                  set of goals for preparing an educated and  
20                  skilled workforce (including special popu-  
21                  lations) and for meeting the skilled work-  
22                  force needs of employers, including in ex-  
23                  isting and emerging in-demand industry  
24                  sectors and occupations as identified by  
25                  the State, and how the State’s career and

1 technical education programs will help to  
2 meet these goals; and

3 “(iv) taking into account the analyses  
4 described in clauses (i) and (ii), a strategy  
5 for aligning the State’s career and tech-  
6 nical education programs, and career and  
7 technical education programs of study,  
8 with the State’s workforce development  
9 system, including the core programs de-  
10 fined in section 3 of the Workforce Innova-  
11 tion and Opportunity Act (29 U.S.C.  
12 3102), and other resources available to the  
13 State, to achieve the strategic vision and  
14 goals described in clause (iii);

15 “(B) describes the career and technical  
16 education programs of study that will be sup-  
17 ported, developed, or improved at the State  
18 level, including a description of—

19 “(i) the process and criteria to be  
20 used for approving locally developed career  
21 and technical education programs of study,  
22 including criteria to assess the extent to  
23 which the local plan will—

24 “(I) promote continuous improve-  
25 ment in academic achievement;

1 “(II) promote continuous im-  
2 provement of technical skill attain-  
3 ment;

4 “(III) expand access to career  
5 and technical education for special  
6 populations;

7 “(IV) identify and address cur-  
8 rent or emerging occupational oppor-  
9 tunities; and

10 “(V) support the alignment of  
11 employability skills;

12 “(ii) how the eligible agency will—

13 “(I) make information, including  
14 career exploration, guidance, and ad-  
15 visement resources, available about  
16 State and locally approved career and  
17 technical education programs of study  
18 to students, parents, and representa-  
19 tives of secondary and postsecondary  
20 education, in a language students,  
21 parents, and representatives can un-  
22 derstand;

23 “(II) facilitate collaboration  
24 among eligible recipients in the devel-  
25 opment of career and technical edu-

1 cation programs of study by eligible  
2 recipients; and

3 “(III) ensure equitable access to  
4 approved career and technical edu-  
5 cation programs of study; and

6 “(iii) how the eligible agency will in-  
7 clude the opportunity for secondary school  
8 students to participate in dual or concur-  
9 rent enrollment programs, early college  
10 high school, or other ways to acquire post-  
11 secondary education credits, should such  
12 opportunities be available within the State;  
13 and

14 “(C) describes how the eligible agency will  
15 utilize funding available under this Act and, if  
16 appropriate, other Federal, State, local, and  
17 private sources, which may include funding  
18 available under title II of the Elementary and  
19 Secondary Education Act of 1965, to provide  
20 comprehensive professional development and  
21 leadership opportunities—

22 “(i) for teachers providing instruction  
23 in career and technical education, faculty,  
24 administrators, career guidance and aca-  
25 demic counselors, specialized instructional



1 support personnel, work-based supervisors,  
2 and any other individual or group deter-  
3 mined by the State; and

4 “(ii) that—

5 “(I) promote the integration of  
6 coherent and rigorous academic con-  
7 tent standards and career and tech-  
8 nical education curricula, including  
9 through opportunities for appropriate  
10 academic and career and technical  
11 education teachers to jointly develop  
12 and implement curricula and peda-  
13 gogical strategies, as appropriate;

14 “(II) are high quality, sustained,  
15 intensive, and focused on instruction,  
16 and increase the academic knowledge  
17 and understanding of industry stand-  
18 ards, as appropriate, of career and  
19 technical education teachers;

20 “(III) include mentoring by expe-  
21 rienced teachers;

22 “(IV) include resources and  
23 training to improve instruction for,  
24 and provide appropriate accommoda-  
25 tions to, special populations, and

1                   “(V) promote integration with  
2                   professional development activities  
3                   that the State carries out under title  
4                   II of the Elementary and Secondary  
5                   Education Act of 1965 and title II of  
6                   the Higher Education Act of 1965;

7                   “(D) describes—

8                   “(i) how the eligible agency will, in  
9                   collaboration with local educational agen-  
10                  cies and postsecondary educational institu-  
11                  tions, support the recruitment, prepara-  
12                  tion, retention, and training of—

13                  “(I) teachers that meet applica-  
14                  ble State certification and licensure  
15                  requirements (including any require-  
16                  ments obtained through alternative  
17                  routes to certification), including spe-  
18                  cial education teachers;

19                  “(II) faculty;

20                  “(III) administrators;

21                  “(IV) specialized instructional  
22                  support personnel; and

23                  “(V) individuals from groups  
24                  underrepresented in the teaching pro-

1                   fession in career and technical edu-  
2                   cation; and

3                   “(ii) the efforts of the eligible agency  
4                   to improve the transition to teaching from  
5                   business and industry;

6                   “(E) describes how the eligible agency will  
7                   collect, report, and use complete, accurate,  
8                   valid, and reliable data collected under para-  
9                   graphs (3) and (4) of section 113(b) in order  
10                  to evaluate the effectiveness of career and tech-  
11                  nical education courses and career and technical  
12                  education programs of study in meeting the  
13                  State levels of performance under such section;

14                  “(F) describes how the eligible agency will  
15                  annually evaluate, for eligible recipients pro-  
16                  viding secondary education, data disaggregated  
17                  by each of the subgroups of students described  
18                  in section 1111(h)(1)(C)(ii) of the Elementary  
19                  and Secondary Education Act of 1965 and each  
20                  of the special populations, to determine  
21                  progress of such subgroups and populations in  
22                  meeting the State target levels of performance  
23                  in order to develop a statewide plan to address  
24                  closing gaps in participation and performance  
25                  among such subgroups and populations;

1           “(G) describes how the eligible agency will  
2           actively involve parents and family members,  
3           academic and career and technical education  
4           teachers, administrators, and faculty, career  
5           guidance and academic counselors, local busi-  
6           ness (including small businesses), and labor or-  
7           ganizations, and, as appropriate, community-  
8           based nonprofit providers, in the planning, de-  
9           velopment, implementation, and evaluation of  
10          career and technical education programs sup-  
11          ported under this Act;

12           “(H) describes how funds received by the  
13          eligible agency through the allotment made  
14          under section 111 will be allocated—

15                   “(i) among any consortia that will be  
16                   formed among secondary schools and eligi-  
17                   ble institutions, and how funds will be allo-  
18                   cated among the members of the consortia,  
19                   including the rationale for such allocation;  
20                   and

21                   “(ii) among career and technical edu-  
22                   cation at the secondary level, or career and  
23                   technical education at the postsecondary  
24                   and adult level, or both, including the ra-  
25                   tionale for such allocation;

1           “(I) if applicable, how the State will award  
2           incentive grants under section 124(e), using  
3           funding from section 112(a)(2);

4           “(J) describes how the eligible agency  
5           will—

6                   “(i) improve the academic, employ-  
7                   ability, and technical skills of students par-  
8                   ticipating in career and technical education  
9                   programs, including strengthening the aca-  
10                  demic and career and technical components  
11                  of career and technical education programs  
12                  through the integration of academics with  
13                  career and technical education to ensure  
14                  learning in—

15                   “(I) a well-rounded education (as  
16                   defined in section 8101 of the Ele-  
17                   mentary and Secondary Education  
18                   Act of 1965); and

19                   “(II) career and technical edu-  
20                   cation subjects;

21                   “(ii) provide students with strong ex-  
22                   perience in, and understanding of, all as-  
23                   pects of an industry, which may include  
24                   work-based learning such as internships,  
25                   pre-apprenticeships, apprenticeships (which

1 may include registered apprenticeships),  
2 mentorships, simulated work environments,  
3 and other hands-on or inquiry-based learn-  
4 ing activities; and

5 “(iii) use funds effectively to coordi-  
6 nate academic and career and technical  
7 education at the secondary level and at the  
8 postsecondary level in a manner that in-  
9 creases student academic and career and  
10 technical achievement;”;

11 (ii) in subparagraph (K), as redesign-  
12 nated by subparagraph (C)—

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

15 (II) in clause (iii)—

16 (aa) by striking “State ad-  
17 justed” and inserting “State tar-  
18 get”; and

19 (bb) by striking the semi-  
20 colon at the end and inserting “;  
21 and”; and

22 (III) by adding at the end the  
23 following:

24 “(iv) will be provided with appropriate  
25 accommodations;”;

1 (iii) by adding at the end the fol-  
2 lowing:

3 “(L) describes how the eligible agency, in  
4 consultation with eligible recipients, will develop  
5 a process for the negotiation of local target lev-  
6 els of performance under section 113(b)(4) if  
7 an eligible recipient does not accept the State  
8 target levels of performance under section  
9 113(b)(3);

10 “(M) describes the methods proposed for  
11 the joint planning, alignment, coordination, and  
12 leveraging of funds between programs carried  
13 out under this title with other Federal pro-  
14 grams, which may include programs funded  
15 under the Workforce Innovation and Oppor-  
16 tunity Act (29 U.S.C. 3101 et seq.) and the El-  
17 elementary and Secondary Education Act of  
18 1965;

19 “(N) describes how the eligible agency will  
20 ensure that homeless children and youth will be  
21 provided with access to activities assisted under  
22 this Act, including through—

23 “(i) identifying and adopting strate-  
24 gies to overcome barriers that result in  
25 lowering rates of access to or lowering suc-

1           cess in the programs for such children and  
2           youth, such as those barriers caused by  
3           fees, lack of transportation, lack of a par-  
4           ent or guardian, lack of records normally  
5           required for enrollment, or mobility; and

6           “(ii) coordination with local edu-  
7           cational agency liaisons designated under  
8           section 722(g)(1)(J)(ii) of the McKinney-  
9           Vento Homeless Assistance Act (42 U.S.C.  
10          11432(g)(1)(J)(ii));

11          “(O) for programs at the secondary level,  
12          demonstrates that the State career and tech-  
13          nical education standards are aligned with the  
14          challenging State academic standards as re-  
15          quired under section 1111(b)(1) of the Elemen-  
16          tary and Secondary Education Act of 1965;

17          “(P) if appropriate, describes how the  
18          State will support career and technical student  
19          organizations and provide other career and  
20          technical education student activities that are  
21          an integral part of the instructional program  
22          funded under this title to enable students to de-  
23          velop their leadership skills; and

24          “(Q) contains the description and informa-  
25          tion specified in subparagraphs (B) and (C)(iii)



1 of section 102(b)(2), and, as appropriate, sec-  
2 tion 103(b)(3)(A), and section 121(c), of the  
3 Workforce Innovation and Opportunity Act con-  
4 cerning only the provision of services under this  
5 title for postsecondary students and school  
6 dropouts.”; and

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

8 “(2) ASSURANCES.—Each State plan shall pro-  
9 vide assurances that the eligible agency—

10 “(A) will ensure that eligible recipients are  
11 given the opportunity to provide input in deter-  
12 mining the State target levels of performance  
13 described in section 113(b)(3);

14 “(B) will comply with the requirements of  
15 this Act and the provisions of the State plan,  
16 including the provision of a financial audit of  
17 funds received under this Act which may be in-  
18 cluded as part of an audit of other Federal or  
19 State programs;

20 “(C) will spend no funds provided under  
21 this Act to acquire equipment (including com-  
22 puter software) in any instance in which such  
23 acquisition results in a direct financial benefit  
24 to any organization representing the interests of  
25 the acquiring entity or the employees of the ac-

1           quiring entity, or any affiliate of such an orga-  
2           nization;

3           “(D) will use the funds to promote prepa-  
4           ration for high-skill, high-wage, or high-demand  
5           occupations and nontraditional fields, as identi-  
6           fied by the State;

7           “(E) will provide students in alternative  
8           education programs with equal access to career  
9           and technical education programs, where appro-  
10          priate;

11          “(F) will use the funds provided under this  
12          Act to implement career and technical edu-  
13          cation programs for individuals in State correc-  
14          tional institutions, including juvenile delin-  
15          quency programs;

16          “(G) will provide local educational agen-  
17          cies, area career and technical education schools  
18          and programs, and eligible institutions in the  
19          State with technical assistance;

20          “(H) will develop, improve, or expand ac-  
21          cess to appropriate technology in career and  
22          technical education programs;

23          “(I) will address issues related to legisla-  
24          tive, regulatory, or policy barriers at the State  
25          level related to implementation of this Act;

1           “(J) will ensure eligible recipients comply  
2 with civil rights laws;

3           “(K) will facilitate the coordinated transi-  
4 tion between secondary schools and sub-bacca-  
5 laureate postsecondary educational institutions  
6 and sub-baccalaureate and baccalaureate post-  
7 secondary educational institutions, which may  
8 include—

9           “(i) agreements, including articulation  
10 agreements and credit transfer agree-  
11 ments, among secondary and postsec-  
12 ondary education systems supporting dual  
13 or concurrent enrollment programs, dual  
14 credit, or articulated credit;

15           “(ii) support for stackable credentials  
16 and career pathways developed and imple-  
17 mented pursuant to section 101(d)(3)(B)  
18 of the Workforce Innovation and Oppor-  
19 tunity Act (29 U.S.C. 311(d)(3)(B)); or

20           “(iii) the State’s process for certifying  
21 career and technical education courses that  
22 will allow students to gain high school  
23 credit and postsecondary credit while at-  
24 tending high school;

1           “(L) in consultation with eligible recipi-  
2           ents, will incorporate regional and State labor  
3           market analysis as required under section  
4           15(e)(2)(B) of the Wagner-Peyser Act (29  
5           U.S.C. 491–2(e)(2)), and a description of how  
6           that analysis will be used to develop and imple-  
7           ment the career and technical education pro-  
8           grams of study described in paragraph (1)(B);

9           “(M) will support eligible recipients in de-  
10          veloping and implementing articulation agree-  
11          ments between secondary schools and postsec-  
12          ondary educational institutions;

13          “(N) is coordinating career and technical  
14          education programs in the State to ensure non-  
15          duplication with other Federal programs;

16          “(O) that the postsecondary career and  
17          technical education programs in the State are  
18          coordinating with the one-stop delivery systems  
19          established under section 121(e) of the Work-  
20          force Innovation and Opportunity Act (29  
21          U.S.C. 3151(e)); and

22          “(P) to the extent appropriate and prac-  
23          ticable, will coordinate with eligible agencies in  
24          other States to meet the needs of multi-State  
25          regional economies.

1           “(3) EXCEPTION.—Should a State not apply  
2           for funding under the Workforce Innovation and Op-  
3           portunity Act and not submit a State plan under  
4           such Act, the State shall—

5                   “(A) meet the requirements of paragraph  
6           (1)(A) by drawing the required summary from  
7           an appropriate and current State economic de-  
8           velopment plan identified by the Governor;

9                   “(B) meet the requirements of paragraph  
10          (1)(Q) in a manner determined by the State;  
11          and

12                   “(C) meet the requirements of paragraph  
13          (2)(O) by coordinating with other one-stop ca-  
14          reer centers and workforce development pro-  
15          grams in the State.”.

16 **SEC. 118. IMPROVEMENT PLANS.**

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

18               (1) in subsection (a)—

19                   (A) in paragraph (1)—

20                           (i) by striking “of an agreed upon  
21                   State adjusted level of performance for any  
22                   of the core indicators” and inserting “of  
23                   the State target level of performance for  
24                   such year as established in the most re-  
25                   cently approved State plan, or fails to show

1 improvement, as determined by the State,  
2 in closing disparities or gaps identified in  
3 section 113(c)(2)(B), for any of the pri-  
4 mary indicators”; and

5 (ii) by striking “the State adjusted  
6 level of performance for any of the core in-  
7 dicators” and inserting “the State target  
8 level of performance for any of the primary  
9 indicators”;

10 (B) in paragraph (2), by striking “ad-  
11 justed” and inserting “target”; and

12 (C) in paragraph (3)(A)—

13 (i) by striking “core” each place the  
14 term appears and inserting “primary”;

15 (ii) in clause (ii), by striking “ad-  
16 justed levels” and inserting “target levels”;

17 and

18 (iii) in clause (iii)—

19 (I) by striking “an agreed upon  
20 State adjusted level” and inserting “a  
21 State target level”; and

22 (II) by striking “3 consecutive”  
23 and inserting “2 consecutive”;

24 (2) in subsection (b)—

25 (A) in paragraph (1)—

1 (i) by striking “shall evaluate annu-  
2 ally” and inserting the following: “shall an-  
3 nually—

4 “(A) evaluate”;

5 (ii) by striking “adjusted” and insert-  
6 ing “target”;

7 (iii) by striking “title.” and inserting  
8 “title; and”; and

9 (iv) by adding at the end the fol-  
10 lowing:

11 “(B) conduct an analysis regarding dis-  
12 parities or gaps identified in section  
13 113(b)(4)(C)(ii)(II).”;

14 (B) in paragraph (2)—

15 (i) by striking “an agreed upon local  
16 adjusted level of performance for any of  
17 the core indicators” and inserting “the eli-  
18 gible recipient’s target level of performance  
19 for any of the primary indicators”; and

20 (ii) by striking “the local adjusted lev-  
21 els of performance for any of the core indi-  
22 cators” and inserting “such target levels  
23 for any of the primary indicators”;

24 (C) in paragraph (3), by striking “ad-  
25 justed” and inserting “target”; and

1 (D) in paragraph (4)(A)—

2 (i) in clause (ii), by striking “local ad-  
3 justed levels of performance for the core  
4 indicators” and inserting “eligible recipi-  
5 ent’s target levels of performance for the  
6 primary indicators”; and

7 (ii) in clause (iii), by striking “an  
8 agreed upon local adjusted level of per-  
9 formance for the same core indicator” and  
10 inserting “a target level of performance for  
11 the eligible recipient for the same primary  
12 indicator”.

13 **SEC. 119. STATE LEADERSHIP ACTIVITIES.**

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

15 (1) in subsection (b)—

16 (A) in paragraph (1), by striking “State  
17 adjusted levels of performance” and inserting  
18 “State target levels of performance”;

19 (B) in paragraph (2)—

20 (i) in subparagraph (A)—

21 (I) by striking “and administra-  
22 tors” and inserting “administrators,  
23 or work-based supervisors”; and

24 (II) by inserting “, virtual, or on-  
25 line” after “distance”;



1 (ii) in subparagraph (B), by striking  
2 “or” after the semicolon;

3 (iii) in subparagraph (C), by striking  
4 the semicolon at the end and inserting “;  
5 or”; and

6 (iv) by adding at the end the fol-  
7 lowing:

8 “(D) expanding the use of virtual or online  
9 work based experiences for students;”;

10 (C) in paragraph (3)—

11 (i) in the matter preceding subpara-  
12 graph (A)—

13 (I) by inserting “which may be  
14 coordinated with other Federal, State,  
15 local, or private programs,” after  
16 “professional development pro-  
17 grams,”;

18 (II) by striking “including pro-  
19 viding comprehensive professional de-  
20 velopment (including initial teacher  
21 preparation)”;

22 (III) by striking “administra-  
23 tors,” and inserting “special and gen-  
24 eral education teachers, specialized in-

1 instructional support personnel, admin-  
2 istrators, work-based supervisors,”;

3 (ii) by striking subparagraphs (A) and  
4 (B) and inserting the following:

5 “(A) integrate and promote the use of  
6 challenging academic and career and technical  
7 education, provided jointly with academic teach-  
8 ers to the extent practicable;

9 “(B) educate providers of career and tech-  
10 nical education on providing appropriate accom-  
11 modations for students with disabilities, includ-  
12 ing the use of principles of universal design for  
13 learning, to the extent practicable;”;

14 (iii) in subparagraph (C), by striking  
15 “adjusted” and inserting “target”;

16 (iv) by redesignating subparagraphs  
17 (D) and (E) as subparagraphs (E) and  
18 (F), respectively;

19 (v) by inserting after subparagraph  
20 (C) the following:

21 “(D) will help eligible recipients eliminate  
22 inequities in access to, and in opportunities for,  
23 learning, skill development, or effective teach-  
24 ing, with such inequities to be identified by the  
25 State;”;

1 (vi) in the matter preceding clause (i)  
2 of subparagraph (E), as redesignated by  
3 clause (iv), by inserting “, including special  
4 education teachers and specialized instruc-  
5 tional support personnel,” after “public  
6 school personnel”;

7 (D) in paragraph (4)—

8 (i) in subparagraph (A), by striking  
9 “and” after the semicolon at the end;

10 (ii) in subparagraph (B), by inserting  
11 “and” after the semicolon; and

12 (iii) by adding at the end the fol-  
13 lowing:

14 “(C) employability skills required in the  
15 workplace;”;

16 (E) in paragraph (6), by inserting “, in-  
17 cluding community-based nonprofit organiza-  
18 tions,” after “and local partnerships”; and

19 (F) in paragraph (7), by inserting “edu-  
20 cational” before “institutions that serve individ-  
21 uals with disabilities”;

22 (G) in paragraph (8), by striking “and”  
23 after the semicolon;

24 (H) by redesignating paragraph (9) as  
25 paragraph (11); and

1 (I) by inserting after paragraph (8) the  
2 following:

3 “(9) support for establishing and expanding  
4 work-based learning opportunities, including pre-ap-  
5 prenticeships, apprenticeships, internships,  
6 externships, and simulated work environments;

7 “(10) awarding incentive grants to eligible re-  
8 cipients for exemplary performance in carrying out  
9 programs under this Act, which awards—

10 “(A) shall be based on eligible recipients  
11 having exceeded the local target levels of per-  
12 formance established under section  
13 113(b)(4)(A) in a manner that reflects sus-  
14 tained or significant improvement; and

15 “(B) may be based on eligible recipients—

16 “(i) effectively developing connections  
17 between secondary education and postsec-  
18 ondary education and training;

19 “(ii) developing career and technical  
20 education programs and CTE programs of  
21 study that focus on in-demand occupations  
22 for high-growth industries that reflect  
23 demonstrated economic needs and prior-  
24 ities in local and regional economies;

1 “(iii) effectively partnering with em-  
2 ployers;

3 “(iv) providing sustained work-based  
4 learning opportunities, including pre-ap-  
5 prenticeships and apprenticeships (which  
6 may include registered apprenticeships);

7 “(v) leveraging State, local, or private  
8 matching funds;

9 “(vi) adopting and integrating coher-  
10 ent and rigorous content aligned with chal-  
11 lenging academic standards and technical  
12 coursework;

13 “(vii) demonstrating progress in hav-  
14 ing special populations who participate in  
15 career and technical education programs  
16 meet the local target levels of performance  
17 described in section 113(b)(4)(A); and

18 “(viii) demonstrating success using  
19 other factors relating to the performance  
20 of eligible recipients under this Act as the  
21 eligible agency determines are appropriate;  
22 and”;

23 (2) in subsection (c)—

24 (A) in paragraph (1)(B), by inserting “, or  
25 high demand” before “occupations”;

1 (B) in paragraph (2), by striking “, such  
2 as tech prep programs”;

3 (C) in paragraph (10)(A)—

4 (i) in clause (i), by striking “local ad-  
5 justed levels” and inserting “local target  
6 levels”; and

7 (ii) in clause (iv), by striking “local  
8 adjusted levels” and inserting “local target  
9 levels”;

10 (D) in paragraph (12), by striking “Adult  
11 Education and Family Literacy Act” and in-  
12 serting “Workforce Innovation and Opportunity  
13 Act”;

14 (E) by redesignating paragraphs (13)  
15 through (16) and (17) as paragraphs (15)  
16 through (18) and (20), respectively;

17 (F) by inserting after paragraph (12) the  
18 following:

19 “(13) providing support and assistance for  
20 schools and local educational agencies that employ a  
21 career and technical education coordinator or are in-  
22 terested in creating a similar position described in  
23 section 135(a)(2)(F);

24 “(14) partnering with intermediary organiza-  
25 tions to improve training, the development of public-

1 private partnerships, systems development, capacity-  
2 building, and scalability of the delivery of high-qual-  
3 ity career and technical education;”;

4 (G) in paragraph (18), as redesignated by  
5 subparagraph (E)—

6 (i) in subparagraph (A), by striking  
7 “and” after the semicolon; and

8 (ii) by adding at the end the fol-  
9 lowing:

10 “(C) the attainment of additional certifi-  
11 cations or credentials issued by the State or in-  
12 dustry;”;

13 (H) by inserting after paragraph (18), as  
14 redesignated by subparagraph (E), the fol-  
15 lowing:

16 “(19) programs and activities, such as those  
17 that provide hands-on inquiry-based learning oppor-  
18 tunities, that increase access, student engagement,  
19 and success in science, technology, engineering, and  
20 mathematics fields (including computer science, op-  
21 tics, and photonics), particularly for students who  
22 are members of groups underrepresented in such  
23 subject fields, such as female students, minority stu-  
24 dents, and special populations; and”;

1 (I) in paragraph (19), as redesignated by  
2 subparagraph (E), by striking “support for”  
3 and inserting “any other activities that align  
4 with the purposes of this Act and support”.

5 **SEC. 120. DISTRIBUTION OF FUNDS TO SECONDARY EDU-**  
6 **CATION PROGRAMS.**

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

8 (1) in the subsection heading of subsection (e),  
9 by striking “AREA CAREER AND TECHNICAL EDU-  
10 CATION SCHOOLS” and inserting “AREA CAREER  
11 AND TECHNICAL EDUCATION SCHOOLS OR PRO-  
12 GRAMS”;

13 (2) by striking “area career and technical edu-  
14 cation school” each place the term appears and in-  
15 serting “area career and technical education school  
16 or program”; and

17 (3) in subsection (g), by striking “area career  
18 and technical education schools” and inserting “area  
19 career and technical education schools or programs”.

20 **SEC. 121. LOCAL PLAN FOR CAREER AND TECHNICAL EDU-**  
21 **CATION PROGRAMS.**

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

23 (1) by striking subsection (b) and inserting the  
24 following:

25 “(b) NEEDS ASSESSMENT.—



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

4                   “(A) conduct a comprehensive assessment  
5                   of local needs related to career and technical  
6                   education and include the needs assessment in  
7                   the local plan submitted under subsection (a);  
8                   and

9                   “(B) update the needs assessment on a bi-  
10                  ennial basis and submit each such update to the  
11                  eligible agency on a timely basis.

12           “(2) REQUIREMENTS.—The needs assessment  
13           described in paragraph (1) shall be designed to—

14                   “(A) include an evaluation of student per-  
15                   formance, particularly with respect to meeting  
16                   State and local levels of performance estab-  
17                   lished under section 113;

18                   “(B) determine how career and technical  
19                   education courses, including not less than 1 ca-  
20                   reer and technical education program of study,  
21                   offered by the eligible recipient with funds re-  
22                   ceived under this part are—

23                           “(i) aligned to State, regional, or local  
24                           economic needs, including in-demand in-  
25                           dustry sectors or occupations identified by

1 the local workforce development board,  
2 where appropriate;

3 “(ii) of sufficient size, scope, and  
4 quality to meet the needs of the student  
5 population served by the recipient; and

6 “(iii) aligned with career pathways de-  
7 veloped and implemented pursuant to sec-  
8 tion 101(d)(3)(B) of the Workforce Inno-  
9 vation and Opportunity Act (29 U.S.C.  
10 3111(d)(3)(B)), where appropriate;

11 “(C) determine the efforts required to pro-  
12 vide equitable access for special populations to  
13 career and technical education courses and pro-  
14 grams of study;

15 “(D) describe efforts to improve—

16 “(i) the recruitment and retention of  
17 career and technical education teachers  
18 and faculty, and career guidance and aca-  
19 demic counselors, including individuals in  
20 groups underrepresented in the teaching  
21 profession; and

22 “(ii) the transition for individuals  
23 from business and industry to teaching;  
24 and

1           “(E) include an evaluation of progress to-  
2           ward specific elements leading to high-quality  
3           implementation of career and technical edu-  
4           cation courses, including career and technical  
5           education programs of study, including—

6                   “(i) strategies to overcome barriers  
7                   that result in lower rates of access to, or  
8                   lower rates of success in, the courses and  
9                   programs for special populations, which  
10                  may include barriers caused by fees, lack  
11                  of transportation, lack of a parent or  
12                  guardian, lack of records normally required  
13                  for enrollment, or mobility;

14                  “(ii) providing programs that are de-  
15                  signed to enable the special populations to  
16                  meet the local levels of performance; and

17                  “(iii) providing activities to prepare  
18                  special populations, including single par-  
19                  ents and displaced homemakers, for high  
20                  skill, high wage, or high demand occupa-  
21                  tions that will lead to self-sufficiency.

22           “(c) CONSULTATION.—In conducting a needs assess-  
23           ment described in subsection (b) and developing the local  
24           plan described in subsection (d), an eligible recipient shall  
25           consult with—

1 “(1) parents and students;

2 “(2) representatives of academic and career and  
3 technical education programs in a local educational  
4 agency, including teachers, counselors, principals  
5 and other school leaders, administrators, and spe-  
6 cialized instructional support personnel;

7 “(3) representatives of academic and career and  
8 technical education programs at a postsecondary  
9 educational institution, including faculty, counselors,  
10 and administrators;

11 “(4) representatives of local or regional busi-  
12 nesses or industries, including industry or sector  
13 partnerships in the local area, where applicable;

14 “(5) representatives of local workforce develop-  
15 ment boards;

16 “(6) representatives of special populations;

17 “(7) representatives of labor organizations,  
18 where appropriate;

19 “(8) representatives of Indian tribes, where ap-  
20 plicable;

21 “(9) representatives of minority serving institu-  
22 tions, where applicable; and

23 “(10) other relevant community stakeholders.

24 “(d) CONTENTS OF LOCAL PLAN.—Each local plan  
25 submitted under subsection (a) shall be based on the re-

1 sults of the needs assessment required under subsection  
2 (b). The eligible agency shall determine the requirements  
3 for local plans, except that each local plan shall include  
4 the following:

5           “(1) A description of the results of the com-  
6 prehensive needs assessment carried out under sub-  
7 section (b).

8           “(2) Information on the career and technical  
9 education course offerings, including not less than 1  
10 State-approved career and technical education pro-  
11 gram of study, that will be supported by the eligible  
12 recipient with funds under this part, including—

13               “(A) how the results of the needs assess-  
14 ment described in subsection (b) informed the  
15 selection of specific programs and activities to  
16 be funded;

17               “(B) how the eligible recipient will ensure  
18 the quality of the career and technical edu-  
19 cation programs leading to a recognized post-  
20 secondary credential that are supported by the  
21 eligible recipient with funds under this part;

22               “(C) if the eligible recipient will develop  
23 any new career and technical programs of study  
24 to submit to the State for approval; and

1           “(D) how students will learn about their  
2           school’s career and technical education course  
3           offerings and whether each course is part of a  
4           career and technical education program of  
5           study.

6           “(3) A description of how the eligible recipient,  
7           in collaboration with local workforce development  
8           boards and other local workforce agencies, one-stop  
9           career centers described in section 121(e)(2) of the  
10          Workforce Innovation and Opportunity Act (29  
11          U.S.C. 3151(e)(2)), and other partners, will provide,  
12          through an organized, systemic framework, students  
13          with all of the following before and during the career  
14          and technical education programs:

15               “(A) Career exploration and career devel-  
16               opment coursework, activities or services.

17               “(B) Career information.

18               “(C) Career guidance and academic coun-  
19               seling.

20               “(D) Employment opportunities that incor-  
21               porate the most up-to-date information on in-  
22               demand industry sectors or occupations, as de-  
23               termined by the needs assessment in subsection  
24               (b).

1           “(4) A description of how the eligible recipient  
2           will improve the academic and technical skills of stu-  
3           dents participating in career and technical education  
4           programs, and how skills and programs reflect the  
5           needs of local employers, as demonstrated by avail-  
6           able State or local labor market data, including by  
7           strengthening the academic and career and technical  
8           education components of such programs through the  
9           integration of coherent and rigorous content which is  
10          aligned with—

11                 “(A) the challenging State academic stand-  
12                 ards required under section 1111(b)(2) of the  
13                 Elementary and Secondary Education Act of  
14                 1965, for programs at the secondary level; and

15                 “(B) relevant State career and technical  
16                 education standards, for programs at the sec-  
17                 ondary level and programs at the postsecondary  
18                 level.

19           “(5) A description of how the eligible recipient  
20           will utilize funding from this program, as well as, if  
21           appropriate, other Federal, State, local, and private  
22           sources, which may include funds provided under  
23           title II of the Elementary and Secondary Education  
24           Act of 1965, to provide comprehensive professional  
25           development and leadership opportunities that—

1           “(A) is for teachers providing instruction  
2           in career and technical education, faculty, spe-  
3           cial and general education teachers, administra-  
4           tors, career guidance and academic counselors,  
5           specialized instructional support personnel, and  
6           any other individual or group determined ap-  
7           propriate by the eligible recipient;

8           “(B) promotes the integration of chal-  
9           lenging State academic standards under section  
10          1111(b)(1) of the Elementary and Secondary  
11          Education Act of 1965 and career and technical  
12          education curricula, including through opportu-  
13          nities for appropriate academic and career and  
14          technical education teachers to jointly develop  
15          and implement curricula and pedagogical strat-  
16          egies, as appropriate;

17          “(C) is high quality, sustained, intensive,  
18          and focused on instruction, and increases the  
19          academic knowledge and understanding of in-  
20          dustry standards, as appropriate, of career and  
21          technical education teachers;

22          “(D) includes mentoring by experienced  
23          teachers;



1                   “(E) includes resources and training to im-  
2                   prove instruction for, and provide appropriate  
3                   accommodations to, special populations; and

4                   “(F) promotes integration with profes-  
5                   sional development activities that the State car-  
6                   ries out under title II of the Elementary and  
7                   Secondary Education Act of 1965 and title II  
8                   of the Higher Education Act of 1965.

9                   “(6) A description of the work-based learning  
10                  opportunities that the eligible recipient will provide  
11                  through the plan to students participating in the ca-  
12                  reer and technical education programs and how the  
13                  recipient will work with representatives from employ-  
14                  ers to develop or expand work-based learning oppor-  
15                  tunities for career and technical education students,  
16                  as applicable.

17                  “(7) A description of the career and technical  
18                  education programs that the eligible recipient will  
19                  develop and implement to provide students partici-  
20                  pating in career and technical education programs  
21                  with the opportunity to gain postsecondary credit  
22                  while still attending high school, such as through  
23                  dual or concurrent enrollment programs or early col-  
24                  lege high school, as practicable.

1           “(8) a description of how the eligible recipient  
2           will coordinate with the eligible agency and postsec-  
3           ondary educational institutions to support the re-  
4           cruitment, preparation, retention, and training of in-  
5           dividuals, including individuals from groups under-  
6           represented in the teaching profession, such as—

7                   “(A) teachers (including special education  
8                   teachers) that meet applicable State certifi-  
9                   cation and licensure requirements (including  
10                  any requirements obtained through alternative  
11                  routes to certification);

12                  “(B) faculty;

13                  “(C) administrators; and

14                  “(D) specialized instructional support per-  
15                  sonnel.

16           “(e) ASSURANCES.—Each local plan submitted under  
17           subsection (a) shall provide assurances that the eligible re-  
18           cipient will—

19                   “(1) seek to identify and address barriers to ac-  
20                   cess, participation, and completion for students who  
21                   are underserved or from special populations;

22                   “(2) seek to maximize the number of students,  
23                   out-of-school youth, and educational programs that  
24                   can benefit from the use of facilities providing career  
25                   and technical education for before-school, after-

1 school, and summer programs and activities, includ-  
2 ing through collaboration with the—

3 “(A) providers of such programs and ac-  
4 tivities;

5 “(B) local workforce development boards  
6 and other local workforce agencies; and

7 “(C) other relevant community-based orga-  
8 nizations;

9 “(3) meet the requirements of all applicable  
10 Federal civil rights laws in carrying out the activities  
11 under this Act;

12 “(4) to the extent practicable, coordinate the  
13 purchase of equipment between the eligible recipient  
14 and business and industry partners in order to mini-  
15 mize duplication and reduce costs to the eligible re-  
16 cipient; and

17 “(5) to the extent appropriate and practicable,  
18 coordinate with eligible recipients in other States to  
19 meet the needs of multistate regional economies.”.

20 **SEC. 122. LOCAL USES OF FUNDS.**

21 Section 135 (20 U.S.C. 2355) is amended—

22 (1) by striking subsections (a), (b), and (c) and  
23 inserting the following:

24 “(a) GENERAL AUTHORITY.—Each eligible recipient  
25 that receives funds under this part shall use such funds

1 to develop, coordinate, implement, or improve career and  
2 technical education programs, including not less than 1  
3 career and technical education program of study, that—

4 “(1) meet the needs identified in the local needs  
5 assessment described in section 134(b);

6 “(2) develop, strengthen, plan, and carry out  
7 high-quality elements of career and technical edu-  
8 cation programs and CTE programs of study that  
9 support—

10 “(A) increasing student achievement of the  
11 local levels of performance established under  
12 section 113(b)(4);

13 “(B) the provision of a well-rounded edu-  
14 cation (as defined in section 8101 of the Ele-  
15 mentary and Secondary Education Act of  
16 1965); and

17 “(C) the development of employability  
18 skills required in the workforce;

19 “(3) develop, strengthen, plan, and carry out  
20 high-quality elements of career and technical edu-  
21 cation that may include—

22 “(A) a curriculum aligned with the require-  
23 ments for a career and technical education pro-  
24 gram of study;

1           “(B) teaching and learning strategies fo-  
2           cused on the integration of academic and career  
3           and technical education content, including sup-  
4           ports necessary to implement such strategies;

5           “(C) sustainable relationships—

6                   “(i) among secondary schools and  
7                   postsecondary educational institutions,  
8                   business and industry, and other commu-  
9                   nity stakeholders, including industry or  
10                  sector partnerships in the local area, if ap-  
11                  plicable;

12                   “(ii) that are designed to facilitate the  
13                   process of continuously updating and  
14                   aligning programs of study with skills in  
15                   demand in the State, regional, or local  
16                   economy; and

17                   “(iii) in collaboration with business  
18                   outreach staff in one-stop career centers,  
19                   the vocational rehabilitation system, and  
20                   other appropriate organizations;

21           “(D) strong links between secondary and  
22           postsecondary programs with opportunities for  
23           secondary students to earn postsecondary credit  
24           while enrolled in secondary school, such as  
25           through dual or concurrent enrollment pro-

1           grams, early college high school, programs that  
2           allow late-entering English learners extended  
3           time to complete their secondary school gradua-  
4           tion requirements in a higher education setting,  
5           or credit transfer and articulation agreements;

6           “(E) at the postsecondary level, developing  
7           and supporting programs that provide concur-  
8           rent and integrated provision of basic skills in-  
9           struction in career and technical education  
10          courses;

11          “(F) the development of career academies,  
12          which create a supportive, personalized learning  
13          environment that—

14               “(i) combines academic and career  
15               and technical curricula around a career  
16               theme to enrich teaching and learning; and

17               “(ii) establishes partnerships with  
18               local employers to provide career aware-  
19               ness and work-based learning opportunities  
20               for students;

21          “(G) career and technical student organi-  
22          zations and other activities that promote the de-  
23          velopment of employability skills;

24          “(H) leasing, purchasing, repairing, up-  
25          grading, or adapting appropriate equipment and

1 machinery tools, new or emerging technology  
2 (including high-speed internet connectivity), and  
3 instructional materials aligned with business  
4 and industry needs that are used for instruction  
5 and teacher preparation and professional devel-  
6 opment;

7 “(I) a continuum of work-based learning  
8 opportunities, including pre-apprenticeships, ap-  
9 prenticeships (including registered apprentice-  
10 ships), internships, externships, or simulated  
11 work environments;

12 “(J) valid and reliable technical skills as-  
13 sessments to measure student achievement,  
14 which may include industry-recognized certifi-  
15 cation exams or other assessments leading to  
16 student attainment of recognized postsecondary  
17 credentials;

18 “(K) recruitment and retention efforts to  
19 ensure highly effective career and technical edu-  
20 cation educators and career and technical edu-  
21 cation program administrators;

22 “(L) where applicable, coordination with  
23 other education and workforce development pro-  
24 grams and initiatives, including career path-  
25 ways and industry or sector partnerships, as de-

1           fined in section 3 of the Workforce Innovation  
2           and Opportunity Act (29 U.S.C. 3102) and de-  
3           veloped under such Act;

4           “(M) programs and activities, such as  
5           those that provide hands-on inquiry-based  
6           learning opportunities, that increase access, stu-  
7           dent engagement, and success in science, tech-  
8           nology, engineering, and mathematics fields (in-  
9           cluding computer science and optics and  
10          photonics), particularly for students who are  
11          members of groups underrepresented in such  
12          subject fields, such as female students, minority  
13          students, and special populations;

14          “(N) any other activities that the eligible  
15          agency determines is necessary to meet the high  
16          quality implementation of career and technical  
17          education programs of study and student  
18          achievement of the local levels of performance;

19          “(O) partnering with intermediary organi-  
20          zations to improve training, the development of  
21          public-private partnerships, systems develop-  
22          ment, capacity-building, and scalability of the  
23          delivery of high-quality career and technical  
24          education; or



1           “(P) involving parents, businesses, commu-  
2           nity-based nonprofit providers, and labor orga-  
3           nizations, as appropriate, in the design, imple-  
4           mentation, and evaluation of career and tech-  
5           nical education programs and CTE programs of  
6           study authorized under this title, including es-  
7           tablishing effective programs and procedures to  
8           enable informed and effective participation in  
9           such programs;

10          “(4) provide career exploration, counseling, and  
11          career development activities through an organized,  
12          systemic framework designed to aid students, both  
13          before and during the participation of the students  
14          in career and technical education programs and  
15          CTE programs of study, in making informed plans  
16          and decisions about future education and career op-  
17          portunities (such as apprenticeships, which may in-  
18          clude registered apprenticeships) and about enroll-  
19          ment in career and technical education programs of  
20          study, which may include—

21               “(A) introductory courses or activities fo-  
22               cused on career exploration and career aware-  
23               ness, including awareness of nontraditional ca-  
24               reers, which may include courses or activities  
25               offered before high school;

1 “(B) readily available career and labor  
2 market information, such as—

3 “(i) information supplied by section  
4 15(e)(2) of the Wagner-Peyser Act (29  
5 U.S.C. 491–2), or section 102(b)(1) of the  
6 Workforce Innovation and Opportunity Act  
7 (29 U.S.C. 3112(b)(1)), and relative to  
8 employment sectors;

9 “(ii) educational requirements for  
10 these careers;

11 “(iii) information on occupational sup-  
12 ply and demand; and

13 “(iv) other information on careers  
14 aligned to State or local economic prior-  
15 ities;

16 “(C) programs and activities related to the  
17 development of student graduation and career  
18 plans including the development of career acad-  
19 emies;

20 “(D) career guidance and academic coun-  
21 seling that provides information on postsec-  
22 ondary and career options, such as pre-appren-  
23 ticeships, apprenticeships (which may include  
24 registered apprenticeships), internships,  
25 externships, or simulated work environments;

1           “(E) programs and activities, such as  
2           those that provide hands-on inquiry-based  
3           learning opportunities, that increase access, stu-  
4           dent engagement, and success in science, tech-  
5           nology, engineering, and mathematics fields, in-  
6           cluding computer science, particularly for stu-  
7           dents who are members of groups underrep-  
8           resented in such subject fields, such as female  
9           students, minority students, and special popu-  
10          lations;

11          “(F) improving or developing career and  
12          technical education courses, including fur-  
13          nishing coursework and training to veterans to  
14          enable such veterans to satisfy certification re-  
15          quirements for medical services professions (in-  
16          cluding the paramedic, emergency medical tech-  
17          nician, licensed practical nurse, registered  
18          nurse, and physician assistant professions) as  
19          determined by the appropriate State regulatory  
20          entity, as long as the entity also takes into ac-  
21          count previous medical coursework and training  
22          received by the veterans while members of the  
23          Armed Forces;

24          “(G) hiring career and technical education  
25          coordinators who can assist and support career

1 and technical education programs or eligible re-  
2 cipients in bringing together businesses, com-  
3 munity institutions, labor organizations, and  
4 other entities to—

5 “(i) provide resources;

6 “(ii) share information about skill sets  
7 needed for employment;

8 “(iii) identify work-based learning ex-  
9 periences, pre-apprenticeships, apprentice-  
10 ships (which may include registered ap-  
11 prenticeships), simulated work environ-  
12 ments, externships, and internships for  
13 students;

14 “(iv) provide technical assistance on  
15 proper workplace accommodations for stu-  
16 dents; or

17 “(v) identify externships for career  
18 and technical education instructors in  
19 order to remain current on the latest tech-  
20 nology and processes; and

21 “(H) any other program that the eligible  
22 agency or eligible recipient determines advances  
23 knowledge of career opportunities and assists  
24 students in making informed decisions about  
25 future education and employment goals;

1           “(5) plan and implement sustained high quality  
2           and comprehensive professional development (includ-  
3           ing initial teacher preparation and externships and  
4           which may be coordinated with other Federal, State,  
5           local, or private programs, in accordance with the  
6           purpose and requirements of those programs) at the  
7           secondary and postsecondary levels—

8           “(A) for career and technical education  
9           teachers, faculty, special and general education  
10          teachers, specialized instructional support per-  
11          sonnel, principals and other school leaders, ad-  
12          ministrators, career and guidance counselors, or  
13          any other individual determined appropriate by  
14          the eligible recipient;

15          “(B) on both content and pedagogy that  
16          support activities described in section 122; and

17          “(C) that includes—

18               “(i) supporting high-quality individ-  
19               ualized academic and career and technical  
20               education instructional approaches based  
21               on evidence-based research, including the  
22               integration of academic and career and  
23               technical education courses, standards, and  
24               curricula;

1 “(ii) ensuring labor market informa-  
2 tion, including information provided under  
3 section 15(e)(2) of the Wagner-Peyser Act  
4 (29 U.S.C. 491–2(e)(2)), is utilized to in-  
5 form programs, guidance, and advisement  
6 offered to students;

7 “(iii) training on designing and imple-  
8 menting appropriate accommodations for  
9 students with disabilities, including the use  
10 of universal design for learning, where  
11 practicable;

12 “(iv) providing educators with oppor-  
13 tunities—

14 “(I) to advance knowledge, skills,  
15 and understanding of all aspects of an  
16 industry and of the latest equipment,  
17 technologies, standards, and creden-  
18 tials required in the workplace, includ-  
19 ing through relevant industry pre-ap-  
20 prenticeships, apprenticeships (which  
21 may include registered apprentice-  
22 ships), internships, externships, and  
23 simulated work environments; and

1 “(II) to learn how to use the rel-  
2 evant information described in sub-  
3 clause (I) in the classroom;

4 “(v) supporting teachers, principals,  
5 and other school leaders in managing ca-  
6 reer and technical education courses and  
7 career and technical education programs of  
8 study in their schools, postsecondary edu-  
9 cational institutions, or school districts;

10 “(vi) supporting the implementation  
11 of effective strategies to improve student  
12 achievement and close inequities in access  
13 to, and in opportunities for, learning, skill  
14 development, or effective teaching, with  
15 such inequities to be identified by the eligi-  
16 ble recipient; and

17 “(vii) any other activity determined  
18 necessary by the eligible recipient to pro-  
19 vide sustained high-quality professional de-  
20 velopment for teachers, principals and  
21 other school leaders, administrators, career  
22 and guidance counselors, or any other indi-  
23 vidual determined appropriate by the eligi-  
24 ble entity;

1           “(6) implement programs, practices, policies, or  
2           support services to ensure the closing of inequities in  
3           access to, and in opportunities for, learning, skill de-  
4           velopment, or effective teaching, with such inequities  
5           to be identified by the eligible recipient, among spe-  
6           cial populations, in order to prepare such popu-  
7           lations for high skill, high wage, or high demand oc-  
8           cupations; and

9           “(7) develop and implement evaluations of the  
10          activities carried out with funds under this part, in-  
11          cluding evaluations necessary to complete the bien-  
12          nial needs assessment required under section 134(b)  
13          and the local report required under section  
14          113(b)(4)(C).

15          “(b) COMBINATION OF FUNDS.—An eligible recipient  
16          may combine a portion of the funds provided to the eligible  
17          recipient under this part with a portion of funds available  
18          to 1 or more other eligible recipients to support the high-  
19          quality implementation of 1 or more career and technical  
20          education programs of study.”; and

21               (2) by redesignating subsection (d) as sub-  
22          section (c).



1                   **PART B—GENERAL PROVISIONS**

2   **SEC. 151. REPEAL OF TECH PREP EDUCATION AND REOR-**  
3                   **GANIZATION.**

4           (a) REPEAL.—Title II (20 U.S.C. 2371 et seq.) is  
5 repealed.

6           (b) REORGANIZATION OF TITLES II AND III.—The  
7 Act (20 U.S.C. 2301 et seq.) is amended—

8               (1) by redesignating title III as title II; and

9               (2) by redesignating sections 311 through 318  
10           and 321 through 324 as sections 211 through 218  
11           and 221 through 224, respectively.

12   **SEC. 152. CONFORMING AMENDMENTS REGARDING FISCAL**  
13                   **REQUIREMENTS.**

14           Section 311 (20 U.S.C. 2391) is amended—

15               (1) in subsection (a), by striking “and tech  
16           prep program activities”; and

17               (2) in subsection (b)(1)(A), by striking “or tech  
18           prep programs”.

19   **SEC. 153. VOLUNTARY SELECTION AND PARTICIPATION.**

20           Section 214(2) (20 U.S.C. 2394(2)), as redesignated  
21 by section 151(b)(2), is amended by striking “that re-  
22 quires the attainment of” and inserting “or career and  
23 technical education program of study that requires the at-  
24 tainment of a recognized postsecondary credential,”.

1   **SEC. 154. LIMITATION FOR CERTAIN STUDENTS.**

2           Section 215 (20 U.S.C. 2395), as redesignated by  
3 section 151(2), is amended by striking “the seventh  
4 grade” and inserting “the middle grades”.

5                   **TITLE II—OTHER LAWS**

6   **SEC. 201. LABOR MARKET INFORMATION.**

7           Section 15(e)(2)(B) of the Wagner-Peyser Act (29  
8 U.S.C. 491–2(e)(2)(B)) is amended to read as follows:

9                   “(B) consult with State educational agen-  
10               cies, eligible agencies (as defined in section 3 of  
11               the Carl D. Perkins Career and Technical Edu-  
12               cation Act of 2006 (20 U.S.C. 2302)), local  
13               educational agencies, and educational service  
14               agencies (as so defined) concerning the provi-  
15               sion of workforce and labor market information  
16               in order to—

17                   “(i) meet the needs of teachers, stu-  
18               dents, and administrators at secondary  
19               schools and postsecondary educational in-  
20               stitutions (as such terms are so defined);  
21               and

22                   “(ii) inform the identification and de-  
23               velopment of career and technical edu-  
24               cation programs;”.