

108TH CONGRESS  
2D SESSION

# S. 2650

To amend the Carl D. Perkins Vocational and Technical Education Act of 1998 to strengthen programs under such Act.

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IN THE SENATE OF THE UNITED STATES

JULY 13, 2004

Mr. BINGAMAN introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

To amend the Carl D. Perkins Vocational and Technical Education Act of 1998 to strengthen programs under such Act.

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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the  
5 “Preparing Students for a High-Tech World Act of  
6 2004”.

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

- Sec. 1. Short title; table of contents.
- Sec. 2. References.
- Sec. 3. Purpose.

- Sec. 4. Definitions.
- Sec. 5. Authorization of appropriations.

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

- Sec. 101. Career and technical education assistance to the States.
- Sec. 102. Reservations and State allotment.
- Sec. 103. Within State allocation.
- Sec. 104. Accountability.
- Sec. 105. National activities.
- Sec. 106. Assistance for the outlying areas.
- Sec. 107. Native American program.
- Sec. 108. Tribally controlled postsecondary career and technical institutions.
- Sec. 109. Career and academic information.
- Sec. 110. State plan.
- Sec. 111. Improvement plans.
- Sec. 112. State leadership activities.
- Sec. 113. Distribution of funds to secondary school programs.
- Sec. 114. Distribution of funds for postsecondary career and technical education programs.
- Sec. 115. Special rules for career and technical education.
- Sec. 116. Local plan for career and technical education programs.
- Sec. 117. Local uses of funds.

#### TITLE II—TECH-PREP EDUCATION

- Sec. 201. Short title; redesignations.
- Sec. 202. Definitions.
- Sec. 203. State allotment and application.
- Sec. 204. Tech-prep education.
- Sec. 205. Demonstration program.
- Sec. 206. Authorization of appropriations.

#### TITLE III—GENERAL PROVISIONS

- Sec. 301. Fiscal requirements.
- Sec. 302. Voluntary selection and participation.
- Sec. 303. Limitation for certain students.
- Sec. 304. Authorization of secretary.
- Sec. 305. Participation of private school personnel.
- Sec. 306. Student assistance and other Federal programs.
- Sec. 307. Table of contents.

### 1 **SEC. 2. REFERENCES.**

2       Except as otherwise expressly provided, wherever 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 Voca-

1 tional and Technical Education Act of 1998 (20 U.S.C.  
2 2301 et seq.).

3 **SEC. 3. PURPOSE.**

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

6 **“SEC. 2. PURPOSE.**

7 “The purpose of this Act is to provide students with  
8 the knowledge and skills to meet the demands of a com-  
9 petitive workforce by—

10 “(1) increasing the academic rigor of career  
11 and technical education programs;

12 “(2) integrating academic, career, and technical  
13 curricula and instruction;

14 “(3) enhancing student outcomes related to sec-  
15 ondary education, postsecondary education, and em-  
16 ployment;

17 “(4) developing pathways to postsecondary edu-  
18 cation and careers;

19 “(5) preparing students to make successful  
20 transitions to the workforce and to respond to  
21 changing workforce demands;

22 “(6) forging alliances among secondary schools,  
23 postsecondary institutions, area career technical cen-  
24 ters, business and industry, professional associa-  
25 tions, community-based job-training intermediaries,

1 and other community groups to ensure that career  
2 and technical education programs address local and  
3 regional workforce needs;

4 “(7) ensuring that teachers have the knowledge  
5 and skills to teach effectively in career and technical  
6 education programs;

7 “(8) expanding career guidance and academic  
8 counseling services to ensure that all students have  
9 a career plan that specifies their educational and ca-  
10 reer objectives;

11 “(9) strengthening accountability for secondary  
12 and postsecondary career and technical education  
13 programs; and

14 “(10) disseminating information about best  
15 practices and providing technical assistance that will  
16 improve career and technical education programs.”.

17 **SEC. 4. DEFINITIONS.**

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

19 (1) in paragraph (3)—

20 (A) in the paragraph heading, by striking  
21 “VOCATIONAL” and inserting “CAREER”;

22 (B) in the matter preceding subparagraph  
23 (A), by striking “vocational” and inserting “ca-  
24 reer”;

1 (C) in subparagraph (A), by striking “vo-  
2 cational” and inserting “career”;

3 (D) in subparagraph (B), by striking “vo-  
4 cational” and inserting “career”;

5 (E) in subparagraph (C), by striking “vo-  
6 cational” both places such term appears and in-  
7 serting “career”; and

8 (F) in subparagraph (D), by striking “vo-  
9 cational” and inserting “career”;

10 (2) by striking paragraphs (4), (5), and (6);

11 (3) by redesignating paragraphs (7) through  
12 (30) as paragraphs (12) through (35), respectively;

13 (4) by inserting after paragraph (3) the fol-  
14 lowing:

15 “(4) CAREER AND TECHNICAL EDUCATION.—  
16 The term ‘career and technical education’ means a  
17 multiyear coherent sequence of courses that—

18 “(A) assists students to acquire academic  
19 and technical competencies needed for postsec-  
20 ondary education and high skill, high wage ca-  
21 reers;

22 “(B) integrates academic, career, and tech-  
23 nical curricula and instruction;

1           “(C) organizes the curriculum around uni-  
2           fying and integrated career themes, such as ca-  
3           reer clusters;

4           “(D) employs valid and reliable assessment  
5           of student academic, technical, and workplace  
6           competencies in all courses and programs; and

7           “(E) provides students with pathways that  
8           provide seamless transitions from secondary  
9           education to postsecondary education and ca-  
10          reers.

11          “(5) CAREER AND TECHNICAL STUDENT ORGA-  
12          NIZATION.—

13                 “(A) IN GENERAL.—The term ‘career and  
14                 technical student organization’ means an orga-  
15                 nization for individuals enrolled in a career and  
16                 technical education program that engages in ca-  
17                 reer and technical education activities as an in-  
18                 tegral part of the instructional program.

19                 “(B) STATE AND NATIONAL UNITS.—An  
20                 organization described in subparagraph (A)  
21                 may have State and national units that aggre-  
22                 gate the work and purposes of instruction in ca-  
23                 reer and technical education at the local level.

24                 “(6) CAREER CLUSTERS.—The term ‘career  
25                 clusters’ means a group of related occupations and

1 industries that offer multiple coherent, articulated  
2 sequences of rigorous academic, career, and tech-  
3 nical courses organized around a theme that leads to  
4 success in postsecondary education and careers.

5 “(7) CAREER GUIDANCE AND ACADEMIC COUN-  
6 SELING.—The term ‘career guidance and academic  
7 counseling’ means a program offered by qualified  
8 school counselors who have obtained certification  
9 under an applicable State or national program that  
10 meets the needs of career and technical education  
11 students for—

12 “(A) high-quality assessments of student  
13 interests, abilities, and skills for counseling,  
14 course placement, and regular review of student  
15 progress with students and families;

16 “(B) a career education program that pro-  
17 vides educational and career information to stu-  
18 dents and families and that promotes career  
19 awareness, exploration, and skill development;

20 “(C) academic counseling designed to en-  
21 hance student learning skills and academic  
22 achievement and to recognize and support spe-  
23 cial talent;

24 “(D) links to postsecondary institutions,  
25 utilizing existing or newly developed tech-prep

1 agreements, and to work settings that offer col-  
2 lege credits in secondary school, field place-  
3 ments, certificate preparation, registered ap-  
4 prenticeship programs, and other career-ori-  
5 ented opportunities that can lead to high skill,  
6 high wage employment; and

7 “(E) a career plan for all students that  
8 specifies their educational and career objectives.

9 “(8) CAREER PLAN.—The term ‘career plan’  
10 means a written plan for each student that—

11 “(A) is developed in consultation with fam-  
12 ilies not later than the first year of secondary  
13 school or upon enrollment and modified as  
14 needed;

15 “(B) identifies 1 or more career paths that  
16 are based on objective assessment of the stu-  
17 dent’s abilities, skills, interests, and work val-  
18 ues;

19 “(C) states the student’s postsecondary  
20 education and career goals;

21 “(D) specifies the steps that will be taken  
22 to achieve these goals and the assistance that  
23 will be provided by the secondary school; and

24 “(E) is reviewed annually by the student,  
25 family, and counselor.

1           “(9) CHARTER SCHOOL.—The term ‘charter  
2 school’ has the meaning given the term in section  
3 5210 of the Elementary and Secondary Education  
4 Act of 1965.

5           “(10) CONTEXTUAL TEACHING AND LEARN-  
6 ING.—The term ‘contextual teaching and learning’  
7 means an instructional approach that—

8                   “(A) relates subject matter learning to  
9 practical problems in diverse settings;

10                   “(B) helps students transfer knowledge  
11 and skills learned in secondary school to post-  
12 secondary institutions and careers;

13                   “(C) promotes active learning through  
14 such strategies as integrated instructional sce-  
15 narios and problem-based, project-based, and  
16 self-directed learning;

17                   “(D) promotes awareness of different  
18 teaching and learning styles;

19                   “(E) utilizes competency-based assessment,  
20 including performance-based, project-based, and  
21 portfolio-based assessment;

22                   “(F) expands technology-assisted instruc-  
23 tion through use of networks, information  
24 search, online support, computer software, cal-  
25 culators, and videos;

1           “(G) is designed, delivered, and assessed  
2           by highly qualified instructors; and

3           “(H) encourages collaborative learning  
4           through group and team work, peer mentoring  
5           and tutoring, teacher coaching and mentoring,  
6           and workplace internships.

7           “(11) COOPERATIVE EDUCATION.—The term  
8           ‘cooperative education’ means a method of instruc-  
9           tion of education for individuals who, through writ-  
10          ten cooperative arrangements between a school and  
11          employers, receive instruction, including required  
12          academic courses and related career and technical  
13          education instruction, by alternation of study in  
14          school with a job in any occupational field that has  
15          obvious and demonstrated potential to assist the stu-  
16          dent in preparing for a career in the modern work-  
17          place, which alternation shall be planned and super-  
18          vised by the school and employer so that each con-  
19          tributes to the education and employability of the in-  
20          dividual, and may include an arrangement in which  
21          work periods and school attendance may be on alter-  
22          nate half days, full days, weeks, or other periods of  
23          time in fulfilling the cooperative program.”;

24           (5) in paragraph (14) (as redesignated by para-  
25          graph (3) of this section), by striking “vocational”

1 both places such term appears and inserting “ca-  
2 reer”;

3 (6) in paragraph (15) (as redesignated by para-  
4 graph (3) of this section)—

5 (A) in subparagraph (A), by striking “an”  
6 and inserting “a public or nonprofit private”;  
7 and

8 (B) in subparagraph (C), by striking “vo-  
9 cational” and inserting “career”;

10 (7) in paragraph (16) (as redesignated by para-  
11 graph (3) of this section), by striking “vocational”  
12 and inserting “career”;

13 (8) by redesignating paragraphs (25) through  
14 (35) (as redesignated by paragraph (3) of this sec-  
15 tion) as paragraphs (26) through (36), respectively;

16 (9) by inserting after paragraph (24) the fol-  
17 lowing:

18 “(25) RIGOROUS ACADEMIC COURSES.—The  
19 term ‘rigorous academic courses’ means secondary  
20 school courses in core academic subjects (as defined  
21 in section 9101 of the Elementary and Secondary  
22 Education Act of 1965) that prepare students for  
23 the demands of postsecondary education and the de-  
24 mands of high skill, high wage careers.”;

1           (10) in paragraph (29) (as redesignated by  
2 paragraph (8) of this section)—

3           (A) in subparagraph (E), by striking  
4 “and”;

5           (B) in subparagraph (F), by striking the  
6 period and inserting “; and”; and

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

8           “(G) individuals with special abilities in  
9 technical areas.”;

10          (11) by redesignating paragraphs (32) through  
11 (36) (as redesignated by paragraph (8) of this sec-  
12 tion) as paragraphs (33) through (37), respectively;

13          (12) by inserting after paragraph (31) the fol-  
14 lowing:

15          “(32) TEACHING SKILLS.—The term ‘teaching  
16 skills’ means skills—

17           “(A) that are grounded in the science of  
18 teaching and learning that teachers use to cre-  
19 ate effective instruction in subject matter con-  
20 tent and that lead to student achievement and  
21 the ability to apply knowledge;

22           “(B) that require an understanding of the  
23 learning process itself, including an under-  
24 standing of—

1 “(i) the use of strategies specific to  
2 the subject matter;

3 “(ii) ongoing assessment of student  
4 learning and the use of such assessment  
5 for evaluation of curriculum and instruc-  
6 tional practices;

7 “(iii) identification of individual dif-  
8 ferences in ability and instructional needs;

9 “(iv) the use of strategies that will  
10 meet the instructional needs of students  
11 with disabilities and students with limited-  
12 English proficiency;

13 “(v) classroom management; and

14 “(vi) interaction with parents and oth-  
15 ers to promote student learning; and

16 “(C) that are uniquely important in career  
17 and technical education programs, including the  
18 ability to—

19 “(i) use contextual teaching and  
20 learning strategies effectively;

21 “(ii) integrate academic, career, and  
22 technical curricula and instruction;

23 “(iii) incorporate career themes, such  
24 as career clusters, into curricula and in-  
25 struction, as appropriate; and

1           “(iv) develop partnerships with post-  
2           secondary institutions, area career tech-  
3           nical centers, employers, labor organiza-  
4           tions, professional associations, commu-  
5           nity-based job-training intermediaries,  
6           other community groups, parents, and  
7           other entities as appropriate.”;

8           (13) by striking paragraph (33) (as redesign-  
9           nated by paragraph (11) of this section) and insert-  
10          ing the following:

11           “(33) TECH-PREP PROGRAM.—The term ‘tech-  
12          prep program’ means a program of study that—

13           “(A) consists of an integrated, nonduplica-  
14          tive sequence of rigorous academic courses and  
15          career and technical education courses;

16           “(B) combines a minimum of 2 years of  
17          secondary education and 2 years of postsec-  
18          ondary education;

19           “(C) is carried out under a written articu-  
20          lation agreement, approved annually by the lead  
21          administrator of the secondary and postsec-  
22          ondary consortia members, as described in sec-  
23          tion 203(a)(1) that may also include other par-  
24          ties, such as employers and community groups;

1           “(D) incorporates an ongoing program of  
2 professional development, as described in sec-  
3 tion 124(b)(3), to ensure that secondary and  
4 postsecondary faculty and other personnel have  
5 the knowledge and skills required for effective  
6 tech-prep programs;

7           “(E) includes specific activities to assess  
8 the effectiveness of the program in preparing  
9 students for the modern workforce and provi-  
10 sion to gather and use outcome data on job  
11 placement and wages of program completers;  
12 and

13           “(F) leads to an industry certificate, tech-  
14 nical diploma, apprenticeship, associate degree,  
15 or baccalaureate degree.”;

16           (14) in paragraph (35) (as redesignated by  
17 paragraph (11) of this section)—

18           (A) in the paragraph heading, by striking  
19 “VOCATIONAL” and inserting “CAREER”;

20           (B) in the matter preceding subparagraph  
21 (A)—

22           (i) by striking “vocational” and in-  
23 sserting “career”;

24           (ii) by striking “paragraph (2)” and  
25 inserting “subsection (a)(2)”; and

1 (iii) by striking “paragraph (5)(A)”  
2 and inserting “subsection (a)(5)”; and  
3 (C) in subparagraph (F), by striking “vo-  
4 cational” and inserting “career”; and  
5 (15) by striking paragraphs (36) and (37) (as  
6 redesignated by paragraph (11) of this section).

7 **SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

8 Section 8 (20 U.S.C. 2307) is amended by striking  
9 “1999 through 2003” and inserting “2005 through  
10 2010”.

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

14 **SEC. 101. CAREER AND TECHNICAL EDUCATION ASSIST-**  
15 **ANCE TO THE STATES.**

16 Title I (20 U.S.C. 2321 et seq.) is amended by strik-  
17 ing the title heading and inserting the following:

18 **“TITLE I—CAREER AND TECH-**  
19 **NICAL EDUCATION ASSIST-**  
20 **ANCE TO THE STATES”.**

21 **SEC. 102. RESERVATIONS AND STATE ALLOTMENT.**

22 Section 111(a)(1)(C) (20 U.S.C. 2321(a)(1)(C)) is  
23 amended by striking “2001 through 2003” and inserting  
24 “2005 through 2010”.

1 **SEC. 103. WITHIN STATE ALLOCATION.**

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

3 (1) in subsection (a)(3)—

4 (A) by striking “\$250,000” and inserting  
5 “\$500,000”;

6 (B) by redesignating subparagraphs (D)  
7 and (E) as subparagraphs (E) and (F), respec-  
8 tively; and

9 (C) by inserting after subparagraph (C)  
10 the following:

11 “(D) developing and supporting data sys-  
12 tems relevant to the provisions of this Act;”;

13 and

14 (2) in subsection (c), by striking “vocational”  
15 each place such term appears and inserting “ca-  
16 reer”.

17 **SEC. 104. ACCOUNTABILITY.**

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

19 (1) by striking subsection (a) and inserting the  
20 following:

21 “(a) PURPOSES.—The purposes of this section are  
22 to—

23 “(1) ensure rigor and accountability by—

24 “(A) aligning career and technical edu-  
25 cation programs to the State’s academic stand-  
26 ards and to industry standards;

1           “(B) requiring valid and reliable measures  
2 of educational and workplace outcomes, where  
3 available, and the regular use of this informa-  
4 tion for program evaluation; and

5           “(C) enhancing data systems to facilitate  
6 evaluation of and improvement in the State’s  
7 technical and career education system; and

8           “(2) establish and support a State performance  
9 accountability system, comprised of the activities de-  
10 scribed in this section, to assess the effectiveness of  
11 the State and its eligible recipients in achieving  
12 statewide progress in career and technical education,  
13 and to optimize the return of investment of Federal  
14 funds in career and technical education activities.”;

15           (2) in subsection (b)—

16           (A) in paragraph (2)—

17           (i) by striking subparagraph (A) and  
18 inserting the following:

19           “(A) CORE INDICATORS OF PERFORM-  
20 ANCE.—

21           “(i) CORE INDICATORS OF PERFORM-  
22 ANCE FOR SECONDARY CAREER AND TECH-  
23 NICAL EDUCATION STUDENTS.—Each eligi-  
24 ble agency shall identify in the State plan  
25 core indicators of performance for sec-

1           ondary career and technical education stu-  
2           dents that include, at a minimum, meas-  
3           ures of each of the following:

4                   “(I) Student attainment of chal-  
5                   lenging State established student aca-  
6                   demic achievement standards, as  
7                   adopted by the State under section  
8                   1111(b)(1) of the Elementary and  
9                   Secondary Education Act of 1965 and  
10                  as measured by—

11                           “(aa) the academic assess-  
12                           ments described in section  
13                           1111(b)(3) of such Act, con-  
14                           sistent with State requirements;  
15                           and

16                                   “(bb) participation in, and  
17                                   successful completion of, rigorous  
18                                   academic courses.

19                   “(II) Student achievement on  
20                   technical assessments and attainment  
21                   of career and technical skill proficien-  
22                   cies that are aligned with nationally  
23                   recognized industry standards, where  
24                   available.

1           “(III) Student graduation rates,  
2           as defined as the percentage of stu-  
3           dents who graduate from secondary  
4           school with a regular diploma.

5           “(IV) Student attainment of a  
6           secondary school diploma or its recog-  
7           nized equivalent, a proficiency creden-  
8           tial in conjunction with a secondary  
9           school diploma, or a postsecondary de-  
10          gree or credential.

11          “(V) Placement in postsecondary  
12          education, military service, or high  
13          wage, high skill, high demand employ-  
14          ment.

15          “(VI) Student participation in,  
16          and completion of, career and tech-  
17          nical education programs that lead to  
18          employment in nontraditional fields.

19          “(VII) Student attainment of  
20          postsecondary credits, if applicable.

21          “(ii) CORE INDICATORS OF PERFORM-  
22          ANCE FOR POSTSECONDARY CAREER AND  
23          TECHNICAL STUDENTS.—Each eligible  
24          agency shall identify in the State plan core  
25          indicators of performance for postsec-

1           ondary career and technical education stu-  
2           dents that include, at a minimum, meas-  
3           ures of each of the following:

4                   “(I) Student achievement on  
5                   technical assessments and attainment  
6                   of career and technical skill proficien-  
7                   cies that are aligned with nationally  
8                   recognized industry standards, where  
9                   available.

10                   “(II) Student attainment of a de-  
11                   gree or certificate, or retention in  
12                   postsecondary education.

13                   “(III) Placement in military serv-  
14                   ice or high skill, high wage, high de-  
15                   mand employment.

16                   “(IV) Student participation in,  
17                   and completion of, career and tech-  
18                   nical education programs that lead to  
19                   employment in nontraditional fields.

20                   “(V) Increase in earnings.”;

21                   (ii) in subparagraph (B)—

22                           (I) by striking “vocational” and  
23                           inserting “career”; and

24                           (II) by striking “the title” and  
25                           inserting “this title”;

1 (iii) in subparagraph (C), by striking  
2 “vocational” and inserting “career”; and

3 (iv) in subparagraph (D), by inserting  
4 “and from employers in high skill, high  
5 wage, high demand fields” before the pe-  
6 riod at the end; and

7 (B) in paragraph (3)(A)(i)—

8 (i) in the matter preceding subclause  
9 (I), by striking “vocational” and inserting  
10 “career”;

11 (ii) in subclause (I), by striking “,  
12 and measurable” and inserting “, measur-  
13 able, and able to be used regularly in  
14 multiyear trend analyses”; and

15 (iii) in subclause (II), by striking “vo-  
16 cational” and inserting “career”; and

17 (3) in subsection (c)—

18 (A) by redesignating paragraphs (2) and  
19 (3) as paragraphs (3) and (4), respectively;

20 (B) by inserting after paragraph (1) the  
21 following:

22 “(2) DISAGGREGATION.—In submitting the re-  
23 port under paragraph (1), the eligible agency shall  
24 disaggregate the data reported for each indicator of  
25 performance for each group identified in section

1 1111(h)(1)(C)(i) of the Elementary and Secondary  
2 Education Act of 1965.”; and

3 (C) in paragraph (3) (as redesignated by  
4 subparagraph (A) of this paragraph), by strik-  
5 ing “vocational” and inserting “career”.

6 **SEC. 105. NATIONAL ACTIVITIES.**

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

8 (1) in subsection (a), by striking “vocational”  
9 each place such term appears and inserting “ca-  
10 reer”; and

11 (2) in subsection (c)—

12 (A) in paragraph (1), by striking “voca-  
13 tional” each place such term appears and in-  
14 serting “career”;

15 (B) in paragraph (2)—

16 (i) by inserting “State directors of ca-  
17 reer and technical education,” after “ad-  
18 ministrators,”;

19 (ii) by striking “vocational” and in-  
20 serting “career”;

21 (iii) by inserting “high tech, high  
22 wage” after “labor organizations,”; and

23 (iv) by striking “Labor and Human  
24 Resources” and inserting “Health, Edu-  
25 cation, Labor, and Pensions”;

1 (C) in paragraph (3)—

2 (i) by striking “vocational” each place  
3 such term appears and inserting “career”;

4 (ii) in subparagraph (B)(v)—

5 (I) in subclause (I), by inserting  
6 “or exceed” after “who meet”; and

7 (II) in subclause (III), by insert-  
8 ing “as determined by job placement  
9 rates in high wage, high skill, high de-  
10 mand jobs or by postsecondary edu-  
11 cation participation, retention, and  
12 completion rates” before the semi-  
13 colon; and

14 (iii) in subparagraph (C)—

15 (I) by striking clause (i) and in-  
16 serting the following:

17 “(i) IN GENERAL.—The Secretary  
18 shall submit to the Committee on Edu-  
19 cation and the Workforce of the House of  
20 Representatives and the Committee on  
21 Health, Education, Labor, and Pensions of  
22 the Senate an annual report summarizing  
23 all studies and analyses that relate to the  
24 assessment.”; and

1 (II) in clause (ii), by striking  
2 “Labor and Human Resources” and  
3 inserting “Health, Education, Labor,  
4 and Pensions”;

5 (D) in paragraph (4)(B), by striking  
6 “Labor and Human Resources” and inserting  
7 “Health, Education, Labor, and Pensions”;

8 (E) in paragraph (5)—

9 (i) in subparagraph (A), by striking  
10 clauses (i) through (iv) and inserting the  
11 following:

12 “(i) to carry out research for the pur-  
13 pose of developing, improving, and identi-  
14 fying the most successful methods for suc-  
15 cessfully addressing the academic, tech-  
16 nical, and workplace needs of career and  
17 technical education students and their pro-  
18 spective employers in high-wage, high-tech-  
19 oriented businesses and industries in the  
20 communities or State served by the pro-  
21 gram in career and technical education  
22 programs, including research and evalua-  
23 tion in such activities as—

24 “(I) the integration of academic,  
25 career, and technical instruction, in

1 secondary and postsecondary institu-  
2 tions;

3 “(II) education technology and  
4 distance learning approaches and  
5 strategies that are effective with re-  
6 spect to career and technical edu-  
7 cation;

8 “(III) State adjusted levels of  
9 performance and State levels of per-  
10 formance that serve to improve career  
11 and technical education programs and  
12 student achievement;

13 “(IV) academic, career, and tech-  
14 nical knowledge and skills required for  
15 employment or participation in post-  
16 secondary education; and

17 “(V) whether career and tech-  
18 nical education provides technical edu-  
19 cation that is aligned with industry  
20 standards and that meets local and  
21 regional workforce needs;

22 “(ii) to carry out research to increase  
23 the effectiveness and improve the imple-  
24 mentation of career and technical edu-  
25 cation programs, including conducting re-

1 search and development, and studies, pro-  
2 viding longitudinal information or forma-  
3 tive evaluation with respect to career and  
4 technical education programs and student  
5 achievement;

6 “(iii) to carry out research that can  
7 be used to improve teacher preparation for  
8 and student learning in career and tech-  
9 nical education programs, including—

10 “(I) effective inservice and  
11 preservice teacher education that as-  
12 sists career and technical education;  
13 and

14 “(II) dissemination and training  
15 activities related to the applied re-  
16 search and demonstration activities  
17 described in this subsection, which  
18 may also include serving as a reposi-  
19 tory for information on career and  
20 technical education skills, State aca-  
21 demic standards, and related mate-  
22 rials;

23 “(iv) to identify effective professional  
24 development strategies for educators to en-  
25 hance their academic and technical content

1 knowledge, their understanding of current  
2 workforce opportunities, methods, and ex-  
3 pectations, their teaching effectiveness with  
4 special populations, and their teaching  
5 skills;

6 “(v) to develop, in partnership with  
7 professional associations, broad career  
8 pathways based on high-demand and grow-  
9 ing career fields from which State and  
10 local levels can choose when crafting career  
11 and technical education programs of study;  
12 and

13 “(vi) to carry out such other research  
14 as the Secretary determines appropriate to  
15 assist State and local recipients of funds  
16 under this Act.”; and

17 (ii) in subparagraph (B), by striking  
18 “Labor and Human Resources” and in-  
19 sserting “Health, Education, Labor, and  
20 Pensions”;

21 (F) in paragraph (6)—

22 (i) in subparagraph (A), by striking  
23 “vocational” each place such term appears  
24 and inserting “career”; and

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

3 “(C) DEMONSTRATION CAREER AND TECH-  
4 NICAL EDUCATION TEACHER PREPARATION  
5 GRANTS.—The Secretary is authorized to award  
6 demonstration career and technical education  
7 teacher preparation grants designed to—

8 “(i) improve the capacity of postsec-  
9 ondary institutions to prepare career and  
10 technical education teachers;

11 “(ii) assist current career and tech-  
12 nical education teachers to enhance their  
13 competencies;

14 “(iii) encourage the articulation of 2-  
15 year technical programs with teacher prep-  
16 aration programs at institutions of higher  
17 education;

18 “(iv) develop or expand electronically  
19 delivered education (e-learning), online,  
20 and distance learning technologies for  
21 teacher preparation; and

22 “(v) promote leadership development  
23 for career and technical education teach-  
24 ers, counselors, and administrators.

1           “(D) DEMONSTRATION GRANTS FOR  
2 SMALL LEARNING COMMUNITIES.—The Sec-  
3 retary is authorized to award demonstration  
4 grants to allow career and technical education  
5 programs to establish small, personalized learn-  
6 ing communities that—

7           “(i) consist of small new schools,  
8 schools-within-schools, career academies, or  
9 other small learning environments;

10          “(ii) incorporate not less than 2 grade  
11 levels, ending in the senior year, with ar-  
12 ticulation in curricula and instruction  
13 across grade levels;

14          “(iii) offer career and technical edu-  
15 cation programs that reflect the purpose  
16 specified in section 2;

17          “(iv) promote constructive partner-  
18 ships between small learning communities  
19 and their host communities, and specify  
20 the roles and responsibilities of partners;

21          “(v) have the necessary internal and  
22 external resources, including a detailed  
23 plan that describes the structure and func-  
24 tion of the community, sufficient technical

1 assistance, adequate multiyear resources,  
2 and a support network; and

3 “(vi) incorporate best career and tech-  
4 nical education practices, including—

5 “(I) a curriculum that is orga-  
6 nized around unifying and integrated  
7 career themes, such as career clusters;

8 “(II) comprehensive career guid-  
9 ance and academic counseling;

10 “(III) a career plan for each stu-  
11 dent;

12 “(IV) appropriate instructional  
13 strategies, such as contextual teaching  
14 and learning;

15 “(V) an ongoing program of pro-  
16 fessional development for teachers and  
17 other school personnel, as described in  
18 section 124(b)(3); and

19 “(VI) evaluation and oversight of  
20 small learning communities.

21 “(E) DISSEMINATION.—The Secretary is  
22 authorized to disseminate best practices that in-  
23 crease the capacity and quality of career and  
24 technical education programs, including activi-  
25 ties such as—

1           “(i) identification of effective, re-  
2           search-based career and technical edu-  
3           cation programs;

4           “(ii) work-based learning experiences  
5           that are directly tied to classroom learning;

6           “(iii) models of assisting employers to  
7           provide high-quality, work-based learning  
8           opportunities;

9           “(iv) models that integrate high aca-  
10          demic standards and industry-valued  
11          standards; and

12          “(v) competency-based applied learn-  
13          ing techniques for use in instruction and  
14          curriculum development.”;

15          (G) by redesignating paragraphs (7) and  
16          (8) as paragraphs (8) and (9), respectively;

17          (H) by inserting after paragraph (6) the  
18          following:

19          “(7) CURRICULA AND ASSESSMENTS.—

20                 “(A) IN GENERAL.—The Secretary shall  
21                 award grants, contracts, or cooperative agree-  
22                 ments on a competitive basis to an institution  
23                 of higher education, a public or private non-  
24                 profit organization or agency, or a consortium  
25                 of such institutions, organizations, or agencies

1 to develop new career and technical education  
2 curricula and assessments that have a national  
3 scope or are related to labor market needs, such  
4 as efforts to—

5 “(i) develop curriculum models, in col-  
6 laboration with professional associations,  
7 for broad career pathways that integrate  
8 national industry skills standards;

9 “(ii) develop valid and reliable assess-  
10 ments of technical knowledge and skills  
11 that integrate industry certification assess-  
12 ments, where available;

13 “(iii) develop performance-based tech-  
14 nical and occupational assessments that  
15 align with standardized assessments;

16 “(iv) develop valid and reliable assess-  
17 ments of workplace skills; and

18 “(v) recognize and support special tal-  
19 ent in technical areas.

20 “(B) REPORT.—The eligible applicant  
21 shall prepare a report annually describing the  
22 curricula and assessments that have been devel-  
23 oped to the Secretary, the Committee on Edu-  
24 cation and the Workforce of the House of Rep-

1           representatives, and the Committee on Health,  
2           Education, Labor, and Pensions of the Senate.

3           “(C) DISSEMINATION.—The eligible appli-  
4           cant described in subparagraph (A) shall con-  
5           duct dissemination and training activities based  
6           on the curricula and assessments described in  
7           subparagraph (A).”; and

8           (I) in paragraph (9) (as redesignated by  
9           subparagraph (G) of this paragraph) by strik-  
10          ing “1999 and each of the 4” and inserting  
11          “2005 and each of the 5”.

12 **SEC. 106. ASSISTANCE FOR THE OUTLYING AREAS.**

13          Section 115 (20 U.S.C. 2325) is amended by striking  
14          “vocational” each place such term appears and inserting  
15          “career”.

16 **SEC. 107. NATIVE AMERICAN PROGRAM.**

17          Section 116 (20 U.S.C. 2326) is amended by striking  
18          “vocational” each place such term appears and inserting  
19          “career”.

20 **SEC. 108. TRIBALLY CONTROLLED POSTSECONDARY CA-**  
21 **REER AND TECHNICAL INSTITUTIONS.**

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

23                 (1) by striking the section heading and insert-  
24          ing the following:

1 **“SEC. 117. TRIBALLY CONTROLLED POSTSECONDARY CA-**  
 2 **REER AND TECHNICAL INSTITUTIONS.”;**

3 (2) by striking “vocational” each place such  
 4 term appears and inserting “career”; and

5 (3) in subsection (i), by striking “\$4,000,000”  
 6 and all that follows through the period and inserting  
 7 “\$10,000,000 for fiscal year 2005 and such sums as  
 8 may be necessary for each of the 5 succeeding fiscal  
 9 years.”.

10 **SEC. 109. CAREER AND ACADEMIC INFORMATION.**

11 Section 118 (20 U.S.C. 2328) is amended—

12 (1) by striking the section heading and insert-  
 13 ing the following:

14 **“SEC. 118. CAREER AND ACADEMIC INFORMATION.”;**

15 (2) in subsection (b)—

16 (A) by striking paragraphs (1), (2), and  
 17 (3) and inserting the following:

18 “(1) to provide support for a career guidance  
 19 and academic counseling program that meets the  
 20 needs of career and technical education students, in-  
 21 cluding in the areas of career information delivery  
 22 and use;

23 “(2) to make available to students, parents,  
 24 teachers, counselors, and administrators, and to im-  
 25 prove accessibility with respect to, information and  
 26 planning resources, including information about ca-

1 reer clusters that relate educational preparation to  
 2 educational and career goals and expectations;

3 “(3) to equip teachers, counselors, and other  
 4 personnel with the knowledge and skills needed to  
 5 assist students in developing a career plan and to  
 6 assist students and families with career exploration,  
 7 educational opportunities, and education financing;”  
 8 and

9 (B) in paragraph (6), by striking “and  
 10 parents” and inserting “, parents, and employ-  
 11 ees”; and

12 (3) in subsection (f), by striking “1999 through  
 13 2003” and inserting “2005 through 2010”.

14 **SEC. 110. STATE PLAN.**

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

16 (1) in subsection (a)(1), by striking “desiring  
 17 assistance under this title” and inserting “desiring  
 18 assistance under this title (including section 118)  
 19 and title II”;

20 (2) by striking “vocational” each place such  
 21 term appears and inserting “career”; and

22 (3) in subsection (c)—

23 (A) in paragraph (1)—

24 (i) in subparagraph (C), by striking  
 25 “and” after the semicolon; and

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

3 “(E) how programs at the secondary level  
4 will prepare career and technical education stu-  
5 dents, including special populations, both aca-  
6 demically and technically, to graduate from  
7 high school with a regular diploma; and

8 “(F) how such programs will prepare ca-  
9 reer and technical education students, including  
10 special populations, both academically and tech-  
11 nically, for opportunities in postsecondary edu-  
12 cation or entry into high skill, high wage jobs  
13 in emerging or established occupations, and  
14 how such students will be made aware of such  
15 opportunities;”;

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

18 “(2) describes how comprehensive initial prepa-  
19 ration and professional development for career and  
20 technical education teachers, counselors, and other  
21 personnel will be provided and how such professional  
22 development will—

23 “(A) enhance the preparation, recruitment,  
24 and retention of career and technical education  
25 teachers and other personnel;

1           “(B) develop or expand electronically deliv-  
2           ered, online, and distance learning technologies  
3           for teacher preparation and professional devel-  
4           opment;

5           “(C) promote the development of small,  
6           personalized, and career-themed learning envi-  
7           ronments; and

8           “(D) assist teachers, counselors, and other  
9           personnel to use valid and reliable assess-  
10          ments;”;

11          (C) by redesignating paragraphs (4)  
12          through (21) as paragraphs (5) through (22),  
13          respectively;

14          (D) by inserting after paragraph (2) the  
15          following:

16          “(3) describes efforts to improve the capacity of  
17          programs at postsecondary institutions to effectively  
18          prepare career and technical education personnel, in-  
19          cluding through articulation agreements between 2-  
20          year technical programs and postsecondary edu-  
21          cation programs;”;

22          (E) by redesignating paragraphs (9)  
23          through (22) (as redesignated by subparagraph  
24          (C) of this paragraph) as paragraphs (10)  
25          through (23), respectively;

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

3 “(9) describes how funds will be used to develop  
4 valid and reliable assessments that measure tech-  
5 nical and workplace knowledge and skills, are  
6 aligned with industry standards, and integrate in-  
7 dustry certification assessments, where available;”;

8 (G) in paragraph (14) (as redesignated by  
9 subparagraph (E) of this paragraph), by insert-  
10 ing “, including data relating to the core indica-  
11 tors of performance specified in section  
12 113(b)(2)(A),” after “data”; and

13 (H) by striking paragraph (21) (as redesi-  
14 gnated by subparagraph (E) of this paragraph)  
15 and inserting the following:

16 “(21) describes how funds will be used effec-  
17 tively to link secondary and postsecondary education,  
18 including the promotion of statewide articulation  
19 agreements;”.

20 **SEC. 111. IMPROVEMENT PLANS.**

21 Section 123(b) (20 U.S.C. 2343(b)) is amended by  
22 striking “vocational” and inserting “career”.

23 **SEC. 112. STATE LEADERSHIP ACTIVITIES.**

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

25 (1) in subsection (b)—

1 (A) in paragraph (1)—

2 (i) by striking “vocational” and in-  
3 sserting “career”; and

4 (ii) by inserting “or exceed” after “to  
5 meet”;

6 (B) in paragraph (2)—

7 (i) by striking “vocational” each place  
8 such term appears and inserting “career”;  
9 and

10 (ii) in subparagraph (B), by inserting  
11 “knowledge and” before “skills”;

12 (C) by striking paragraphs (3) and (4) and  
13 inserting the following:

14 “(3) comprehensive initial preparation and pro-  
15 fessional development for career and technical edu-  
16 cation teachers, counselors, and other personnel  
17 that—

18 “(A) may include inservice and preservice  
19 training designed to enhance the competencies  
20 needed by teachers and other personnel in ca-  
21 reer and technical education programs, includ-  
22 ing their understanding of—

23 “(i) programs and techniques, includ-  
24 ing career plans, career clusters, and con-  
25 textual teaching and learning;

1                   “(ii) current workforce opportunities,  
2                   methods, and expectations; and

3                   “(iii) effective strategies to improve  
4                   parental and community involvement; and

5                   “(B) will provide opportunities for ongoing  
6                   professional development for academic and tech-  
7                   nical teachers designed to enhance their general  
8                   teaching competencies, including—

9                   “(i) their mastery of academic and  
10                  technical content knowledge;

11                  “(ii) their repertoire of effective teach-  
12                  ing, assessment, and leadership skills; and

13                  “(iii) their teaching effectiveness with  
14                  special populations;

15                  “(C) will help teachers and other personnel  
16                  to assist students in meeting the State adjusted  
17                  levels of performance established under section  
18                  113; and

19                  “(D) is integrated with the professional de-  
20                  velopment activities that the State carries out  
21                  under title II of the Elementary and Secondary  
22                  Education Act of 1965 and title II of the High-  
23                  er Education Act of 1965;

24                  “(4) support for career and technical education  
25                  programs that improve the academic, career, and

1 technical knowledge and skills of students partici-  
2 pating in career and technical education programs  
3 by increasing the academic rigor of career and tech-  
4 nical education programs and integrating academic,  
5 career, and technical curricula and instruction;”;

6 (D) by striking paragraph (6) and insert-  
7 ing the following:

8 “(6) supporting partnerships among secondary  
9 schools, postsecondary institutions, area career tech-  
10 nical centers, employers, labor organizations, profes-  
11 sional associations, community-based job-training  
12 intermediaries, other community groups, parents,  
13 and other entities as appropriate to—

14 “(A) enable students to achieve or exceed  
15 State academic standards;

16 “(B) provide field placements and other  
17 career-oriented experiences for students;

18 “(C) allow students to make seamless tran-  
19 sitions from secondary education to postsec-  
20 ondary education and employment; and

21 “(D) ensure that career and technical edu-  
22 cation programs address local and regional  
23 workforce needs;”;

24 (E) in paragraph (7), by striking “and”  
25 after the semicolon;

1 (F) in paragraph (8), by striking the pe-  
2 riod at the end and inserting a semicolon; and

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

4 “(9) collecting data about postsecondary edu-  
5 cation and employment outcomes of program grad-  
6 uates and using data for program improvement; and

7 “(10) providing evaluation and oversight of ca-  
8 reer and technical education programs.”; and

9 (2) in subsection (c)—

10 (A) by striking paragraph (2);

11 (B) by redesignating paragraphs (3)  
12 through (12) as paragraphs (10) through (19),  
13 respectively;

14 (C) by inserting after paragraph (1) the  
15 following:

16 “(2) improving career guidance and academic  
17 counseling programs that assist students in making  
18 informed decisions about postsecondary education  
19 and careers;

20 “(3) developing and enhancing data systems to  
21 collect and analyze data on postsecondary and em-  
22 ployment outcomes;

23 “(4) restructuring secondary schools into small,  
24 personalized, and career-themed learning commu-  
25 nities;

1           “(5) developing frameworks for career-themed  
2 programs of study that integrate local and regional  
3 workforce needs with national pathway models;

4           “(6) developing valid and reliable assessments  
5 that measure technical and workplace knowledge and  
6 skills, are aligned with industry standards as appro-  
7 priate, and integrate industry certification assess-  
8 ments, where available;

9           “(7) developing leadership in career and tech-  
10 nical education at the State and local levels;

11           “(8) in collaboration with secondary schools and  
12 postsecondary institutions, developing partnerships  
13 with employers at the State, regional, or local levels  
14 to support high-quality career and technical edu-  
15 cation programs of study;

16           “(9) in collaboration with teacher preparation  
17 programs, working with institutions of higher edu-  
18 cation to enhance the preparation, recruitment, and  
19 retention of career and technical education teach-  
20 ers;”; and

21           (D) by striking “vocational” each place  
22 such term appears and inserting “career”.

23 **SEC. 113. DISTRIBUTION OF FUNDS TO SECONDARY**  
24 **SCHOOL PROGRAMS.**

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

1 (1) in subsection (d)(2)(A)(ii), by striking “vo-  
2 cational” and inserting “career”;

3 (2) in subsection (f)—

4 (A) in the subsection heading, by striking  
5 “VOCATIONAL” and inserting “CAREER”; and

6 (B) by striking “vocational” each place  
7 such term appears and inserting “career”;

8 (3) in subsection (g)(1), by striking “voca-  
9 tional” both places such term appears and inserting  
10 “career”; and

11 (4) in subsection (h), by striking “vocational”  
12 both places such term appears and inserting “ca-  
13 reer”.

14 **SEC. 114. DISTRIBUTION OF FUNDS FOR POSTSECONDARY**  
15 **CAREER AND TECHNICAL EDUCATION PRO-**  
16 **GRAMS.**

17 Section 132 (20 U.S.C. 2352) is amended—

18 (1) by striking the section heading and insert-  
19 ing the following:

20 **“SEC. 132. DISTRIBUTION OF FUNDS FOR POSTSECONDARY**  
21 **CAREER AND TECHNICAL EDUCATION PRO-**  
22 **GRAMS.”;**

23 and

24 (2) in subsection (a)(1), by adding at the end  
25 the following: “In determining the distribution for-

1       mula for the eligible institutions or consortia of eligi-  
 2       ble institutions within the State, the eligible agency  
 3       shall consult, as applicable, with the State commu-  
 4       nity college and university system agency.”.

5   **SEC. 115. SPECIAL RULES FOR CAREER AND TECHNICAL**  
 6                   **EDUCATION.**

7       Section 133 (20 U.S.C. 2353) is amended—

8           (1) by striking the section heading and insert-  
 9       ing the following:

10   **“SEC. 133. SPECIAL RULES FOR CAREER AND TECHNICAL**  
 11                   **EDUCATION.”;**

12       and

13           (2) by striking “vocational” each place such  
 14       term appears and inserting “career”.

15   **SEC. 116. LOCAL PLAN FOR CAREER AND TECHNICAL EDU-**  
 16                   **CATION PROGRAMS.**

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

18           (1) by striking the section heading and insert-  
 19       ing the following:

20   **“SEC. 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDU-**  
 21                   **CATION PROGRAMS.”;**

22       and

23           (2) in subsection (b), by striking “vocational”  
 24       each place such term appears and inserting “ca-  
 25       reer”.

1 **SEC. 117. LOCAL USES OF FUNDS.**

2 Section 135 (20 U.S.C. 2355) is amended—

3 (1) in subsection (a), by striking “vocational”  
4 and inserting “career”;

5 (2) in subsection (b)—

6 (A) in the matter preceding paragraph (1),  
7 by striking “vocational” and inserting “career”;  
8 and

9 (B) by striking paragraphs (1) through (8)  
10 and inserting the following:

11 “(1) develop, enhance, or expand a rigorous, in-  
12 tegrated, and sequenced career and technical edu-  
13 cation curriculum that enhances the academic, ca-  
14 reer, and technical knowledge and skills of students  
15 and that is aligned with State academic standards  
16 and industry standards;

17 “(2) provide students with strong experience in,  
18 and understanding of, all aspects of an industry;

19 “(3) develop, improve, or expand the use of  
20 technology in career and technical education, which  
21 may include—

22 “(A) training of career and technical edu-  
23 cation personnel to use state-of-the-art tech-  
24 nology, which may include distance learning;

25 “(B) providing career and technical edu-  
26 cation students with the academic, career, and

1 technical knowledge and skills that lead to entry  
2 into the high technology and telecommuni-  
3 cations field; or

4 “(C) encouraging schools to work with  
5 high technology industries to offer voluntary in-  
6 ternships and mentoring programs;

7 “(4) provide professional development programs  
8 to teachers, counselors, and administrators based on  
9 their need to provide high quality, academically rig-  
10 orous, integrated curricula, and contextualized  
11 teaching and learning opportunities, consistent with  
12 industry standards, for students with diverse needs  
13 and backgrounds, including—

14 “(A) inservice and preservice training in  
15 state-of-the-art career and technical education  
16 programs and techniques, in effective teaching  
17 skills based on research, and in effective prac-  
18 tices to improve parental and community in-  
19 volvement;

20 “(B) support of education programs for  
21 teachers of career and technical education in  
22 public schools and other public school personnel  
23 who are involved in the direct delivery of edu-  
24 cational services to career and technical edu-  
25 cation students, to ensure that such teachers

1 and personnel stay current with all aspects of  
2 an industry;

3 “(C) internship programs that provide  
4 business experience to teachers; and

5 “(D) programs designed to train teachers  
6 specifically in the use and application of tech-  
7 nology;

8 “(5) develop and implement evaluations of the  
9 career and technical education programs carried out  
10 with funds under this title, including an assessment  
11 of how the needs of special populations are being  
12 met;

13 “(6) provide services and activities that are of  
14 sufficient size, scope, and quality to be effective;

15 “(7) link secondary career and technical edu-  
16 cation and postsecondary career and technical edu-  
17 cation, including implementing tech-prep programs;  
18 and

19 “(8) collect performance data and utilize such  
20 data in program evaluation.”; and

21 (3) in subsection (c)—

22 (A) in paragraph (1), by striking “voca-  
23 tional” and inserting “career”; and

24 (B) by striking paragraphs (2) through  
25 (15) and inserting the following:

1           “(2) to establish partnerships with employers,  
2 professional associations, and community organiza-  
3 tions that expand community-based learning oppor-  
4 tunities for students and teachers and ensure that  
5 career and technical education programs address  
6 local and regional workforce needs;

7           “(3) to develop pathways that provide seamless  
8 transitions from secondary education to postsec-  
9 ondary education and careers;

10           “(4) to provide a career guidance and academic  
11 counseling program for students participating in ca-  
12 reer and technical education programs;

13           “(5) to provide work-related experience, such as  
14 internships, cooperative education, school-based en-  
15 terprises, entrepreneurship, and job shadowing that  
16 are related to career and technical education pro-  
17 grams;

18           “(6) to create small, personalized, and career-  
19 themed learning communities;

20           “(7) to utilize valid and reliable assessments  
21 that measure technical and workplace knowledge and  
22 skills, are aligned with industry standards as appro-  
23 priate, and integrate industry certification assess-  
24 ments, where available;

1           “(8) to provide programs for special popu-  
2           lations;

3           “(9) to assist career and technical student orga-  
4           nizations;

5           “(10) to provide mentoring and support serv-  
6           ices;

7           “(11) to lease, purchase, upgrade, or adapt  
8           equipment, including instructional aids;

9           “(12) to enhance preparation, recruitment, and  
10          retention of career and technical education teachers,  
11          including individuals with experience in business and  
12          industry;

13          “(13) to develop or improve career and tech-  
14          nical education courses;

15          “(14) to establish field placements and other  
16          career-oriented opportunities that can lead to high  
17          skill, high wage employment in emerging or estab-  
18          lished fields;

19          “(15) to provide career and technical education  
20          programs for adults and school dropouts to complete  
21          their secondary school education;

22          “(16) to provide assistance to students who  
23          have participated in services and activities under  
24          this title in finding an appropriate job and con-  
25          tinuing their education;

1           “(17) to support nontraditional training and  
2 employment activities;

3           “(18) to create stronger links with other pro-  
4 grams, including the temporary assistance for needy  
5 families program under part A of title IV of the So-  
6 cial Security Act (42 U.S.C. 601 et seq.) and those  
7 programs under the Elementary and Secondary  
8 Education Act of 1965, the Individuals with Disabil-  
9 ities Education Act, the Workforce Investment Act  
10 of 1998 (29 U.S.C. 2801 et seq.), the Adult Edu-  
11 cation and Family Literacy Act, and the Higher  
12 Education Act of 1965;

13           “(19) to support the career clusters; and

14           “(20) to support other career and technical  
15 education activities that are consistent with the pur-  
16 pose of this Act.”.

17           **TITLE II—TECH-PREP**  
18           **EDUCATION**

19   **SEC. 201. SHORT TITLE; REDESIGNATIONS.**

20           Title II (20 U.S.C. 2371 et seq.) is amended—

21           (1) by striking section 201; and

22           (2) by redesignating sections 202 through 208  
23 as sections 201 through 207, respectively.

1 **SEC. 202. DEFINITIONS.**

2 Section 201(a) (as redesignated by section 201 of this  
3 title) is amended—

4 (1) by striking paragraph (1) and inserting the  
5 following:

6 “(1) **ARTICULATION AGREEMENT.**—The term  
7 ‘articulation agreement’ means a written commit-  
8 ment approved annually by the lead administrator of  
9 the secondary and postsecondary consortia members,  
10 as described in section 203(a)(1), to a program de-  
11 signed to provide students with a nonduplicative se-  
12 quence of progressive achievement leading to de-  
13 grees, certificates, or credentials in a tech-prep pro-  
14 gram.”; and

15 (2) by striking paragraph (3) and inserting the  
16 following:

17 “(3) **TECH-PREP PROGRAM.**—The term ‘tech-  
18 prep program’ means a program of study that—

19 “(A) consists of an integrated, nonduplica-  
20 tive sequence of rigorous academic courses and  
21 career and technical education courses;

22 “(B) combines a minimum of 2 years of  
23 secondary education and 2 years of postsec-  
24 ondary education;

1           “(C) is carried out under an articulation  
2 agreement that may also include other parties,  
3 such as employers and community groups;

4           “(D) incorporates an ongoing program of  
5 professional development, as described in sec-  
6 tion 124(b)(3), to ensure that secondary and  
7 postsecondary faculty and other personnel have  
8 the knowledge and skills required for effective  
9 tech-prep programs;

10           “(E) includes specific activities to assess  
11 the effectiveness of the program in preparing  
12 students for the modern workforce and provi-  
13 sion to gather and use outcome data on job  
14 placement and wages of program completers;

15           “(F) leads to an industry certificate, tech-  
16 nical diploma, apprenticeship, associate degree,  
17 or baccalaureate degree; and

18           “(G) provides students with transferable  
19 credit between the consortium members, includ-  
20 ing through programs that allow secondary pro-  
21 grams to be co-located on postsecondary cam-  
22 puses and through programs in which students  
23 are dually enrolled in the secondary and post-  
24 secondary institutions.”.

1 **SEC. 203. STATE ALLOTMENT AND APPLICATION.**

2 Section 202(a) (as redesignated by section 201 of this  
3 title) is amended by striking “section 206” and inserting  
4 “section 207”.

5 **SEC. 204. TECH-PREP EDUCATION.**

6 Section 203 (as redesignated by section 201 of this  
7 title) is amended—

8 (1) in subsection (a)(1)—

9 (A) by striking “vocational” both places  
10 such term appears and inserting “career”; and

11 (B) by striking “section 203” and insert-  
12 ing “section 202”; and

13 (2) in subsection (c)(4)—

14 (A) in subparagraph (A), by striking “vo-  
15 cational” and inserting “career”; and

16 (B) in subparagraph (B), by striking “for  
17 teachers” and inserting “for secondary and  
18 postsecondary faculty”.

19 **SEC. 205. DEMONSTRATION PROGRAM.**

20 Section 206 (as redesignated by section 201 of this  
21 title) is amended—

22 (1) in subsection (a), by striking “section  
23 204(a)” and inserting “section 203(a)”;

24 (2) in subsection (d)—

25 (A) in the matter preceding paragraph (1),  
26 by striking “sections 203, 204, 205, and 206”

1 and inserting “sections 202, 203, 204, and  
2 205”;

3 (B) in paragraph (1), by striking “section  
4 204(a)” and inserting “section 203(a)”;

5 (C) in paragraph (2), by striking “section  
6 204(c)” and inserting “section 203(c)”;

7 (D) in paragraph (3), by striking “section  
8 205(d)” and inserting “section 204(d)”;

9 (3) in subsection (e), by striking “1999 and  
10 each of the 4” and inserting “2005 and each of the  
11 5”.

12 **SEC. 206. AUTHORIZATION OF APPROPRIATIONS.**

13 Section 207 (as redesignated by section 201 of this  
14 title) is amended—

15 (1) by striking “section 207” and inserting  
16 “section 206”; and

17 (2) by striking “1999 and each of the 4” and  
18 inserting “2005 and each of the 5”.

19 **TITLE III—GENERAL**  
20 **PROVISIONS**

21 **SEC. 301. FISCAL REQUIREMENTS.**

22 Section 311 (20 U.S.C. 2391) is amended by striking  
23 “vocational” each place such term appears and inserting  
24 “career”.

1 **SEC. 302. VOLUNTARY SELECTION AND PARTICIPATION.**

2 Section 314(2) (20 U.S.C. 2394(2)) is amended by  
3 striking “vocational” both places such term appears and  
4 inserting “career”.

5 **SEC. 303. LIMITATION FOR CERTAIN STUDENTS.**

6 Section 315 (20 U.S.C. 2395) is amended by striking  
7 “vocational” and inserting “career”.

8 **SEC. 304. AUTHORIZATION OF SECRETARY.**

9 Section 317 (20 U.S.C. 2397) is amended by striking  
10 “vocational” both places such term appears and inserting  
11 “career”.

12 **SEC. 305. PARTICIPATION OF PRIVATE SCHOOL PER-**  
13 **SONNEL.**

14 Section 318 (20 U.S.C. 2398) is amended by striking  
15 “vocational” each place such term appears and inserting  
16 “career”.

17 **SEC. 306. STUDENT ASSISTANCE AND OTHER FEDERAL**  
18 **PROGRAMS.**

19 Section 325(c) (20 U.S.C. 2415(c)) is amended—

20 (1) in the subsection heading, by striking “VO-  
21 CATIONAL” and inserting “CAREER”; and

22 (2) by striking “vocational” both places such  
23 term appears and inserting “career”.

24 **SEC. 307. TABLE OF CONTENTS.**

25 Section 1(b) (20 U.S.C. 2301 note) is amended to  
26 read as follows:

1       “(b) TABLE OF CONTENTS.—The table of contents  
2 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. 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 program.

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

“Sec. 118. Career and academic information.

“PART B—STATE PROVISIONS

“Sec. 121. State administration.

“Sec. 122. State plan.

“Sec. 123. Improvement plans.

“Sec. 124. State leadership activities.

“PART C—LOCAL PROVISIONS

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

“Sec. 132. Distribution of funds for postsecondary career and technical  
education programs.

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

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

“Sec. 135. Local uses of funds.

“TITLE II—TECH-PREP EDUCATION

“Sec. 201. Definitions.

“Sec. 202. State allotment and application.

“Sec. 203. Tech-prep education.

“Sec. 204. Consortium applications.

“Sec. 205. Report.

“Sec. 206. Demonstration program.

“Sec. 207. Authorization of appropriations.

“TITLE III—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

- “Sec. 311. Fiscal requirements.
- “Sec. 312. Authority to make payments.
- “Sec. 313. Construction.
- “Sec. 314. Voluntary selection and participation.
- “Sec. 315. Limitation for certain students.
- “Sec. 316. Federal laws guaranteeing civil rights.
- “Sec. 317. Authorization of Secretary.
- “Sec. 318. Participation of private school personnel.

“PART B—STATE ADMINISTRATIVE PROVISIONS

- “Sec. 321. Joint funding.
- “Sec. 322. Prohibition on use of funds to induce out-of-State relocation of businesses.
- “Sec. 323. State administrative costs.
- “Sec. 324. Limitation on Federal regulations.
- “Sec. 325. Student assistance and other Federal programs.”.

