

114TH CONGRESS
2D SESSION

H. R. 5587

AN ACT

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

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

1 SECTION 1. SHORT TITLE.

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

4 SEC. 2. TABLE OF CONTENTS.

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

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

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

PART A—ALLOTMENT AND ALLOCATION

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

PART B—STATE PROVISIONS

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

PART C—LOCAL PROVISIONS

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

TITLE II—GENERAL PROVISIONS

- Sec. 201. Federal and State administrative provisions.

TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT

- Sec. 301. State responsibilities.

1 **SEC. 3. REFERENCES.**

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

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

10 This Act and the amendments made by this Act shall
11 take effect beginning on July 1, 2017.

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

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

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

“Sec. 1. Short title; table of contents.
“Sec. 2. Purpose.
“Sec. 3. Definitions.
“Sec. 4. Transition provisions.
“Sec. 5. Privacy.
“Sec. 6. Limitation.
“Sec. 7. Special rule.
“Sec. 8. Prohibitions.
“Sec. 9. Authorization of appropriations.

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

“**PART A—ALLOTMENT AND ALLOCATION**

“Sec. 111. Reservations and State allotment.
“Sec. 112. Within State allocation.
“Sec. 113. Accountability.
“Sec. 114. National activities.

“Sec. 115. Assistance for the outlying areas.

“Sec. 116. Native American programs.

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

“PART B—STATE PROVISIONS

“Sec. 121. State administration.

“Sec. 122. State plan.

“Sec. 123. Improvement plans.

“Sec. 124. State leadership activities.

“PART C—LOCAL PROVISIONS

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

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

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

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

“Sec. 135. Local uses of funds.

“TITLE II—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

“Sec. 211. Fiscal requirements.

“Sec. 212. Authority to make payments.

“Sec. 213. Construction.

“Sec. 214. Voluntary selection and participation.

“Sec. 215. Limitation for certain students.

“Sec. 216. Federal laws guaranteeing civil rights.

“Sec. 217. Participation of private school personnel and children.

“Sec. 218. Limitation on Federal regulations.

“Sec. 219. Study on programs of study aligned to high-skill, high-wage occupations.

“PART B—STATE ADMINISTRATIVE PROVISIONS

“Sec. 221. Joint funding.

“Sec. 222. Prohibition on use of funds to induce out-of-State relocation of businesses.

“Sec. 223. State administrative costs.

“Sec. 224. Student assistance and other Federal programs.”.

1 SEC. 6. PURPOSE.

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

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

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

7 and

8 SEC. 7. DEFINITIONS.

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

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

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

18 (3) in paragraph (3)—

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

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

inserting “not fewer than three different occupational fields”;

(4) in paragraph (5)—

(A) in subparagraph (A)—

(i) in clause (i)—

(I) by striking “coherent and rig-

orous content aligned with challenging

academic standards" and inserting

“content at the secondary level

aligned with the challenging State

academic standards adopted by a

State under section 1111(b)(1) of the

Elementary and Secondary Education

Act of 1965 (20 U.S.C. 6311(b)(1)),

and at the postsecondary level with

the rigorous academic content,'';

(II) by striking “and skills” and

inserting “and skills,” and

(III) by inserting “, including in

in-demand industry sectors or occupa-

tions" before the semicolon at the

end;

(ii) in clause (ii), by striking ‘‘, an in-

industry-recognized credential, a certificate,

or an associate degree” and inserting “or

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

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

6 (B) in subparagraph (B)—

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

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

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

14 (iv) by striking “general”; and

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

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

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

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

3 (5) in paragraph (7)—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14 “(i) a local educational agency;

15 “(ii) an educational service agency;

16 “(iii) an eligible institution;

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

19 “(v) a State educational agency; or

20 “(vi) the Bureau of Indian Education;

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

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

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

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

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

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

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

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

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

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

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

7 (11) by amending paragraph (20) (as so redes-
8 gnated by paragraph (2)) to read as follows:

9 “(20) ELIGIBLE RECIPIENT.—The term ‘eligible
10 recipient’ means—

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

14 “(B) a local educational agency (including
15 a public charter school that operates as a local
16 educational agency), an area career and tech-
17 nical education school, an educational service
18 agency, or a consortium of such entities, eligible
19 to receive assistance under section 131.”;

20 (12) by adding after paragraph (20) (as so re-
21 designated by paragraph (2)) the following:

22 “(21) ENGLISH LEARNER.—The term ‘English
23 learner’ means—

24 “(A) a secondary school student who is an
25 English learner, as defined in section 8101 of

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

3 “(B) an adult or an out-of-school youth
4 who has limited ability in speaking, reading,
5 writing, or understanding the English language
6 and—

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

9 “(ii) who lives in a family environment
10 in which a language other than English is
11 the dominant language.

12 “(22) EVIDENCE-BASED.—The term ‘evidence-
13 based’ has the meaning given the term in section
14 8101(21)(A) of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 7801(21)(A)).”;

16 (13) by inserting after paragraph (23) (as so
17 redesignated by paragraph (2)) the following:

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

23 (14) by inserting after paragraph (25) (as so
24 redesignated by paragraph (2)) the following:

1 “(26) INDUSTRY OR SECTOR PARTNERSHIP.—

2 The term ‘industry or sector partnership’ has the
3 meaning given the term in section 3 of the Work-
4 force Innovation and Opportunity Act (29 U.S.C.
5 3102).”;

6 (15) by inserting after paragraph (28) (as so
7 redesignated by paragraph (2)) the following:

8 “(29) LOCAL WORKFORCE DEVELOPMENT
9 BOARD.—The term ‘local workforce development
10 board’ means a local workforce development board
11 established under section 107 of the Workforce In-
12 novation and Opportunity Act.”;

13 (16) by inserting after paragraph (30) (as so
14 redesignated by paragraph (2)) the following:

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

19 (17) by inserting after paragraph (32) (as so
20 redesignated by paragraph (2)) the following:

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

1 “(34) PAY FOR SUCCESS INITIATIVE.—The
2 term ‘pay for success initiative’ has the meaning
3 given the term in section 8101 of the Elementary
4 and Secondary Education Act of 1965 (20 U.S.C.
5 7801), except that such term does not include an
6 initiative that—

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

11 “(B) otherwise reduces the rights of a stu-
12 dent or the obligations of an entity under the
13 Individuals with Disabilities Education Act (20
14 U.S.C. 1400 et seq.), the Rehabilitation Act of
15 1973 (29 U.S.C. 701 et seq.), the Americans
16 with Disabilities Act of 1990 (42 U.S.C. 12101
17 et seq.), or any other law.”;

18 (18) by inserting after paragraph (35) (as so
19 redesignated by paragraph (2)) the following:

20 “(36) PROGRAM OF STUDY.—The term ‘pro-
21 gram of study’ means a coordinated, nonduplicative
22 sequence of secondary and postsecondary academic
23 and technical content that—

24 “(A) incorporates challenging State aca-
25 demic standards, including those adopted by a

1 State under section 1111(b)(1) of the Elemen-
2 tary and Secondary Education Act of 1965 (20
3 U.S.C. 6311(b)(1)), that—

4 “(i) address both academic and tech-
5 nical knowledge and skills, including em-
6 ployability skills; and

7 “(ii) are aligned with the needs of in-
8 dustries in the economy of the State, re-
9 gion, or local area;

10 “(B) progresses in specificity (beginning
11 with all aspects of an industry or career cluster
12 and leading to more occupational specific in-
13 struction);

14 “(C) has multiple entry and exit points
15 that incorporate credentialing; and

16 “(D) culminates in the attainment of a
17 recognized postsecondary credential.

18 “(37) **QUALIFIED INTERMEDIARY.**—The term
19 ‘qualified intermediary’ means a non-profit entity
20 that demonstrates expertise to build, connect, sus-
21 tain, and measure partnerships with entities such as
22 employers, schools, community-based organizations,
23 postsecondary institutions, social service organiza-
24 tions, economic development organizations, and
25 workforce systems to broker services, resources, and

1 supports to youth and the organizations and systems
2 that are designed to serve youth, including—

3 “(A) connecting employers to classrooms;
4 “(B) assisting in the design and implemen-
5 tation of career and technical education pro-
6 grams and programs of study;

7 “(C) delivering professional development;
8 “(D) connecting students to internships
9 and other work-based learning opportunities;
10 and

11 “(E) developing personalized student sup-
12 ports.

13 “(38) RECOGNIZED POSTSECONDARY CREDEN-
14 TIAL.—The term ‘recognized postsecondary creden-
15 tial’ has the meaning given the term in section 3 of
16 the Workforce Innovation and Opportunity Act (29
17 U.S.C. 3102).”;

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

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

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

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

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

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

8 “(H) youth with a parent who—

16 (20) by inserting after paragraph (41) (as so
17 redesignated by paragraph (2)) the following:

23 “(43) SPECIALIZED INSTRUCTIONAL SUPPORT
24 SERVICES.—The term ‘specialized instructional sup-
25 port services’ has the meaning given the term in sec-

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

3 (21) in paragraph (45) (as so redesignated by
4 paragraph (2)) by inserting “(including paraprofes-
5 sionals and specialized instructional support per-
6 sonnel)” after “supportive personnel”; and

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

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

13 “(49) WORK-BASED LEARNING.—The term
14 ‘work-based learning’ means sustained interactions
15 with industry or community professionals in real
16 workplace settings, to the extent practicable, or sim-
17 ulated environments at an educational institution
18 that foster in-depth, first-hand engagement with the
19 tasks required of a given career field, that are
20 aligned to curriculum and instruction.”.

21 **SEC. 8. TRANSITION PROVISIONS.**

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

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

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

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

7 SEC. 9. PROHIBITIONS.

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

“(1) to condition or incentivize the receipt of any grant, contract, or cooperative agreement, or the receipt of any priority or preference under such grant, contract, or cooperative agreement, upon a State, local educational agency, eligible agency, eligible recipient, eligible entity, or school’s adoption or implementation of specific instructional content, academic standards and assessments, curricula, or program of instruction (including any condition, priority, or preference to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any

1 assessment, instructional content, or curriculum
2 aligned to such standards);

3 “(2) through grants, contracts, or other cooperative
4 agreements, to mandate, direct, or control a
5 State, local educational agency, eligible agency, eligible
6 recipient, eligible entity, or school’s specific instructional
7 content, academic standards and assessments, curricula, or program of instruction (including
8 any requirement, direction, or mandate to adopt
9 the Common Core State Standards developed under
10 the Common Core State Standards Initiative, any
11 other academic standards common to a significant
12 number of States, or any assessment, instructional
13 content, or curriculum aligned to such standards);
14 and

15 “(3) except as required under sections 112(b),
16 211(b), and 223—

17 “(A) to mandate, direct, or control the allocation
18 of State or local resources; or

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

22 (2) by striking subsection (d) and redesignating
23 subsection (e) as subsection (d).

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

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

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

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

7 “(1) \$1,133,002,074 for fiscal year 2017;

8 “(2) \$1,148,618,465 for fiscal year 2018;

9 “(3) \$1,164,450,099 for fiscal year 2019;

10 “(4) \$1,180,499,945 for fiscal year 2020;

11 “(5) \$1,196,771,008 for fiscal year 2021; and

12 “(6) \$1,213,266,339 for fiscal year 2022.”.

13 **TITLE I—CAREER AND TECH-
14 NICAL EDUCATION ASSIST-
15 ANCE TO THE STATES**

16 **PART A—ALLOTMENT AND ALLOCATION**

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

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

20 (1) in subparagraph (A), by striking “No
21 State” and inserting “For each of fiscal years 2017,
22 2018, and 2019, no State”;

23 (2) by redesignating subparagraph (B) as sub-
24 paragraph (C);

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

1 “(B) FISCAL YEAR 2020 AND EACH SUC-
2 CEEDING FISCAL YEAR.—For fiscal year 2020
3 and each of the succeeding fiscal years, no
4 State shall receive an allotment under this sec-
5 tion for a fiscal year that is less than 90 per-
6 cent of the allotment the State received under
7 this section for the preceding fiscal year.”; and
8 (4) in subparagraph (C), as redesignated by
9 paragraph (2), by striking “subparagraph (A)” and
10 inserting “subparagraph (A) or (B)”.

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

12 Section 112 (20 U.S.C. 2322) is amended—
13 (1) in subsection (a)—
14 (A) in paragraph (1), by striking “10 per-
15 cent” and inserting “15 percent”;
16 (B) in paragraph (2)—
17 (i) in subparagraph (A)—
18 (I) by striking “1 percent” and
19 inserting “2 percent”; and
20 (II) by striking “State correc-
21 tional institutions and institutions”
22 and inserting “State correctional in-
23 stitutions, juvenile justice facilities,
24 and educational institutions”; and

1 (ii) in subparagraph (B), by striking

2 “available for services” and inserting

3 "available to assist eligible recipients in

4 providing services"; and

5 (C) in paragraph (3)(B), by striking "a

6 local plan;” and inserting “local applications;”

7 and

8 (2) in subsection (c), by striking “section 135”

9 and all that follows through the end and inserting

0 "section 135—

1 “(1) in—

2 “(A) rural areas;

4 concentrators or CTE participants; and

5 “(C) areas with high numbers of CTE con-

6 centrators or CTE participants; and

7 “(2) in order to—

8 “(A) foster innovation through the identi-

9 fication and promotion of promising and proven

20 career and technical education programs, prac-

21 tices, and strategies, which may include prac-

22 tices and strategies that prepare individuals for

23 nontraditional fields; or

“(B) promote the development, implemen-

25 tation, and adoption of programs of study or

1 career pathways aligned with State-identified
2 in-demand occupations or industries.”.

3 **SEC. 112. ACCOUNTABILITY.**

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

5 (1) in subsection (a), by striking “comprised of
6 the activities” and inserting “comprising the activi-
7 ties”;

8 (2) in subsection (b)—

9 (A) in paragraph (1), by striking subparagraph (B) and redesignating subparagraph (C)
10 as subparagraph (B);

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

15 (C) by striking paragraph (2) and insert-
16 ing the following:

17 “(2) INDICATORS OF PERFORMANCE.—

18 “(A) CORE INDICATORS OF PERFORMANCE
19 FOR CTE CONCENTRATORS AT THE SECONDARY
20 LEVEL.—Each eligible agency shall identify in
21 the State plan core indicators of performance
22 for CTE concentrators at the secondary level
23 that are valid and reliable, and that include, at
24 a minimum, measures of each of the following:

1 “(i) The percentage of CTE con-
2 centrators who graduate high school, as
3 measured by—

4 “(I) the four-year adjusted co-
5 hort graduation rate (defined in sec-
6 tion 8101 of the Elementary and Sec-
7 ondary Education Act of 1965 (20
8 U.S.C. 7801)); and

9 “(II) at the State’s discretion,
10 the extended-year adjusted cohort
11 graduation rate defined in such sec-
12 tion 8101 (20 U.S.C. 7801).

13 “(ii) CTE concentrator attainment of
14 challenging State academic standards
15 adopted by the State under section
16 1111(b)(1) of the Elementary and Sec-
17 ondary Education Act of 1965 (20 U.S.C.
18 6311(b)(1)), and measured by the aca-
19 demic assessments described in section
20 1111(b)(2) of such Act (20 U.S.C.
21 6311(b)(2)).

22 “(iii) The percentage of CTE con-
23 centrators who, in the second quarter fol-
24 lowing the program year after exiting from
25 secondary education, are in postsecondary

1 education or advanced training, military
2 service, or unsubsidized employment.

1 “(II) may include any other
2 measure of student success in career
3 and technical education that is state-
4 wide, valid, and reliable.

5 “(v) The percentage of CTE con-
6 centrators in career and technical edu-
7 cation programs and programs of study
8 that lead to nontraditional fields.

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

17 “(i) The percentage of CTE con-
18 centrators, who, during the second quarter
19 after program completion, are in education
20 or training activities, advanced training, or
21 unsubsidized employment.

22 “(ii) The median earnings of CTE
23 concentrators in unsubsidized employment
24 two quarters after program completion.

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

5 “(iv) The percentage of CTE con-
6 centrators in career and technical edu-
7 cation programs and programs of study
8 that lead to nontraditional fields.

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

18 (D) in paragraph (3)—

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

21 “(A) STATE ADJUSTED LEVELS OF PER-
22 FORMANCE FOR CORE INDICATORS OF PER-
23 FORMANCE.—

24 “(i) IN GENERAL.—Each eligible
25 agency, with input from eligible recipients,

1 shall establish and identify in the State
2 plan submitted under section 122, for the
3 first 2 program years covered by the State
4 plan, levels of performance for each of the
5 core indicators of performance described in
6 subparagraphs (A) and (B) of paragraph
7 (2) for career and technical education ac-
8 tivities authorized under this title. The lev-
9 els of performance established under this
10 subparagraph shall, at a minimum—

1 into account the extent to which such lev-
2 els of performance promote meaningful
3 program improvement on such indicators.
4 The State adjusted levels of performance
5 identified under this clause shall be consid-
6 ered to be the State adjusted levels of per-
7 formance for the State for such years and
8 shall be incorporated into the State plan.

24 (ii) by striking subparagraph (B) and
25 inserting the following:

1 “(B) ACTUAL LEVELS OF PERFORMANCE.—At the end of each program year, the
2 eligible agency shall determine actual levels of
3 performance on each of the core indicators of
4 performance and publicly report and widely dis-
5 seminate the actual levels of performance de-
6 scribed in this subparagraph.”; and
7

8 (E) in paragraph (4)—
9 (i) in subparagraph (A)—
10 (I) in clause (i)(I), by striking
11 “consistent with the State levels of
12 performance established under para-
13 graph (3), so as” and inserting “con-
14 sistent with the form expressed in the
15 State levels, so as”;
16 (II) by striking clause (i)(II) and
17 inserting the following:
18 “(II) be sufficiently ambitious to
19 allow for meaningful evaluation of
20 program quality.”;
21 (III) in clause (iv)—
22 (aa) by striking “third and
23 fifth program years” and insert-
24 ing “third program year”; and

1 (bb) by striking “cor-
2 responding” before “subsequent
3 program years”;
4 (IV) in clause (v)—
5 (aa) by striking “and” at
6 the end of subclause (I);
7 (bb) by redesignating sub-
8 clause (II) as subclause (III);
9 (cc) by inserting after sub-
10 clause (I) the following:
11 “(II) local economic conditions;”;
12 (dd) in subclause (III), as so
13 redesignated, by striking “pro-
14 mote continuous improvement on
15 the core indicators of perform-
16 ance by the eligible recipient.”
17 and inserting “advance the eligi-
18 ble recipient’s accomplishments
19 of the goals set forth in the local
20 application; and”; and
21 (ee) by adding at the end
22 the following:
23 “(IV) the eligible recipient’s abil-
24 ity and capacity to collect and access

1 valid, reliable, and cost effective
2 data.”;

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

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

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

18 (iii) in clause (ii)(I) of subparagraph
19 (B), as so redesignated—

20 (I) by striking “section
21 1111(h)(1)(C)(i)” and inserting “sec-
22 tion 1111(h)(1)(C)(ii); and

23 (II) by striking “section 3(29)”
24 and inserting “section 3(40)”; and

25 (3) in subsection (c) —

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

16 SEC. 113. NATIONAL ACTIVITIES.

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

18 (1) in subsection (a)—

19 (A) in paragraph (1)—

20 (i) by striking “The Secretary shall”
21 the first place it appears and inserting
22 “The Secretary shall, in consultation with
23 the Director of the Institute for Education
24 Sciences,”; and

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

4 (B) by striking paragraph (3);

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

15 (3) in subsection (c)—

16 (A) in paragraph (1)—

17 (i) by striking “may” and inserting
18 “shall”;

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

23 (iii) by striking “and assessment”;

24 and

25 (B) in paragraph (2)—

(i) in subparagraph (B), by inserting
“, acting through the Director of the Insti-
tute for Education Sciences,” after “de-
scribe how the Secretary”; and

(ii) in subparagraph (C), by inserting
“, in consultation with the Director of the
Institute for Education Sciences,” after
“the Secretary”;

(4) in subsection (d)—

(A) in paragraph (1)—

(i) in subparagraph (A)—

(I) by inserting “, acting through the Director of the Institute for Education Sciences,” after “The Secretary”;

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

(III) by striking “assessment” each place such term appears and inserting “evaluation”; and

(ii) in subparagraph (B)—

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

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

8 (III) by adding at the end the
9 following:

12 (B) in paragraph (2)—

13 (i) in the heading, by striking “AND
14 ASSESSMENT”;

15 (ii) in subparagraph (A)—

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

20 (II) by striking “an independent
21 evaluation and assessment” and in-
22 serting “a series of research and eval-
23 uation initiatives for each year for
24 which funds are appropriated to carry

1 out this Act, which are aligned with
2 the plan in subsection (c)(2);

3 (III) by striking “Carl D. Per-
4 kins Career and Technical Education
5 Improvement Act of 2006” and
6 “Strengthening Career and Technical
7 Education for the 21st Century Act”;

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

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

19 (iii) by amending subparagraph (B) to
20 read as follows:

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

24 “(i) the extent and success of the inte-
25 gration of challenging State academic

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

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

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

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

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

15 “(vi) the impact of the amendments to
16 this Act made under the Strengthening Ca-
17 reer and Technical Education for the 21st
18 Century Act, including comparisons, where
19 appropriate, of—

20 “(I) the use of the comprehensive
21 needs assessment under section
22 134(b);

23 “(II) the implementation of pro-
24 grams of study; and

1 “(III) coordination of planning
2 and program delivery with other rel-
3 evant laws, including the Workforce
4 Innovation and Opportunity Act (29
5 U.S.C. 3101 et seq.) and the Elemen-
6 tary and Secondary Education Act of
7 1965 (20 U.S.C. 6301 et seq.);
8 “(vii) changes in career and technical
9 education program accountability as de-
10 scribed in section 113 and any effects of
11 such changes on program delivery and pro-
12 gram quality; and
13 “(viii) changes in student enrollment
14 patterns.”; and
15 (iv) in subparagraph (C)—
16 (I) in clause (i)—
17 (aa) by inserting “, in con-
18 sultation with the Director of the
19 Institute for Education
20 Sciences,” after “The Secretary”;
21 (bb) in subclause (I)—
22 (AA) by striking “as-
23 essment” and inserting
24 “evaluation and summary of

1 research activities carried
2 out under this section”; and
3 (BB) by striking
4 “2010” and inserting
5 “2021”; and
6 (cc) in subclause (II)—
7 (AA) by striking “as-
8 sessment” and inserting
9 “evaluation and summary of
10 research activities carried
11 out under this section”; and
12 (BB) by striking
13 “2011” and inserting
14 “2023”; and
15 (II) by adding after clause (ii)
16 the following:
17 “(iii) DISSEMINATION.—In addition to
18 submitting the reports required under
19 clause (i), the Secretary shall disseminate
20 the results of the evaluation widely and on
21 a timely basis in order to increase the un-
22 derstanding among State and local officials
23 and educators of the effectiveness of pro-
24 grams and activities supported under the
25 Act and of the career and technical edu-

1 cation programs that are most likely to
2 produce positive educational and employ-
3 ment outcomes.”; and

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

6 “(3) INNOVATION.—

7 “(A) GRANT PROGRAM.—To identify and
8 support innovative strategies and activities to
9 improve career and technical education and
10 align workforce skills with labor market needs
11 as part of the plan developed under subsection
12 (c) and the requirements of this subsection, the
13 Secretary may award grants to eligible entities
14 to—

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

21 “(ii) rigorously evaluate such innova-
22 tions.

23 “(B) MATCHING FUNDS.—

24 “(i) MATCHING FUNDS REQUIRED.—
25 Except as provided under clause (ii), to re-

1 ceive a grant under this paragraph, an eligible entity shall, through cash or in-kind contributions, provide matching funds from public or private sources in an amount equal to at least 50 percent of the funds provided under such grant.

7 “(ii) EXCEPTION.—The Secretary
8 may waive the matching fund requirement
9 under clause (i) if the eligible entity dem-
10 onstrates exceptional circumstances.

11 “(C) APPLICATION.—To receive a grant
12 under this paragraph, an eligible entity shall
13 submit to the Secretary at such a time as the
14 Secretary may require, an application that—

15 “(i) identifies and designates the
16 agency, institution, or school responsible
17 for the administration and supervision of
18 the program assisted under this paragraph;

19 “(ii) identifies the source and amount
20 of the matching funds required under sub-
21 paragraph (B)(i);

22 “(iii) describes how the eligible entity
23 will use the grant funds, including how
24 such funds will directly benefit students,

1 including special populations, served by the
2 eligible entity;

15 “(D) PRIORITY.—In awarding grants
16 under this paragraph, the Secretary shall give
17 priority to applications from eligible entities
18 that will predominantly serve students from
19 low-income families.

20 “(E) GEOGRAPHIC DIVERSITY.—

1 and technical education activities that
2 serve—

3 “(I) a local educational agency
4 with an urban-centric district locale
5 code of 32, 33, 41, 42, or 43, as de-
6 termined by the Secretary;

7 “(II) an institution of higher
8 education primarily serving the one or
9 more areas served by such a local edu-
10 cational agency;

11 “(III) a consortium of such local
12 educational agencies or such institu-
13 tions of higher education;

14 “(IV) a partnership between—

15 “(aa) an educational service
16 agency or a nonprofit organiza-
17 tion; and

18 “(bb) such a local edu-
19 cational agency or such an insti-
20 tution of higher education; or

21 “(V) a partnership between—

22 “(aa) a grant recipient de-
23 scribed in subclause (I) or (II);
24 and

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

1 “(v) increase the effective use of tech-
2 nology within career and technical edu-
3 cation programs;

4 “(vi) support new models for inte-
5 grating academic content and career and
6 technical education content in such pro-
7 grams;

8 “(vii) support the development and
9 enhancement of innovative delivery models
10 for career and technical education;

11 “(viii) work with industry to design
12 and implement courses or programs of
13 study aligned to labor market needs in new
14 or emerging fields;

15 “(ix) integrate science, technology, en-
16 gineering, and mathematics fields, includ-
17 ing computer science education, with ca-
18 reer and technical education;

19 “(x) support innovative approaches to
20 career and technical education by rede-
21 signing the high school experience for stu-
22 dents, which may include evidence-based
23 transitional support strategies for students
24 who have not met postsecondary education
25 eligibility requirements;

1 “(xi) improve CTE concentrator em-
2 ployment outcomes in nontraditional fields;
3 or

4 “(xii) support the use of career and
5 technical education programs and pro-
6 grams of study in a coordinated strategy to
7 address identified employer needs and
8 workforce shortages, such as shortages in
9 the early childhood, elementary school, and
10 secondary school education workforce.

11 “(G) EVALUATION.—Each eligible entity
12 receiving a grant under this paragraph shall
13 provide for an independent evaluation of the ac-
14 tivities carried out using such grant and submit
15 to the Secretary an annual report that in-
16 cludes—

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

19 “(ii) the performance of the eligible
20 entity with respect to, at a minimum, the
21 performance indicators described under
22 section 113, as applicable, and
23 disaggregated by—

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

1 the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C.
3 6311(c)(2)(B));

4 “(II) special populations; and

10 this paragraph.”; and

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

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

16 “(1) \$7,523,285 for fiscal year 2017;

17 “(2) \$7,626,980 for fiscal year 2018;

18 “(3) \$7,732,104 for fiscal year 2019;

19 “(4) \$7,838,677 for fiscal year 2020;

20 “(5) \$7,946,719 for fiscal year 2021; and

22 SEC. 114. ASSISTANCE FOR THE OUTLYING AREAS.

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

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

4 (2) by striking subsections (b) and (c); and
5 (3) by redesignating subsection (d) as
6 section (b).

7 SEC. 115. TRIBALLY CONTROLLED POSTSECONDARY CA-
8 REER AND TECHNICAL INSTITUTIONS.

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

11 "(i) AUTHORIZATION OF APPROPRIATIONS.—There
12 are authorized to be appropriated to carry out this sec-
13 tion—

- 14 “(1) \$8,400,208 for fiscal year 2017;
- 15 “(2) \$8,515,989 for fiscal year 2018;
- 16 “(3) \$8,633,367 for fiscal year 2019;
- 17 “(4) \$8,752,362 for fiscal year 2020;
- 18 “(5) \$8,872,998 for fiscal year 2021; and
- 19 “(6) \$8,995,296 for fiscal year 2022.”.

20 SEC. 116. OCCUPATIONAL AND EMPLOYMENT INFORMA-
21 TION.

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

23 PART B—STATE PROVISIONS

24 SEC. 121. STATE PLAN.

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

1 (1) in subsection (a)—

2 (A) in paragraph (1)—

3 (i) by striking “6-year period” and in-
4 serting “4-year period”; and

5 (ii) by striking “Carl D. Perkins Ca-
6 reer and Technical Education Improve-
7 ment Act of 2006” and inserting
8 “Strengthening Career and Technical Edu-
9 cation for the 21st Century Act”;

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

12 (C) in paragraph (3), by striking “(including charter school” and all that follows through
13 “and community organizations)” and inserting
14 “(including teachers, specialized instructional
15 support personnel, paraprofessionals, school
16 leaders, authorized public chartering agencies,
17 and charter school leaders, consistent with
18 State law, employers, labor organizations, par-
19 ents, students, and community organizations);”;
20 and
21

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

24 "(b) OPTIONS FOR SUBMISSION OF STATE PLAN.—

1 “(1) COMBINED PLAN.—The eligible agency
2 may submit a combined plan that meets the require-
3 ments of this section and the requirements of section
4 103 of the Workforce Innovation and Opportunity
5 Act (29 U.S.C. 3113), unless the eligible agency
6 opts to submit a single plan under paragraph (2)
7 and informs the Secretary of such decision.

8 “(2) SINGLE PLAN.—If the eligible agency
9 elects not to submit a combined plan as described in
10 paragraph (1), such eligible agency shall submit a
11 single State plan.

12 “(c) PLAN DEVELOPMENT.—

13 “(1) IN GENERAL.—The eligible agency shall—
14 “(A) develop the State plan in consulta-
15 with—

16 “(i) representatives of secondary and
17 postsecondary career and technical edu-
18 cation programs, including eligible recipi-
19 ents and representatives of 2-year Minor-
20 ity-Serving Institutions and Historically
21 Black Colleges and Universities in States
22 where such institutions are in existence,
23 and charter school representatives in
24 States where such schools are in existence,
25 which shall include teachers, school lead-

1 ers, specialized instructional support per-
2 sonnel (including guidance counselors), and
3 paraprofessionals;

4 “(ii) interested community representa-
5 tives, including parents and students;

6 “(iii) the State workforce development
7 board described in section 101 of the
8 Workforce Innovation and Opportunity Act
9 (29 U.S.C. 3111);

10 “(iv) representatives of special popu-
11 lations;

12 “(v) representatives of business and
13 industry (including representatives of small
14 business), which shall include representa-
15 tives of industry and sector partnerships in
16 the State, as appropriate, and representa-
17 tives of labor organizations in the State;

18 “(vi) representatives of agencies serv-
19 ing out-of-school youth, homeless children
20 and youth, and at-risk youth; and

21 “(vii) representatives of Indian tribes
22 located in the State; and

23 “(B) consult the Governor of the State,
24 and the heads of other State agencies with au-
25 thority for career and technical education pro-

grams that are not the eligible agency, with respect to the development of the State plan.

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

10 "(d) PLAN CONTENTS.—The State plan shall in-
11 clude—

12 “(1) a summary of State-supported workforce
13 development activities (including education and
14 training) in the State, including the degree to which
15 the State’s career and technical education programs
16 and programs of study are aligned with such activi-
17 ties;

18 “(2) the State’s strategic vision and set of goals
19 for preparing an educated and skilled workforce (in-
20 cluding special populations) and for meeting the
21 skilled workforce needs of employers, including in-
22 demand industry sectors and occupations as identi-
23 fied by the State, and how the State’s career and
24 technical education programs will help to meet these
25 goals;

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

8 “(4) a description of the career and technical
9 education programs or programs of study that will
10 be supported, developed, or improved, including de-
11 scriptions of—

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

15 “(B) the process and criteria to be used
16 for approving locally developed programs of
17 study or career pathways, including how such
18 programs address State workforce development
19 and education needs; and

20 “(C) how the eligible agency will—

21 “(i) make information on approved
22 programs of study and career pathways,
23 including career exploration, work-based
24 learning opportunities, guidance and ad-

1 visement resources, available to students
2 and parents;

3 “(ii) ensure nonduplication of eligible
4 recipients’ development of programs of
5 study and career pathways;

6 “(iii) determine alignment of eligible
7 recipients’ programs of study to the State,
8 regional or local economy, including in-de-
9 mand fields and occupations identified by
10 the State workforce development board as
11 appropriate;

12 “(iv) provide equal access to activities
13 assisted under this Act for special popu-
14 lations;

15 “(v) coordinate with the State work-
16 force board to support the local develop-
17 ment of career pathways and articulate
18 processes by which career pathways will be
19 developed by local workforce development
20 boards;

21 “(vi) use State, regional, or local labor
22 market data to align career and technical
23 education with State labor market needs;

24 “(vii) support effective and meaning-
25 ful collaboration between secondary

1 schools, postsecondary institutions, and
2 employers; and

3 “(viii) improve outcomes for CTE con-
4 centrators, including those who are mem-
5 bers of special populations;

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

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

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

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

20 “(6) a description of how the eligible agency
21 will support the recruitment and preparation of
22 teachers, including special education teachers, fac-
23 ulty, administrators, specialized instructional sup-
24 port personnel, and paraprofessionals to provide ca-

1 career and technical education instruction, leadership,
2 and support;

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

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

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

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

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

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

3 “(B) opportunities for the public to com-
4 ment in person and in writing on the State ad-
5 justed levels of performance included in the
6 State plan; and

7 “(C) submission of public comment on
8 State adjusted levels of performance as part of
9 the State plan; and

10 “(10) assurances that—

11 “(A) the eligible agency will comply with
12 the requirements of this Act and the provisions
13 of the State plan, including the provision of a
14 financial audit of funds received under this Act,
15 which may be included as part of an audit of
16 other Federal or State programs;

17 “(B) none of the funds expended under
18 this Act will be used to acquire equipment (in-
19 cluding computer software) in any instance in
20 which such acquisition results in a direct finan-
21 cial benefit to any organization representing the
22 interests of the acquiring entity or the employ-
23 ees of the acquiring entity, or any affiliate of
24 such an organization;

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

5 “(D) the eligible agency will use the funds
6 provided under this Act to implement career
7 and technical education programs and programs
8 of study for individuals in State correctional in-
9 stitutions, including juvenile justice facilities;
10 and

11 “(E) the eligible agency will provide local
12 educational agencies, area career and technical
13 education schools, and eligible institutions in
14 the State with technical assistance, including
15 technical assistance on how to close gaps in stu-
16 dent participation and performance in career
17 and technical education programs.

18 “(e) CONSULTATION.—

19 “(1) IN GENERAL.—The eligible agency shall
20 develop the portion of each State plan relating to the
21 amount and uses of any funds proposed to be re-
22 served for adult career and technical education,
23 postsecondary career and technical education, and
24 secondary career and technical education after con-
25 sultation with the—

1 “(A) State agency responsible for super-
2 vision of community colleges, technical insti-
3 tutes, or other 2-year postsecondary institutions
4 primarily engaged in providing postsecondary
5 career and technical education;

6 “(B) the State agency responsible for sec-
7 ondary education; and

8 “(C) the State agency responsible for adult
9 education.

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

17 “(f) PLAN APPROVAL.—

18 “(1) IN GENERAL.—The Secretary shall ap-
19 prove a State plan, or a revision to an approved
20 State plan, unless the Secretary determines that the
21 State plan, or revision, respectively, does not meet
22 the requirements of this Act.

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

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

1 “(i) determines how the State plan
2 fails to meet the requirements of this Act;
3 and

4 “(ii) immediately provides to the
5 State, in writing, notice of such determina-
6 tion and the supporting information and
7 rationale to substantiate such determina-
8 tion; and

9 “(B) not finally disapprove a State plan,
10 except after making the determination and pro-
11 viding the information described in subpara-
12 graph (A) and giving the eligible agency notice
13 and an opportunity for a hearing.

14 “(3) TIMEFRAME.—A State plan shall be
15 deemed approved by the Secretary if the Secretary
16 has not responded to the eligible agency regarding
17 the State plan within 90 days of the date the Sec-
18 retary receives the State plan.”.

19 **SEC. 122. IMPROVEMENT PLANS.**

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

21 (1) in subsection (a)—

22 (A) in paragraph (1)—

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

1 (ii) by striking “appropriate agen-
2 cies,” and inserting “appropriate State
3 agencies,”;

4 (B) in paragraph (2)—

5 (i) by inserting “including after imple-
6 mentation of the improvement plan de-
7 scribed in paragraph (1),” after “purposes
8 of this Act;” and

9 (ii) by striking “Act” and inserting
10 “subsection”;

11 (C) in paragraph (3)—

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

14 “(A) IN GENERAL.—If the eligible agency
15 fails to make any improvement in meeting any
16 of the State adjusted levels of performance for
17 any of the core indicators of performance iden-
18 tified under paragraph (1) during the first 2
19 years of implementation of the improvement
20 plan required under paragraph (1), the eligible
21 agency—

1 “(ii) shall continue to implement such
2 improvement plan until the eligible agency
3 meets at least 90 percent of the State ad-
4 justed level of performance for the same
5 core indicators of performance for which
6 the plan is revised.”; and

7 (ii) in subparagraph (B), by striking
8 “sanction in” and inserting “requirements
9 of”; and

10 (D) by striking paragraph (4);

11 (2) in subsection (b)—

12 (A) in paragraph (2), by striking “the eli-
13 gible agency, appropriate agencies, individuals,
14 and organizations” and inserting “local stake-
15 holders included in section 134(d)(1)”;

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

23 (C) in paragraph (4)—

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

1 “(A) IN GENERAL.—If the eligible recipi-
2 ent fails to make any improvement in meeting
3 any of the local adjusted levels of performance
4 for any of the core indicators of performance
5 identified under paragraph (2) during a number
6 of years determined by the eligible agency, the
7 eligible recipient—

8 “(i) shall revise the improvement plan
9 described in paragraph (2) to address the
10 reasons for such failure; and

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

17 (ii) in subparagraph (B)—

18 (I) in the matter preceding clause

19 (i)—

20 (aa) by striking “In deter-
21 mining whether to impose sanc-
22 tions under subparagraph (A),
23 the” and inserting “The”; and

24 (bb) by striking “waive im-
25 posing sanctions” and inserting

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

4 at the end;

5 (III) in clause (ii), by striking
6 the period at the end and inserting “;
7 or”; and

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

13 (D) by striking paragraph (5); and

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

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

20 SEC. 123. STATE LEADERSHIP ACTIVITIES.

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

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

24 “(1) conduct State leadership activities directly;

25 and

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

5 (2) in subsection (b)—

6 (A) by striking paragraphs (1) through (4)
7 and inserting the following:

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

12 “(2) approving locally developed programs of
13 study that meet the requirements established in sec-
14 tion 122(d)(4)(B);

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

17 “(4) establishing statewide partnerships among
18 local educational agencies, institutions of higher edu-
19 cation, and employers, including small businesses, to
20 develop and implement programs of study aligned to
21 State and local economic and education needs, in-
22 cluding as appropriate, in-demand industry sectors
23 and occupations;”; and

24 (B) by striking paragraphs (6) through (9)
25 and inserting the following:

1 “(6) support services for individuals in State in-
2 stitutions, such as State correctional institutions, in-
3 cluding juvenile justice facilities, and educational in-
4 stitutions that serve individuals with disabilities;

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

20 “(A) promotes the integration of the chal-
21 lenging State academic standards adopted by
22 the State under section 1111(b)(1) of the Ele-
23 mentary and Secondary Education Act of 1965
24 (20 U.S.C. 6311(b)(1)) and relevant technical
25 knowledge and skills;

1 “(B) prepares career and technical edu-
2 cation teachers, specialized instructional sup-
3 port personnel, and paraprofessionals to provide
4 appropriate accommodations for students who
5 are members of special populations, including
6 through the use of principles of universal design
7 for learning; and

8 “(C) increases understanding of industry
9 standards, as appropriate, for faculty providing
10 career and technical education instruction; and
11 “(8) technical assistance for eligible recipi-
12 ents.”; and

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

15 “(1) awarding incentive grants to eligible recipi-
16 ents—

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

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

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

5 “(iii) the integration of academic and
6 technical standards;

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

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

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

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

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

4 “(4) support for career and technical education
5 programs for adults and out-of-school youth concurrent
6 with their completion of their secondary school
7 education in a school or other educational setting;

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

10 “(6) support for the development, implementation,
11 and expansion of programs of study or career
12 pathways in areas declared to be in a state of emergency
13 under section 501 of the Robert T. Stafford
14 Disaster Relief and Emergency Assistance Act (42
15 U.S.C. 5191);

16 “(7) providing support for dual or concurrent
17 enrollment programs, such as early college high
18 schools;

19 “(8) improvement of career guidance and academic
20 counseling programs that assist students in
21 making informed academic and career and technical
22 education decisions, including academic and financial
23 aid counseling;

1 “(9) support for the integration of employ-
2 ability skills into career and technical education pro-
3 grams and programs of study;

4 “(10) support for programs and activities that
5 increase access, student engagement, and success in
6 science, technology, engineering, and mathematics
7 fields (including computer science), particularly for
8 students who are members of groups underrep-
9 resented in such subject fields, such as female stu-
10 dents, minority students, and students who are
11 members of special populations;

12 “(11) support for career and technical student
13 organizations, especially with respect to efforts to in-
14 crease the participation of students who are mem-
15 bers of special populations;

16 “(12) support for establishing and expanding
17 work-based learning opportunities;

18 “(13) support for preparing, retaining, and
19 training of career and technical education teachers,
20 faculty, specialized instructional support personnel,
21 and paraprofessionals, such as preservice, profes-
22 sional development, and leadership development pro-
23 grams;

24 “(14) integrating and aligning programs of
25 study and career pathways;

1 “(15) supporting the use of career and tech-
2 nical education programs and programs of study
3 aligned with State, regional, or local in-demand in-
4 dustry sectors or occupations identified by State or
5 local workforce development boards;

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

9 “(17) support for the integration of arts and
10 design skills, when appropriate, into career and tech-
11 nical education programs and programs of study;
12 and

13 “(18) support for accelerated learning programs
14 (described in section 4104(b)(3)(A)(i)(IV) of the El-
15 ementary and Secondary Education Act of 1965 (20
16 U.S.C. 7114(b)(3)(A)(i)(IV)) when any such pro-
17 gram is part of a program of study.”.

18 **PART C—LOCAL PROVISIONS**

19 **SEC. 131. LOCAL APPLICATION FOR CAREER AND TECH-**
20 **NICAL EDUCATION PROGRAMS.**

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

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

24 (2) in subsection (a)—

1 (A) in the heading, by striking "LOCAL
2 PLAN" and inserting "LOCAL APPLICATION";

3 (B) by striking “submit a local plan” and
4 inserting “submit a local application”; and

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

7 (3) by striking subsection (b) and inserting the
8 following:

9 "(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that
10 each local application shall contain—
11

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

15 “(2) information on the programs of study ap-
16 proved by a State under section 124(b)(2) supported
17 by the eligible recipient with funds under this part,
18 including—

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

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

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

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

8 “(B) career information; and

9 “(C) an organized system of career guid-
10 ance and academic counseling to students be-
11 fore enrolling and while participating in a ca-
12 reer and technical education program; and

13 “(4) a description of how the eligible recipient
14 will—

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

19 “(B) prepare CTE participants for non-
20 traditional fields.

21 “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

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

1 “(A) conduct a comprehensive local needs
2 assessment related to career and technical edu-
3 cation; and

4 “(B) not less than once every 2 years, up-
5 date such comprehensive local needs assess-
6 ment.

7 “(2) REQUIREMENTS.—The comprehensive
8 local needs assessment described under paragraph
9 (1) shall include—

10 “(A) an evaluation of the performance of
11 the students served by the eligible recipient
12 with respect to State and local adjusted levels
13 of performance established pursuant to section
14 113, including an evaluation of performance for
15 special populations;

16 “(B) a description of how career and tech-
17 nical education programs offered by the eligible
18 recipient are—

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

22 “(ii)(I) aligned to State, regional, or
23 local in-demand industry sectors or occupa-
24 tions identified by the State or local work-

1 force development board, including career
2 pathways, where appropriate; or
3 “(II) designed to meet local education
4 or economic needs not identified by State
5 or local workforce development boards;
6 “(C) an evaluation of progress toward the
7 implementation of career and technical edu-
8 cation programs and programs of study;
9 “(D) an evaluation of strategies needed to
10 overcome barriers that result in lowering rates
11 of access to, or lowering success in, career and
12 technical education programs for special popu-
13 lations, which may include strategies to estab-
14 lish or utilize existing flexible learning and
15 manufacturing facilities, such as makerspaces;
16 “(E) a description of how the eligible re-
17 cipient will improve recruitment, retention, and
18 training of career and technical education
19 teachers, faculty, specialized instructional sup-
20 port personnel, paraprofessionals, and career,
21 academic, and guidance counselors, including
22 individuals in groups underrepresented in such
23 professions; and

1 “(F) a description of how the eligible re-
2 cipient will support the transition to teaching
3 from business and industry.

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

8 “(1) representatives of career and technical
9 education programs in a local educational agency or
10 educational service agency, including teachers and
11 administrators;

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

15 “(3) representatives of State or local workforce
16 development boards and a range of local or regional
17 businesses or industries;

18 “(4) parents and students;

19 “(5) representatives of special populations; and

20 “(6) representatives of local agencies serving
21 out-of-school youth, homeless children and youth,
22 and at-risk youth (as defined in section 1432 of the
23 Elementary and Secondary Education Act of 1965
24 (20 U.S.C. 6472)).

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

5 “(1) provide input on annual updates to the
6 comprehensive needs assessment required under sub-
7 section (c);

8 “(2) ensure programs of study are—

9 “(A) responsive to community employment
10 needs;

11 “(B) aligned with employment priorities in
12 the State, regional, or local economy identified
13 by employers and the entities described in sub-
14 section (d), which may include in-demand in-
15 dustry sectors or occupations identified by the
16 local workforce development board;

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

21 “(D) designed to meet current, inter-
22 mediate, or long-term labor market projections;
23 and

24 “(E) allow employer input, including input
25 from industry or sector partnerships in the local

1 area, where applicable, into the development
2 and implementation of programs of study to en-
3 sure programs align with skills required by local
4 employment opportunities, including activities
5 such as the identification of relevant standards,
6 curriculum, industry-recognized credentials, and
7 current technology and equipment;
8 “(3) identify and encourage opportunities for
9 work-based learning; and
10 “(4) ensure funding under this part is used in
11 a coordinated manner with other local resources.”.

12 SEC. 132. LOCAL USES OF FUNDS.

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

15 "SEC. 135. LOCAL USES OF FUNDS.

16 "(a) GENERAL AUTHORITY.—Each eligible recipient
17 that receives funds under this part shall use such funds
18 to develop, coordinate, implement, or improve career and
19 technical education programs to meet the needs identified
20 in the comprehensive needs assessment described in sec-
21 tion 134(c).

22 "(b) REQUIREMENTS FOR USES OF FUNDS.—Funds
23 made available to eligible recipients under this part shall
24 be used to support career and technical education pro-

1 grams that are of sufficient size, scope, and quality to be
2 effective and—

3 “(1) provide career exploration and career de-
4 velopment activities through an organized, system-
5 atic framework designed to aid students, before en-
6 rolling and while participating in a career and tech-
7 nical education program, in making informed plans
8 and decisions about future education and career op-
9 portunities and programs of study, which may in-
10 clude—

11 “(A) introductory courses or activities fo-
12 cused on career exploration and career aware-
13 ness;

14 “(B) readily available career and labor
15 market information, including information on—

16 “(i) occupational supply and demand;
17 “(ii) educational requirements;
18 “(iii) other information on careers
19 aligned to State or local economic prior-
20 ties; and

21 “(iv) employment sectors;

22 “(C) programs and activities related to the
23 development of student graduation and career
24 plans;

1 “(D) career guidance and academic coun-
2 selors that provide information on postsec-
3 ondary education and career options; or

4 “(E) any other activity that advances
5 knowledge of career opportunities and assists
6 students in making informed decisions about
7 future education and employment goals;

8 “(2) provide professional development for teach-
9 ers, principals, school leaders, administrators, fac-
10 ulty, and career and guidance counselors with re-
11 spect to content and pedagogy that—

12 “(A) supports individualized academic and
13 career and technical education instructional ap-
14 proaches, including the integration of academic
15 and career and technical education standards
16 and curriculum;

17 “(B) ensures labor market information is
18 used to inform the programs, guidance, and ad-
19 visement offered to students;

20 “(C) provides educators with opportunities
21 to advance knowledge, skills, and understanding
22 of all aspects of an industry, including the lat-
23 est workplace equipment, technologies, stand-
24 ards, and credentials;

1 “(D) supports administrators in managing
2 career and technical education programs in the
3 schools, institutions, or local educational agen-
4 cies of such administrators;

5 “(E) supports the implementation of strat-
6 egies to improve student achievement and close
7 gaps in student participation and performance
8 in career and technical education programs; and

9 “(F) provides educators with opportunities
10 to advance knowledge, skills, and understanding
11 in pedagogical practices, including, to the extent
12 the eligible recipient determines that such evi-
13 dence is reasonably available, evidence-based
14 pedagogical practices;

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

19 “(4) support integration of academic skills into
20 career and technical education programs and pro-
21 grams of study to support CTE participants at the
22 secondary school level in meeting the challenging
23 State academic standards adopted under section
24 1111(b)(1) of the Elementary and Secondary Edu-

1 cation Act of 1965 (20 U.S.C. 6311(b)(1)) by the
2 State in which the eligible recipient is located;

3 “(5) plan and carry out elements that support
4 the implementation of career and technical education
5 programs and programs of study and student
6 achievement of the local adjusted levels of perform-
7 ance established under section 113, which may in-
8 clude—

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

11 “(B) sustainable relationships among edu-
12 cation, business and industry, and other com-
13 munity stakeholders, including industry or sec-
14 tor partnerships in the local area, where appli-
15 cable, that are designed to facilitate the process
16 of continuously updating and aligning programs
17 of study with skills in demand in the State, re-
18 gional, or local economy;

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

23 “(D) appropriate equipment, technology,
24 and instructional materials (including support
25 for library resources) aligned with business and

1 industry needs, including machinery, testing
2 equipment, tools, implements, hardware and
3 software, and other new and emerging instruc-
4 tional materials;

5 “(E) a continuum of work-based learning
6 opportunities;

7 “(F) industry-recognized certification
8 exams or other assessments leading toward in-
9 dustry-recognized postsecondary credentials;

10 “(G) efforts to recruit and retain career
11 and technical education program administrators
12 and educators;

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

1 “(J) expanding opportunities for students
2 to participate in competency-based education
3 programs;

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

9 “(L) supporting the integration of employ-
10 ability skills into career and technical education
11 programs and programs of study;

12 “(M) supporting programs and activities
13 that increase access, student engagement, and
14 success in science, technology, engineering, and
15 mathematics fields (including computer science)
16 for students who are members of groups under-
17 represented in such subject fields;

18 “(N) providing career and technical edu-
19 cation, in a school or other educational setting,
20 for adults or a school-aged individual who has
21 dropped out of a secondary school to complete
22 secondary school education or upgrade technical
23 skills;

24 “(O) career and technical student organi-
25 zations, including student preparation for and

1 participation in technical skills competitions
2 aligned with career and technical education pro-
3 gram standards and curriculum;

4 “(P) making all forms of instructional con-
5 tent widely available, which may include use of
6 open educational resources;

7 “(Q) supporting the integration of arts and
8 design skills, when appropriate, into career and
9 technical education programs and programs of
10 study;

11 “(R) where appropriate, expanding oppor-
12 tunities for CTE concentrators to participate in
13 accelerated learning programs (described in sec-
14 tion 4104(b)(3)(A)(i)(IV) of the Elementary
15 and Secondary Education Act of 1965 (20
16 U.S.C. 7114(b)(3)(A)(i)(IV)) as part of a pro-
17 gram of study; and

18 “(S) other activities to improve career and
19 technical education programs; and

20 “(6) develop and implement evaluations of the
21 activities carried out with funds under this part, in-
22 cluding evaluations necessary to complete the com-
23 prehensive needs assessment required under section
24 134(c) and the local report required under section
25 113(b)(4)(C).

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

7 “(d) ADMINISTRATIVE COSTS.—Each eligible recipi-
8 ent receiving funds under this part shall not use more than
9 5 percent of such funds for costs associated with the ad-
10 ministration of activities under this section.”.

11 TITLE II—GENERAL PROVISIONS

12 SEC. 201. FEDERAL AND STATE ADMINISTRATIVE PROVI-
13 SIONS.

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

15 (1) in section 311(b)—

16 (A) in paragraph (1)—

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

19 “(A) IN GENERAL.—Except as provided in
20 subparagraph (B), (C), or (D), in order for a
21 State to receive its full allotment of funds under
22 this Act for any fiscal year, the Secretary must
23 find that the State’s fiscal effort per student, or
24 the aggregate expenditures of such State, with
25 respect to career and technical education for

1 the preceding fiscal year was not less than the
2 fiscal effort per student, or the aggregate ex-
3 penditures of such State, for the second pre-
4 ceding fiscal year.”;

5 (ii) in subparagraph (B), by striking
6 “shall exclude capital expenditures, special
7 1-time project costs, and the cost of pilot
8 programs.” and inserting “shall, at the re-
9 quest of the State, exclude competitive or
10 incentive-based programs established by
11 the State, capital expenditures, special one-
12 time project costs, and the cost of pilot
13 programs.”; and

14 (iii) by adding after subparagraph
15 (C), the following new subparagraph:

16 “(D) ESTABLISHING THE STATE BASE-
17 LINE.—

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

20 “(I) continue to use the State’s
21 fiscal effort per student, or aggregate
22 expenditures of such State, with re-
23 spect to career and technical edu-
24 cation, as was in effect on the day be-
25 fore the date of enactment of the

1 Strengthening Career and Technical
2 Education for the 21st Century Act;
3 or

16 (B) by striking paragraph (2) and insert-
17 ing the following:

18 “(2) FAILURE TO MEET.—The Secretary shall
19 reduce the amount of a State’s allotment of funds
20 under this Act for any fiscal year in the exact pro-
21 portion by which the State fails to meet the require-
22 ment of paragraph (1) by falling below the State’s
23 fiscal effort per student or the State’s aggregate ex-
24 penditures (using the measure most favorable to the
25 State), if the State failed to meet such requirement

1 (as determined using the measure most favorable to
2 the State) for 1 or more of the 5 immediately pre-
3 ceding fiscal years.

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

8 (2) in section 317(b)(1)—

9 (A) by striking “may, upon written re-
10 quest, use funds made available under this Act
11 to” and inserting “may use funds made avail-
12 able under this Act to”; and

13 (B) by striking “who reside in the geo-
14 graphical area served by” and inserting “lo-
15 cated in or near the geographical area served
16 by”;

17 (3) by striking title II and redesignating title
18 III as title II;

19 (4) by redesignating sections 311 through 318
20 as sections 211 through 218, respectively;

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

23 (6) by inserting after section 218 (as so redes-
24 gnated) the following:

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

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

5 “(1) the strategies, components, policies, and
6 practices used by eligible agencies or eligible recipi-
7 ents receiving funding under this Act to successfully
8 assist—

9 “(A) all students in pursuing and com-
10 pleting programs of study aligned to high-skill,
11 high-wage occupations; and

12 “(B) any specific subgroup of students
13 identified in section 1111(h)(1)(C)(ii) of the El-
14 ementary and Secondary Education Act of 1965
15 (20 U.S.C. 6311(h)(1)(C)(ii)) in pursuing and
16 completing programs of study aligned to high-
17 skill, high-wage occupations in fields in which
18 such subgroup is underrepresented; and

19 “(2) any challenges associated with replication
20 of such strategies, components, policies, and prac-
21 tices.

22 “(b) CONSULTATION.—In carrying out the study con-
23 ducted under subsection (a), the Comptroller General of
24 the United States shall consult with a geographically di-
25 verse (including urban, suburban, and rural) representa-
26 tion of—

1 “(1) students and parents;
2 “(2) eligible agencies and eligible recipients;
3 “(3) teachers, faculty, specialized instructional
4 support personnel, and paraprofessionals, including
5 those with expertise in preparing CTE students for
6 nontraditional fields;
7 “(4) special populations; and
8 “(5) representatives of business and industry.

9 “(c) SUBMISSION.—Upon completion, the Com-
10 troller General of the United States shall submit the study
11 conducted under subsection (a) to the Committee on Edu-
12 cation and the Workforce of the House of Representatives
13 and the Committee on Health, Education, Labor, and
14 Pensions of the Senate.”.

15 **TITLE III—AMENDMENTS TO 16 THE WAGNER-PEYSER ACT**

17 **SEC. 301. STATE RESPONSIBILITIES.**

18 Section 15(e)(2) of the Wagner-Peyser Act (29

19 U.S.C. 49l-2(e)(2)) is amended—

20 (1) by striking subparagraph (B) and inserting
21 the following:

22 “(B) consult with eligible agencies (defined
23 in section 3 of the Carl D. Perkins Career and
24 Technical Education Act of 2006 (20 U.S.C.
25 2302)), State educational agencies, and local

1 educational agencies concerning the provision of
2 workforce and labor market information in
3 order to—

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

17 (4) by inserting after subparagraph (H) the fol-
18 lowing new subparagraph:

19 “(I) provide, on an annual and timely basis
20 to each eligible agency (defined in section 3 of
21 the Carl D. Perkins Career and Technical Edu-
22 cation Act of 2006 (20 U.S.C. 2302)), the data

1 and information described in subparagraphs (A)
2 and (B) of subsection (a)(1).”.

Passed the House of Representatives September 13,
2016.

Attest:

Clerk.

114TH CONGRESS
2D SESSION

H. R. 5587

AN ACT

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