

115TH CONGRESS  
1ST SESSION

# H. R. 2353

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

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## IN THE HOUSE OF REPRESENTATIVES

MAY 4, 2017

Mr. THOMPSON of Pennsylvania (for himself, Mr. BYRNE, Mr. SMUCKER, Mr. FERGUSON, Mr. KRISHNAMOORTHY, Ms. CLARK of Massachusetts, Mr. LANGEVIN, and Mr. NOLAN) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

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

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

3 **SECTION 1. SHORT TITLE.**

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

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

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

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Effective date.

- Sec. 5. Table of contents of the Carl D. Perkins Career and Technical Education Act of 2006.
- Sec. 6. Purpose.
- Sec. 7. Definitions.
- Sec. 8. Transition provisions.
- Sec. 9. Prohibitions.
- Sec. 10. Authorization of appropriations.

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO  
THE STATES

PART A—ALLOTMENT AND ALLOCATION

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

PART B—STATE PROVISIONS

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

PART C—LOCAL PROVISIONS

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

TITLE II—GENERAL PROVISIONS

- Sec. 201. Federal and State administrative provisions.

TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT

- Sec. 301. State responsibilities.

**1 SEC. 3. REFERENCES.**

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

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

2 This Act, and the amendments made by this Act,  
3 shall take effect beginning on January 1, 2018.

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

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

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

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

“Sec. 2. Purpose.

“Sec. 3. Definitions.

“Sec. 4. Transition provisions.

“Sec. 5. Privacy.

“Sec. 6. Limitation.

“Sec. 7. Special rule.

“Sec. 8. Prohibitions.

“Sec. 9. Authorization of appropriations.

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

“PART A—ALLOTMENT AND ALLOCATION

“Sec. 111. Reservations and State allotment.

“Sec. 112. Within State allocation.

“Sec. 113. Accountability.

“Sec. 114. National activities.

“Sec. 115. Assistance for the outlying areas.

“Sec. 116. Native American programs.

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

“PART B—STATE PROVISIONS

“Sec. 121. State administration.

“Sec. 122. State plan.

“Sec. 123. Improvement plans.

“Sec. 124. State leadership activities.

“PART C—LOCAL PROVISIONS

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

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

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

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

“Sec. 135. Local uses of funds.

## “TITLE II—GENERAL PROVISIONS

## “PART A—FEDERAL ADMINISTRATIVE PROVISIONS

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

## “PART B—STATE ADMINISTRATIVE PROVISIONS

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

**1 SEC. 6. PURPOSE.**

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

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

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

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

10 (2) in paragraph (3), by striking “, including  
11 tech prep education”; and

12 (3) in paragraph (4), by inserting “and pro-  
13 grams of study” after “technical education pro-  
14 grams”.

1 **SEC. 7. DEFINITIONS.**

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

3 (1) by striking paragraphs (16), (23), (24),  
4 (25), (26), and (32);

5 (2) by redesignating paragraphs (8), (9), (10),  
6 (11), (12), (13), (14), (15), (17), (18), (19), (20),  
7 (21), (22), (27), (28), (29), (30), (31), (33), and  
8 (34) as paragraphs (9), (10), (13), (16), (17), (19),  
9 (20), (23), (25), (27), (28), (30), (32), (35), (39),  
10 (40), (41), (44), (45), (46), and (47), respectively;

11 (3) in paragraph (3)—

12 (A) in subparagraph (B), by striking “5  
13 different occupational fields to individuals” and  
14 inserting “three different fields, especially in in-  
15 demand industry sectors or occupations, that  
16 are available to all students”; and

17 (B) in subparagraph (D), by striking “not  
18 fewer than 5 different occupational fields” and  
19 inserting “not fewer than three different occu-  
20 pational fields”;

21 (4) in paragraph (5)—

22 (A) in subparagraph (A)—

23 (i) in clause (i)—

24 (I) by striking “coherent and rig-  
25 orous content aligned with challenging  
26 academic standards” and inserting

1 “content at the secondary level  
2 aligned with the challenging State  
3 academic standards adopted by a  
4 State under section 1111(b)(1) of the  
5 Elementary and Secondary Education  
6 Act of 1965 (20 U.S.C. 6311(b)(1)),  
7 and at the postsecondary level with  
8 the rigorous academic content,”;

9 (II) by striking “and skills” and  
10 inserting “and skills,”; and

11 (III) by inserting “, including in  
12 in-demand industry sectors or occupa-  
13 tions” before the semicolon at the  
14 end;

15 (ii) in clause (ii), by striking “, an in-  
16 dustry-recognized credential, a certificate,  
17 or an associate degree” and inserting “or  
18 a recognized postsecondary credential,  
19 which may include an industry-recognized  
20 credential”; and

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

23 (B) in subparagraph (B)—

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

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

4 (iii) by striking the period at the end  
5 and inserting a semicolon; and

6 (iv) by striking “general”; and

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

8 “(C) to the extent practicable, coordinate  
9 between secondary and postsecondary education  
10 programs, which may include early college pro-  
11 grams with articulation agreements, dual or  
12 concurrent enrollment program opportunities,  
13 or programs of study; and

14 “(D) may include career exploration at the  
15 high school level or as early as the middle  
16 grades (as such term is defined in section 8101  
17 of the Elementary and Secondary Education  
18 Act of 1965 (20 U.S.C. 7801)).”;

19 (5) in paragraph (7)—

20 (A) in subparagraph (A), by striking “(and  
21 parents, as appropriate)” and inserting “(and,  
22 as appropriate, parents and out-of-school  
23 youth)”; and

24 (B) in subparagraph (B), by striking “fi-  
25 nancial aid,” and all that follows through the

1 period at the end and inserting “financial aid,  
2 job training, secondary and postsecondary op-  
3 tions (including baccalaureate degree pro-  
4 grams), dual or concurrent enrollment pro-  
5 grams, work-based learning opportunities, and  
6 support services.”;

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

9 “(8) CAREER PATHWAYS.—The term ‘career  
10 pathways’ has the meaning given the term in section  
11 3 of the Workforce Innovation and Opportunity Act  
12 (29 U.S.C. 3102).”;

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

15 “(11) CTE CONCENTRATOR.—The term ‘CTE  
16 concentrator’ means—

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

19 “(i) completed three or more career  
20 and technical education courses; or

21 “(ii) completed at least two courses in  
22 a single career and technical education  
23 program or program of study; or

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



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

4           “(ii) completed such a program if the  
5           program encompasses fewer than 12 cred-  
6           its or the equivalent in total.

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

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

14          “(14) DUAL OR CONCURRENT ENROLLMENT.—  
15          The term ‘dual or concurrent enrollment’ has the  
16          meaning given the term in section 8101 of the Ele-  
17          mentary and Secondary Education Act of 1965 (20  
18          U.S.C. 7801).

19          “(15) EARLY COLLEGE HIGH SCHOOL.—The  
20          term ‘early college high school’ has the meaning  
21          given the term in section 8101 of the Elementary  
22          and Secondary Education Act of 1965 (20 U.S.C.  
23          7801).”;

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

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

3           “(A) shall include at least two of the fol-  
4 lowing:

5           “(i) a local educational agency;

6           “(ii) an educational service agency;

7           “(iii) an eligible institution;

8           “(iv) an area career and technical  
9 education school;

10          “(v) a State educational agency; or

11          “(vi) the Bureau of Indian Education;

12          “(B) may include a regional, State, or local  
13 public or private organization, including a com-  
14 munity-based organization, one or more employ-  
15 ers, or a qualified intermediary; and

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

18          (10) by amending paragraph (19) (as so reded-  
19 icated by paragraph (2)) to read as follows:

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

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

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

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

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

13          “(E) a postsecondary educational institu-  
14          tion controlled by the Bureau of Indian Affairs  
15          or operated by or on behalf of any Indian tribe  
16          that is eligible to contract with the Secretary of  
17          the Interior for the administration of programs  
18          under the Indian Self-Determination and Edu-  
19          cation Assistance Act (25 U.S.C. 450 et seq.)  
20          or the Act of April 16, 1934 (25 U.S.C. 452 et  
21          seq.); or

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

23          (11) by amending paragraph (20) (as so reded-  
24          ignated by paragraph (2)) to read as follows:

1           “(20) ELIGIBLE RECIPIENT.—The term ‘eligible  
2 recipient’ means—

3           “(A) an eligible institution or consortium  
4 of eligible institutions eligible to receive assist-  
5 ance under section 132; or

6           “(B) a local educational agency (including  
7 a public charter school that operates as a local  
8 educational agency), an area career and tech-  
9 nical education school, an educational service  
10 agency, or a consortium of such entities, eligible  
11 to receive assistance under section 131.”;

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

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

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

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

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

1                   “(ii) who lives in a family environment  
2                   in which a language other than English is  
3                   the dominant language.

4                   “(22) EVIDENCE-BASED.—The term ‘evidence-  
5                   based’ has the meaning given the term in section  
6                   8101(21)(A) of the Elementary and Secondary Edu-  
7                   cation Act of 1965 (20 U.S.C. 7801(21)(A)).”;

8                   (13) by inserting after paragraph (23) (as so  
9                   redesignated by paragraph (2)) the following:

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

15                   (14) by inserting after paragraph (25) (as so  
16                   redesignated by paragraph (2)) the following:

17                   “(26) INDUSTRY OR SECTOR PARTNERSHIP.—  
18                   The term ‘industry or sector partnership’ has the  
19                   meaning given the term in section 3 of the Work-  
20                   force Innovation and Opportunity Act (29 U.S.C.  
21                   3102).”;

22                   (15) by inserting after paragraph (28) (as so  
23                   redesignated by paragraph (2)) the following:

24                   “(29) LOCAL WORKFORCE DEVELOPMENT  
25                   BOARD.—The term ‘local workforce development

1 board’ means a local workforce development board  
2 established under section 107 of the Workforce In-  
3 novation and Opportunity Act.”;

4 (16) by inserting after paragraph (30) (as so  
5 redesignated by paragraph (2)) the following:

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

10 (17) by inserting after paragraph (32) (as so  
11 redesignated by paragraph (2)) the following:

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

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

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

1           “(B) otherwise reduces the rights of a stu-  
2           dent or the obligations of an entity under the  
3           Individuals with Disabilities Education Act (20  
4           U.S.C. 1400 et seq.), the Rehabilitation Act of  
5           1973 (29 U.S.C. 701 et seq.), the Americans  
6           with Disabilities Act of 1990 (42 U.S.C. 12101  
7           et seq.), or any other law.”;

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

10           “(36) PROGRAM OF STUDY.—The term ‘pro-  
11           gram of study’ means a coordinated, nonduplicative  
12           sequence of secondary and postsecondary academic  
13           and technical content that—

14           “(A) incorporates challenging State aca-  
15           demic standards, including those adopted by a  
16           State under section 1111(b)(1) of the Elemen-  
17           tary and Secondary Education Act of 1965 (20  
18           U.S.C. 6311(b)(1)), that—

19           “(i) address both academic and tech-  
20           nical knowledge and skills, including em-  
21           ployability skills; and

22           “(ii) are aligned with the needs of in-  
23           dustries in the economy of the State, re-  
24           gion, or local area;

1           “(B) progresses in specificity (beginning  
2 with all aspects of an industry or career cluster  
3 and leading to more occupational specific in-  
4 struction);

5           “(C) has multiple entry and exit points  
6 that incorporate credentialing; and

7           “(D) culminates in the attainment of a  
8 recognized postsecondary credential.

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

19           “(A) connecting employers to classrooms;

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

23           “(C) delivering professional development;



1           “(D) connecting students to internships  
2           and other work-based learning opportunities;  
3           and

4           “(E) developing personalized student sup-  
5           ports.

6           “(38) RECOGNIZED POSTSECONDARY CREDEN-  
7           TIAL.—The term ‘recognized postsecondary creden-  
8           tial’ has the meaning given the term in section 3 of  
9           the Workforce Innovation and Opportunity Act (29  
10          U.S.C. 3102).”;

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

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

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

18                (C) in subparagraph (F), by striking “indi-  
19                viduals with limited English proficiency.” and  
20                inserting “English learners;”; and

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

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

25                       “(H) youth with a parent who—

1           “(i) is a member of the armed forces  
2           (as such term is defined in section  
3           101(a)(4) of title 10, United States Code);  
4           and

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

8           (20) by inserting after paragraph (41) (as so  
9           redesignated by paragraph (2)) the following:

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

15           “(43) SPECIALIZED INSTRUCTIONAL SUPPORT  
16           SERVICES.—The term ‘specialized instructional sup-  
17           port services’ has the meaning given the term in sec-  
18           tion 8101 of the Elementary and Secondary Edu-  
19           cation Act of 1965 (20 U.S.C. 7801).”;

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

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

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

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

14 **SEC. 8. TRANSITION PROVISIONS.**

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

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

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

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

24 **SEC. 9. PROHIBITIONS.**

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

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

5           “(1) to condition or incentivize the receipt of  
6           any grant, contract, or cooperative agreement, or the  
7           receipt of any priority or preference under such  
8           grant, contract, or cooperative agreement, upon a  
9           State, local educational agency, eligible agency, eligi-  
10          ble recipient, eligible entity, or school’s adoption or  
11          implementation of specific instructional content, aca-  
12          demic standards and assessments, curricula, or pro-  
13          gram of instruction (including any condition, pri-  
14          ority, or preference to adopt the Common Core State  
15          Standards developed under the Common Core State  
16          Standards Initiative, any other academic standards  
17          common to a significant number of States, or any  
18          assessment, instructional content, or curriculum  
19          aligned to such standards);

20          “(2) through grants, contracts, or other cooper-  
21          ative agreements, to mandate, direct, or control a  
22          State, local educational agency, eligible agency, eligi-  
23          ble recipient, eligible entity, or school’s specific in-  
24          structional content, academic standards and assess-  
25          ments, curricula, or program of instruction (includ-

1 ing any requirement, direction, or mandate to adopt  
2 the Common Core State Standards developed under  
3 the Common Core State Standards Initiative, any  
4 other academic standards common to a significant  
5 number of States, or any assessment, instructional  
6 content, or curriculum aligned to such standards);  
7 and

8 “(3) except as required under sections 112(b),  
9 211(b), and 223—

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

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

15 (2) by striking subsection (d) and redesignating  
16 subsection (e) as subsection (d).

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

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

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

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

23 “(1) \$1,133,002,074 for fiscal year 2018;

24 “(2) \$1,148,618,465 for fiscal year 2019;

25 “(3) \$1,164,450,099 for fiscal year 2020;

- 1           “(4) \$1,180,499,945 for fiscal year 2021;  
2           “(5) \$1,196,771,008 for fiscal year 2022; and  
3           “(6) \$1,213,266,339 for fiscal year 2023.”.

4 **TITLE I—CAREER AND TECH-**  
5 **NICAL EDUCATION ASSIST-**  
6 **ANCE TO THE STATES**

7 **PART A—ALLOTMENT AND ALLOCATION**

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

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

11           (1) in subparagraph (A), by striking “No  
12           State” and inserting “For each of fiscal years 2018,  
13           2019, and 2020, no State”;

14           (2) by redesignating subparagraph (B) as sub-  
15           paragraph (C);

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

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

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

4 **SEC. 111. WITHIN STATE ALLOCATION.**

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

6           (1) in subsection (a)—

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

9                   (B) in paragraph (2)—

10                          (i) in subparagraph (A)—

11                                   (I) by striking “1 percent” and  
12                                   inserting “2 percent”; and

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

18                          (ii) in subparagraph (B), by striking  
19                          “available for services” and inserting  
20                          “available to assist eligible recipients in  
21                          providing services”; and

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

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

4 “(1) in—

5 “(A) rural areas;

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

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

10 “(2) in order to—

11 “(A) foster innovation through the identi-  
12 fication and promotion of promising and proven  
13 career and technical education programs, prac-  
14 tices, and strategies, which may include prac-  
15 tices and strategies that prepare individuals for  
16 nontraditional fields; or

17 “(B) promote the development, implemen-  
18 tation, and adoption of programs of study or  
19 career pathways aligned with State-identified  
20 in-demand occupations or industries.”.

21 **SEC. 112. ACCOUNTABILITY.**

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

23 (1) in subsection (a), by striking “comprised of  
24 the activities” and inserting “comprising the activi-  
25 ties”;



1 (2) in subsection (b)—

2 (A) in paragraph (1), by striking subpara-  
3 graph (B) and redesignating subparagraph (C)  
4 as subparagraph (B);

5 (B) in paragraph (1)(B), as so redesign-  
6 dated, by striking “, and State levels of per-  
7 formance described in paragraph (3)(B) for  
8 each additional indicator of performance”;

9 (C) by striking paragraph (2) and insert-  
10 ing the following:

11 “(2) INDICATORS OF PERFORMANCE.—

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

19 “(i) The percentage of CTE con-  
20 centrators who graduate high school, as  
21 measured by—

22 “(I) the four-year adjusted co-  
23 hort graduation rate (defined in sec-  
24 tion 8101 of the Elementary and Sec-

1                   ondary Education Act of 1965 (20  
2                   U.S.C. 7801)); and

3                   “(II) at the State’s discretion,  
4                   the extended-year adjusted cohort  
5                   graduation rate defined in such sec-  
6                   tion 8101 (20 U.S.C. 7801).

7                   “(ii) CTE concentrator attainment of  
8                   challenging State academic standards  
9                   adopted by the State under section  
10                  1111(b)(1) of the Elementary and Sec-  
11                  ondary Education Act of 1965 (20 U.S.C.  
12                  6311(b)(1)), and measured by the aca-  
13                  demic assessments described in section  
14                  1111(b)(2) of such Act (20 U.S.C.  
15                  6311(b)(2)).

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

22                  “(iv) Not less than one indicator of  
23                  career and technical education program  
24                  quality that—

1 “(I) shall include, not less than  
2 one of the following—

3 “(aa) the percentage of CTE  
4 concentrators, as defined in sec-  
5 tion 3(11)(A)(ii), graduating  
6 from high school having attained  
7 recognized postsecondary creden-  
8 tials;

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

19 “(cc) the percentage of CTE  
20 concentrators, as defined in sec-  
21 tion 3(11)(A)(ii), graduating  
22 from high school having partici-  
23 pated in work-based learning;  
24 and

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, as defined in section  
7                   3(11)(A)(ii), in career and technical edu-  
8                   cation programs and programs of study  
9                   that lead to nontraditional fields.

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

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

23                   “(ii) The median earnings of CTE  
24                   concentrators in unsubsidized employment  
25                   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, State levels of performance for each  
5 of the core indicators of performance de-  
6 scribed in subparagraphs (A) and (B) of  
7 paragraph (2) for career and technical  
8 education activities authorized under this  
9 title. The levels of performance established  
10 under this subparagraph shall, at a min-  
11 imum—

12 “(I) be expressed in a percentage  
13 or numerical form, so as to be objec-  
14 tive, quantifiable, and measurable;  
15 and

16 “(II) be sufficiently ambitious to  
17 allow for meaningful evaluation of  
18 program quality.

19 “(ii) STATE ADJUSTED LEVELS OF  
20 PERFORMANCE FOR SUBSEQUENT  
21 YEARS.—Prior to the third program year  
22 covered by the State plan, each eligible  
23 agency shall revise the State levels of per-  
24 formance for each of the core indicators of  
25 performance for the subsequent program

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

10 “(iii) REPORTING.—The eligible agen-  
11 cy shall, for each year described in clauses  
12 (i) and (iii), publicly report and widely dis-  
13 seminate the State levels of performance  
14 described in this subparagraph.

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

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

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

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

12 “(C) ESTABLISHMENT OF LEVELS OF PER-  
13 FORMANCE.—An eligible agency shall establish  
14 State levels of performance under subparagraph  
15 (A) in a manner consistent with the procedure  
16 adopted by the eligible agency under section  
17 122(d)(9).”; and

18 (E) in paragraph (4)—

19 (i) in subparagraph (A)—

20 (I) in clause (i)(I), by striking  
21 “consistent with the State levels of  
22 performance established under para-  
23 graph (3), so as” and inserting “con-  
24 sistent with the form expressed in the  
25 State levels, so as”;



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

3 “(II) be sufficiently ambitious to  
4 allow for meaningful evaluation of  
5 program quality.”;

6 (III) in clause (iv)—

7 (aa) by striking “third and  
8 fifth program years” and insert-  
9 ing “third program year”; and

10 (bb) by striking “cor-  
11 responding” before “subsequent  
12 program years”;

13 (IV) in clause (v)—

14 (aa) by striking “and” at  
15 the end of subclause (I);

16 (bb) by redesignating sub-  
17 clause (II) as subclause (III);

18 (cc) by inserting after sub-  
19 clause (I) the following:

20 “(II) local economic conditions;”;

21 (dd) in subclause (III), as so  
22 redesignated, by striking “pro-  
23 mote continuous improvement on  
24 the core indicators of perform-  
25 ance by the eligible recipient.”

1 and inserting “advance the eligi-  
2 ble recipient’s accomplishments  
3 of the goals set forth in the local  
4 application; and”;

5 (ee) by adding at the end  
6 the following:

7 “(IV) the eligible recipient’s abil-  
8 ity and capacity to collect and access  
9 valid, reliable, and cost effective  
10 data.”;

11 (V) in clause (vi), by inserting  
12 “or changes occur related to improve-  
13 ments in data or measurement ap-  
14 proaches,” after “factors described in  
15 clause (v),”; and

16 (VI) by adding at the end the fol-  
17 lowing:

18 “(vii) REPORTING.—The eligible re-  
19 cipient shall, for each year described in  
20 clauses (iii) and (iv), publicly report the  
21 local levels of performance described in this  
22 subparagraph.”;

23 (ii) by striking subparagraph (B) and  
24 redesignating subparagraph (C) as sub-  
25 paragraph (B); and

1 (iii) in clause (ii)(I) of subparagraph  
2 (B), as so redesignated—

3 (I) by striking “section  
4 1111(h)(1)(C)(i)” and inserting “sec-  
5 tion 1111(h)(1)(C)(ii)”;

6 (II) by striking “section 3(29)”  
7 and inserting “section 3(40)”;

8 (3) in subsection (c)—

9 (A) in the heading, by inserting “STATE”  
10 before “REPORT”;

11 (B) in paragraph (1)(B), by striking “in-  
12 formation on the levels of performance achieved  
13 by the State with respect to the additional indi-  
14 cators of performance, including the” and in-  
15 serting “the”;

16 (C) in paragraph (2)(A)—

17 (i) by striking “categories” and in-  
18 serting “subgroups”;

19 (ii) by striking “section  
20 1111(h)(1)(C)(i)” and inserting “section  
21 1111(h)(1)(C)(ii)”;

22 (iii) by striking “section 3(29)” and  
23 inserting “section 3(40)”.

24 **SEC. 113. NATIONAL ACTIVITIES.**

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

1 (1) in subsection (a)—

2 (A) in paragraph (1)—

3 (i) by striking “The Secretary shall”  
4 the first place it appears and inserting  
5 “The Secretary shall, in consultation with  
6 the Director of the Institute for Education  
7 Sciences,”; and

8 (ii) by inserting “from eligible agen-  
9 cies under section 113(c)” after “pursuant  
10 to this title”; and

11 (B) by striking paragraph (3);

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

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

22 (3) in subsection (c)—

23 (A) in paragraph (1)—

24 (i) by striking “may” and inserting  
25 “shall”;

1 (ii) by striking “, directly or through  
2 grants, contracts, or cooperative agree-  
3 ments,” and inserting “directly or through  
4 grants”; and

5 (iii) by striking “and assessment”;  
6 and

7 (B) in paragraph (2)—

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

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

16 (4) in subsection (d)—

17 (A) in paragraph (1)—

18 (i) in subparagraph (A)—

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

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

1 (III) by striking “assessment”  
2 each place such term appears and in-  
3 serting “evaluation”; and

4 (ii) in subparagraph (B)—

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

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

14 (III) by adding at the end the  
15 following:

16 “(vii) representatives of special popu-  
17 lations.”;

18 (B) in paragraph (2)—

19 (i) in the heading, by striking “AND  
20 ASSESSMENT”;

21 (ii) in subparagraph (A)—

22 (I) by inserting “, acting through  
23 the Director of the Institute for Edu-  
24 cation Sciences,” after “the Sec-  
25 retary”;

1 (II) by striking “an independent  
2 evaluation and assessment” and in-  
3 sserting “a series of research and eval-  
4 uation initiatives for each year for  
5 which funds are appropriated to carry  
6 out this Act, which are aligned with  
7 the plan in subsection (e)(2),”;

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

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

21 (V) by adding at the end the fol-  
22 lowing: “Such evaluation shall, when-  
23 ever possible, use the most recent  
24 data available.”; and

1 (iii) by amending subparagraph (B) to  
2 read as follows:

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

6 “(i) the extent and success of the inte-  
7 gration of challenging State academic  
8 standards adopted under 1111(b)(1) of the  
9 Elementary and Secondary Education Act  
10 of 1965 (20 U.S.C. 6311(b)(1)) and career  
11 and technical education for students par-  
12 ticipating in career and technical education  
13 programs, including a review of the effect  
14 of such integration on the academic and  
15 technical proficiency achievement of such  
16 students (including the number of such  
17 students that receive a regular high school  
18 diploma, as such term is defined under sec-  
19 tion 8101 of the Elementary and Sec-  
20 ondary Education Act of 1965 or a State-  
21 defined alternative diploma described in  
22 section 8101(25)(A)(ii)(I)(bb) of such Act  
23 (20 U.S.C. 7801(25)(A)(ii)(I)(bb)));

24 “(ii) the extent to which career and  
25 technical education programs and pro-



1           grams of study prepare students, including  
2           special populations, for subsequent employ-  
3           ment in high-skill, high-wage occupations  
4           (including those in which mathematics and  
5           science, which may include computer  
6           science, skills are critical), or for participa-  
7           tion in postsecondary education;

8           “(iii) employer involvement in, benefit  
9           from, and satisfaction with, career and  
10          technical education programs and pro-  
11          grams of study and career and technical  
12          education students’ preparation for em-  
13          ployment;

14          “(iv) efforts to expand access to ca-  
15          reer and technical education programs of  
16          study for all students;

17          “(v) innovative approaches to work-  
18          based learning programs that increase par-  
19          ticipation and alignment with employment  
20          in high-growth industries, including in  
21          rural and low-income areas;

22          “(vi) the impact of the amendments to  
23          this Act made under the Strengthening Ca-  
24          reer and Technical Education for the 21st

1 Century Act, including comparisons, where  
2 appropriate, of—

3 “(I) the use of the comprehensive  
4 needs assessment under section  
5 134(b);

6 “(II) the implementation of pro-  
7 grams of study; and

8 “(III) coordination of planning  
9 and program delivery with other rel-  
10 evant laws, including the Workforce  
11 Innovation and Opportunity Act (29  
12 U.S.C. 3101 et seq.) and the Elemen-  
13 tary and Secondary Education Act of  
14 1965 (20 U.S.C. 6301 et seq.);

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

20 “(viii) changes in student enrollment  
21 patterns.”; and

22 (iv) in subparagraph (C)—

23 (I) in clause (i)—

24 (aa) by inserting “, in con-  
25 sultation with the Director of the

1 Institute for Education  
2 Sciences,” after “The Secretary”;

3 (bb) in subclause (I)—

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

9 (BB) by striking  
10 “2010” and inserting  
11 “2021”; and

12 (cc) in subclause (II)—

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

18 (BB) by striking  
19 “2011” and inserting  
20 “2023”; and

21 (II) by adding after clause (ii)

22 the following:

23 “(iii) DISSEMINATION.—In addition to  
24 submitting the reports required under  
25 clause (i), the Secretary shall disseminate

1 the results of the evaluation widely and on  
2 a timely basis in order to increase the un-  
3 derstanding among State and local officials  
4 and educators of the effectiveness of pro-  
5 grams and activities supported under the  
6 Act and of the career and technical edu-  
7 cation programs that are most likely to  
8 produce positive educational and employ-  
9 ment outcomes.”; and

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

12 “(3) INNOVATION.—

13 “(A) GRANT PROGRAM.—To identify and  
14 support innovative strategies and activities to  
15 improve career and technical education and  
16 align workforce skills with labor market needs  
17 as part of the plan developed under subsection  
18 (c) and the requirements of this subsection, the  
19 Secretary may award grants to eligible entities  
20 to—

21 “(i) create, develop, implement, or  
22 take to scale evidence-based, field initiated  
23 innovations, including through a pay for  
24 success initiative to improve student out-

1 comes in career and technical education;  
2 and

3 “(ii) rigorously evaluate such innova-  
4 tions.

5 “(B) MATCHING FUNDS.—

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

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

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

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

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

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

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

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

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

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

1 “(E) GEOGRAPHIC DIVERSITY.—

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

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

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

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

20 “(IV) a partnership between—

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

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

4                   “(V) a partnership between—

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

8                    “(bb) a State educational  
9                   agency.

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

11 “(II) special populations; and

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

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

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

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

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

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

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

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

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

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

- 6           (1) in subsection (a)(3), by striking “subject to  
7           subsection (d)” and inserting “subject to subsection  
8           (b)”;
- 9           (2) by striking subsections (b) and (c); and
- 10           (3) by redesignating subsection (d) as sub-  
11           section (b).

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

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

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

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

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

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

4 **PART B—STATE PROVISIONS**

5 **SEC. 121. STATE PLAN.**

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

7 (1) in subsection (a)—

8 (A) in paragraph (1)—

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

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

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

18 (C) in paragraph (3), by striking “(includ-  
19 ing charter school” and all that follows through  
20 “and community organizations)” and inserting  
21 “(including teachers, specialized instructional  
22 support personnel, paraprofessionals, school  
23 leaders, authorized public chartering agencies,  
24 and charter school leaders, consistent with  
25 State law, employers, labor organizations, par-

1           ents, students, and community organizations”);  
2           and

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

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

6                 “(1) COMBINED PLAN.—The eligible agency  
7           may submit a combined plan that meets the require-  
8           ments of this section and the requirements of section  
9           103 of the Workforce Innovation and Opportunity  
10          Act (29 U.S.C. 3113), unless the eligible agency  
11          opts to submit a single plan under paragraph (2)  
12          and informs the Secretary of such decision.

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

17           “(c) PLAN DEVELOPMENT.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

25 “(C) how the eligible agency will—

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

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

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

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

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

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

4                   “(vii) support effective and meaning-  
5                   ful collaboration between secondary  
6                   schools, postsecondary institutions, and  
7                   employers; and

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

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

14                       “(A) each eligible recipient will promote  
15                       academic achievement;

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

20                       “(C) each eligible recipient will ensure the  
21                       local needs assessment under section 134 takes  
22                       into consideration local economic and education  
23                       needs, including where appropriate, in-demand  
24                       industry sectors and occupations;

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

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

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

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

20           “(B) among any consortia that may be  
21 formed among secondary schools and eligible in-  
22 stitutions, and how funds will be distributed  
23 among the members of the consortia, including  
24 the rationale for such distribution and how it

1 will most effectively provide students with the  
2 skills needed to succeed in the workplace;

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

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

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

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

16 “(10) assurances that—

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

23 “(B) none of the funds expended under  
24 this Act will be used to acquire equipment (in-  
25 cluding computer software) in any instance in

1           which such acquisition results in a direct finan-  
2           cial benefit to any organization representing the  
3           interests of the acquiring entity or the employ-  
4           ees of the acquiring entity, or any affiliate of  
5           such an organization;

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

10          “(D) the eligible agency will use the funds  
11          provided under this Act to implement career  
12          and technical education programs and programs  
13          of study for individuals in State correctional in-  
14          stitutions, including juvenile justice facilities;  
15          and

16          “(E) the eligible agency will provide local  
17          educational agencies, area career and technical  
18          education schools, and eligible institutions in  
19          the State with technical assistance, including  
20          technical assistance on how to close gaps in stu-  
21          dent participation and performance in career  
22          and technical education programs.

23          “(e) CONSULTATION.—

24          “(1) IN GENERAL.—The eligible agency shall  
25          develop the portion of each State plan relating to the

1 amount and uses of any funds proposed to be re-  
2 served for adult career and technical education,  
3 postsecondary career and technical education, and  
4 secondary career and technical education after con-  
5 sultation with the—

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

11 “(B) the State agency responsible for sec-  
12 ondary education; and

13 “(C) the State agency responsible for adult  
14 education.

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

22 “(f) PLAN APPROVAL.—

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

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

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

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

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

9           “(i) determines how the State plan  
10 fails to meet the requirements of this Act;  
11 and

12           “(ii) provides to the eligible agency, in  
13 writing, notice of such determination and  
14 the supporting information and rationale  
15 to substantiate such determination; and

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

21 **SEC. 122. IMPROVEMENT PLANS.**

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

23           (1) in subsection (a)—

24           (A) in paragraph (1)—



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

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

6 (B) in paragraph (2)—

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

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

15 (C) in paragraph (3)—

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

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

1           “(i) shall develop and implement, in  
2           consultation with the stakeholders de-  
3           scribed in subsection 122(c)(1)(A), a re-  
4           vised improvement plan (with special con-  
5           sideration of performance gaps identified  
6           under section 113(c)(2)(B)) to address the  
7           reasons for such failure; and

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

14          (ii) by redesignating subparagraph  
15          (B) as subparagraph (C);

16          (iii) by inserting after subparagraph  
17          (A), the following:

18          “(B) REVISED PERFORMANCE IMPROVE-  
19          MENT PLAN IMPLEMENTATION.—The Secretary  
20          shall provide technical assistance, monitoring,  
21          and oversight to each eligible agency with a  
22          plan revised under subparagraph (A)(i) until  
23          such agency meets the requirements of subpara-  
24          graph (A)(ii).”;

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

5 (2) in subsection (b)—

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

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

17 (C) in paragraph (4)—

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

20 “(A) IN GENERAL.—If the eligible recipi-  
21 ent fails to make any improvement in meeting  
22 any of the local adjusted levels of performance  
23 for any of the core indicators of performance  
24 identified under paragraph (2) during a number

1 of years determined by the eligible agency, the  
2 eligible recipient—

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

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

12 (ii) in subparagraph (B)—

13 (I) in the matter preceding clause

14 (i)—

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

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

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

24 at the end;

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

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

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

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

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

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

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

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

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

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

1 (2) in subsection (b)—

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

3 and inserting the following:

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

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

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

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

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

21 and inserting the following:

22 “(6) support services for individuals in State in-  
23 stitutions, such as State correctional institutions, in-  
24 cluding juvenile justice facilities, and educational in-  
25 stitutions that serve individuals with disabilities;

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

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

22                 “(B) prepares career and technical edu-  
23                 cation teachers, specialized instructional sup-  
24                 port personnel, and paraprofessionals to provide  
25                 appropriate accommodations for students who

1 are members of special populations, including  
2 through the use of principles of universal design  
3 for learning; and

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 13           **PART C—LOCAL PROVISIONS**

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

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

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

19           (2) in subsection (a)—

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

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

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

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

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

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

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

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

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

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

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

25           “(B) career information; and

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

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

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

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

13          “(c) COMPREHENSIVE NEEDS ASSESSMENT.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

7           “(4) parents and students;

8           “(5) representatives of special populations; and

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

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

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

21           “(2) ensure programs of study are—

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

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

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

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

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

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

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

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

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

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

4 **“SEC. 135. LOCAL USES OF FUNDS.**

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

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

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

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

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

3                   “(i) occupational supply and demand;

4                   “(ii) educational requirements;

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

8                   “(iv) employment sectors;

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

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

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

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

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

1 and career and technical education standards  
2 and curriculum;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

## 21 **TITLE II—GENERAL PROVISIONS**

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

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

25 (1) in section 311(b)—

1 (A) in paragraph (1)—

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

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

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

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

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

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

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

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

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

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

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

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

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

25 (2) in section 317(b)(1)—

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

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

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

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

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

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

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

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

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

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

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

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

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

19                 “(1) students and parents;

20                 “(2) eligible agencies and eligible recipients;

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

25                 “(4) special populations; and

1           “(5) representatives of business and industry.

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

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

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

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

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

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

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



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

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

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

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

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

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