

Jeffries	McEachin	Sarbanes
Johnson (GA)	McGovern	Schakowsky
Johnson, E. B.	McNerney	Schiff
Kaptur	Meng	Schrader
Keating	Moore	Scott (VA)
Kelly (IL)	Moulton	Scott, David
Kennedy	Murphy (FL)	Serrano
Khanna	Nadler	Sewell (AL)
Kiuhu	Neal	Shea-Porter
Kildee	Nolan	Sherman
Kilmer	Norcross	Sires
Kind	O'Halleran	Slaughter
Krishnamoorthi	O'Rourke	Smith (WA)
Kuster (NH)	Pallone	Soto
Langevin	Panetta	Speier
Larson (CT)	Pascarel	Suozzi
Lawrence	Payne	Swalwell (CA)
Lawson (FL)	Pelosi	Takano
Lee	Perlmutter	Thompson (CA)
Levin	Peters	Thompson (MS)
Lewis (GA)	Peterson	Titus
Lipinski	Pingree	Tonko
Loebssack	Pocan	Torres
Lofgren	Polis	Tsongas
Lowenthal	Price (NC)	Vargas
Lowey	Quigley	Veasey
Lujan Grisham, M.	Raskin	Vela
Luján, Ben Ray	Rice (NY)	Velázquez
Lynch	Richmond	Visclosky
Maloney, Carolyn B.	Rosen	Walz
Maloney, Sean	Royal-Allard	Waters, Maxine
Matsui	Ruppersberger	Watson Coleman
McCollum	Rush	Welch
	Ryan (OH)	Wilson (FL)
	Sánchez	Yarmuth

NOT VOTING—19

Aderholt	Larsen (WA)	Ruiz
Bishop (UT)	Lieu, Ted	Scalise
Cummings	Long	Tiberi
Gabbard	Meeks	Wasserman
Hastings	Messer	Schultz
Johnson, Sam	Napolitano	Wenstrup
Lance	Perry	

□ 1342

So the resolution was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

Stated against:

Mr. RUIZ. Mr. Speaker, I was unavoidably detained today for rollcall vote No. 317. Had I been present, I would have voted “no.”

PERSONAL EXPLANATION

Mr. PERRY. Mr. Speaker, I was unexpectedly detained. Had I been present, I would have voted “yea” on rollcall No. 316, and “yea” on rollcall No. 317.

PERSONAL EXPLANATION

Mr. WENSTRUP. Mr. Speaker, I missed two votes on June 22. If I were present, I would have voted on the following: Rollcall No. 316: On Ordering the Previous Question, “yea.” Rollcall No. 317: On Passage of H. Res. 396, “yea.”

PERSONAL EXPLANATION

Mrs. NAPOLITANO. Mr. Speaker, I was absent during rollcall votes No. 316 and No. 317 due to my spouse’s health situation in California. Had I been present, I would have voted “nay” on the Motion on Ordering the Previous Question on the Rule providing for consideration of H.R. 2842. I would have also voted “nay” on H. Res. 396—Rule providing for consideration of H.R. 2842—Accelerating Individuals into the Workforce Act.

REPORT ON H.R. 2998, MILITARY CONSTRUCTION AND VETERANS AFFAIRS AND RELATED AGENCIES APPROPRIATIONS ACT, 2018

Mr. DENT, from the Committee on Appropriations, submitted a privileged report (Rept. No. 115-188) on the bill

(H.R. 2998) making appropriations for military construction, the Department of Veterans Affairs, and related agencies for the fiscal year ending September 30, 2018, and for other purposes, which was referred to the Union Calendar and ordered to be printed.

The SPEAKER pro tempore. Pursuant to clause 1, rule XXI, all points of order are reserved on the bill.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on the motion to suspend the rules if a recorded vote or the yeas and nays are ordered, or if the vote is objected to under clause 6 of rule XX.

The House will resume proceedings on the postponed question at a later time.

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2353) to reauthorize the Carl D. Perkins Career and Technical Education Act of 2006, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2353

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

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

SECTION 2. TABLE OF CONTENTS.

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.

SEC. 3. REFERENCES.

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

SEC. 4. EFFECTIVE DATE.

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

SEC. 5. TABLE OF CONTENTS OF THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006.

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

“(b) TABLE OF CONTENTS.—The table of contents 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.”

SEC. 6. PURPOSE.

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

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

(A) by striking “academic and career and technical skills” and inserting “academic knowledge and technical and employability skills”; and

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

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

(3) in paragraph (4), by inserting “and programs of study” after “technical education programs”.

SEC. 7. DEFINITIONS.

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

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

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

(3) in paragraph (3)—

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

(B) in subparagraph (D), by striking “not fewer than 5 different occupational fields” and inserting “not fewer than three different occupational fields”;

(4) in paragraph (5)—

(A) in subparagraph (A)—

(i) in clause (i)—

(I) by striking “coherent and rigorous content aligned with challenging academic standards” and inserting “content at the secondary level aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)), and at the postsecondary level with the rigorous academic content.”;

(II) by striking “and skills” and inserting “and skills.”; and

(III) by inserting “, including in in-demand industry sectors or occupations” before the semicolon at the end;

(ii) in clause (ii), by striking “, an industry-recognized credential, a certificate, or an associate degree” and inserting “or a recognized postsecondary credential, which may include an industry-recognized credential”; and

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

(B) in subparagraph (B)—

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

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

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

(iv) by striking “general”; and

(C) by adding at the end the following:

“(C) to the extent practicable, coordinate between secondary and postsecondary education programs, which may include early college programs with articulation agreements, dual or concurrent enrollment program opportunities, or programs of study; and

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

(5) in paragraph (7)—

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

(B) in subparagraph (B), by striking “financial aid,” and all that follows through the period at the end and inserting “financial aid, job training, secondary and postsecondary options (including baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, and support services.”;

(6) by inserting after paragraph (7) the following:

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

(7) by inserting after paragraph (10) (as so redesignated by paragraph (2)) the following:

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

“(A) at the secondary school level, a student served by an eligible recipient who has—

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

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

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

“(i) earned at least 12 cumulative credits within a career and technical education program or program of study; or

“(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

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

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

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

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

(9) by inserting after paragraph (17) (as so redesignated by paragraph (2)) the following:

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

“(A) shall include at least two of the following:

“(i) a local educational agency;

“(ii) an educational service agency;

“(iii) an eligible institution;

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

“(v) a State educational agency; or

“(vi) the Bureau of Indian Education;

“(B) may include a regional, State, or local public or private organization, including a community-based organization, one or more employers, or a qualified intermediary; and

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

(10) by amending paragraph (19) (as so redesignated by paragraph (2)) to read as follows:

“(19) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—

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

“(B) a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree;

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

“(D) an area career and technical education school providing education at the postsecondary level;

“(E) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.); or

“(F) an educational service agency.”;

(11) by adding after paragraph (20) (as so redesignated by paragraph (2)) the following:

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

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

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

“(i) whose native language is a language other than English; or

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

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

(12) by inserting after paragraph (23) (as so redesignated by paragraph (2)) the following:

“(24) IN-DEMAND INDUSTRY SECTOR OR OCCUPATION.—The term ‘in-demand industry sector or occupation’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

(13) by inserting after paragraph (25) (as so redesignated by paragraph (2)) the following:

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

(14) by inserting after paragraph (28) (as so redesigned by paragraph (2)) the following:

“(29) LOCAL WORKFORCE DEVELOPMENT BOARD.—The term ‘local workforce development board’ means a local workforce development board established under section 107 of the Workforce Innovation and Opportunity Act.”;

(15) by inserting after paragraph (30) (as so redesigned by paragraph (2)) the following:

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

(16) by inserting after paragraph (32) (as so redesigned by paragraph (2)) the following:

“(33) PARAPROFESSIONAL.—The term ‘paraprofessional’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

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

“(A) reduces the special education or related services that a student would otherwise receive under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); or

“(B) otherwise reduces the rights of a student or the obligations of an entity under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), or any other law.”;

(17) by inserting after paragraph (35) (as so redesigned by paragraph (2)) the following:

“(36) PROGRAM OF STUDY.—The term ‘program of study’ means a coordinated, nonduplicative sequence of secondary and postsecondary academic and technical content that—

“(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)), that—

“(i) address both academic and technical knowledge and skills, including employability skills; and

“(ii) are aligned with the needs of industries in the economy of the State, region, or local area;

“(B) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupational specific instruction);

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

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

“(37) **QUALIFIED INTERMEDIARY**.—The term ‘qualified intermediary’ means a non-profit entity that demonstrates expertise to build, connect, sustain, and measure partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, and workforce systems to broker services, resources, and supports to youth and the organizations and systems that are designed to serve youth, including—

“(A) connecting employers to classrooms;

“(B) assisting in the design and implementation of career and technical education programs and programs of study;

“(C) delivering professional development;

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

“(E) developing personalized student supports.

“(38) **RECOGNIZED POSTSECONDARY CREDENTIAL**.—The term ‘recognized postsecondary credential’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).”;

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

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

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

(C) in subparagraph (F), by striking “individuals with limited English proficiency.” and inserting “English learners.”; and

(D) by adding at the end the following:

“(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); and

“(H) youth with a parent who—

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

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

(19) by inserting after paragraph (41) (as so redesignated by paragraph (2)) the following:

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

“(43) **SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES**.—The term ‘specialized instructional support services’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).”;

(20) in paragraph (45) (as so redesignated by paragraph (2)) by inserting “(including paraprofessionals and specialized instructional support personnel)” after “supportive personnel”; and

(21) by adding at the end the following:

“(48) **UNIVERSAL DESIGN FOR LEARNING**.—The term ‘universal design for learning’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

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

SEC. 8. TRANSITION PROVISIONS.

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

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

(2) by striking “Carl D. Perkins Career and Technical Education Improvement Act of 2006” each place it appears and inserting “Strengthening Career and Technical Education for the 21st Century Act”; and

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

SEC. 9. PROHIBITIONS.

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

(1) in subsection (a), by striking “Federal Government to mandate,” and all that follows through the period at the end and inserting “Federal Government—

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

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

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

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

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

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

SEC. 10. AUTHORIZATION OF APPROPRIATIONS.

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

SEC. 9. AUTHORIZATION OF APPROPRIATIONS.

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

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

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

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

“(4) \$1,180,499,945 for fiscal year 2021;

“(5) \$1,196,771,008 for fiscal year 2022; and

“(6) \$1,213,266,339 for fiscal year 2023.”.

TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES

PART A—ALLOTMENT AND ALLOCATION

SEC. 110. RESERVATIONS AND STATE ALLOTMENT.

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

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

(2) by redesignating subparagraph (B) as subparagraph (C);

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

“(B) **FISCAL YEAR 2021 AND EACH SUCCEEDING FISCAL YEAR**.—For fiscal year 2021 and each of the succeeding fiscal years, no State shall receive an allotment under this section for a fiscal year that is less than 90 percent of the allotment

the State received under this section for the preceding fiscal year.”; and

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

SEC. 111. WITHIN STATE ALLOCATION.

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

(1) in subsection (a)—

(A) in paragraph (1), by striking “10 percent” and inserting “15 percent”;

(B) in paragraph (2)—

(i) in subparagraph (A)—

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

(II) by striking “State correctional institutions and institutions” and inserting “State correctional institutions, juvenile justice facilities, and educational institutions”; and

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

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

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

(1) in—

(A) rural areas;

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

(C) areas with high numbers of CTE concentrators or CTE participants; and

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include practices and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified in-demand occupations or industries.”.

SEC. 112. ACCOUNTABILITY.

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

(1) in subsection (a), by striking “comprised of the activities” and inserting “comprising the activities”;

(2) in subsection (b)—

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

(B) in paragraph (1)(B), as so redesignated, by striking “, and State levels of performance described in paragraph (3)(B) for each additional indicator of performance”; and

(C) by striking paragraph (2) and inserting the following:

(2) INDICATORS OF PERFORMANCE.—

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

(i) The percentage of CTE concentrators who graduate high school, as measured by—

(I) the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)); and

(II) at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 8101 (20 U.S.C. 7801).

(ii) CTE concentrator attainment of challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)), and measured by the academic assessments described in section 1111(b)(2) of such Act (20 U.S.C. 6311(b)(2)).

(iii) The percentage of CTE concentrators who, in the second quarter following the program year after exiting from secondary education, are in postsecondary education or advanced training, military service, or unsubsidized employment.

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

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

“(aa) the percentage of CTE concentrators, as defined in section 3(11)(A)(ii), graduating from high school having attained recognized postsecondary credentials;

“(bb) the percentage of CTE concentrators, as defined in section 3(11)(A)(ii), graduating from high school having attained postsecondary credits in the relevant career and technical educational program or program of study earned through dual and concurrent enrollment or another credit transfer agreement; or

“(cc) the percentage of CTE concentrators, as defined in section 3(11)(A)(ii), graduating from high school having participated in work-based learning; and

“(II) may include any other measure of student success in career and technical education that is statewide, valid, and reliable.

“(v) The percentage of CTE concentrators, as defined in section 3(11)(A)(ii), in career and technical education programs and programs of study that lead to nontraditional fields.

“(B) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE POSTSECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

“(i) The percentage of CTE concentrators, who, during the second quarter after program completion, are in education or training activities, advanced training, or unsubsidized employment.

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

“(iii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

“(iv) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

“(C) ALIGNMENT OF PERFORMANCE INDICATORS.—In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section.”;

(D) in paragraph (3)—

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

“(A) STATE ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—

“(i) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish and identify in the State plan submitted under section 122, for the first 2 program years covered by the State plan, State levels of performance for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum—

“(I) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and

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

“(ii) STATE ADJUSTED LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS.—Prior to the third program year covered by the State plan, each eligible agency shall revise the State levels of performance for each of the core indicators of performance for the subsequent program years covered by the State plan, taking into account the extent to which such levels of performance promote meaningful program improvement on such indicators. The State adjusted levels of

performance identified under this clause shall be considered to be the State adjusted levels of performance for the State for such years and shall be incorporated into the State plan.

“(iii) REPORTING.—The eligible agency shall, for each year described in clauses (i) and (iii), publicly report and widely disseminate the State levels of performance described in this subparagraph.

“(iv) REVISIONS.—If unanticipated circumstances arise in a State, the eligible agency may revise the State adjusted levels of performance required under this subparagraph, and submit such revised levels of performance with evidence supporting the revision and demonstrating public consultation, in a manner consistent with the procedure described in subsections (d) and (f) of section 122.”;

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

“(B) ACTUAL LEVELS OF PERFORMANCE.—At the end of each program year, the eligible agency shall determine actual levels of performance on each of the core indicators of performance and publicly report and widely disseminate the actual levels of performance described in this subparagraph.”; and

(iii) by adding at the end the following:

“(C) ESTABLISHMENT OF LEVELS OF PERFORMANCE.—An eligible agency shall establish State levels of performance under subparagraph (A) in a manner consistent with the procedure adopted by the eligible agency under section 122(d)(9).”; and

(E) in paragraph (4)—

(i) in subparagraph (A)—

(I) in clause (i)(I), by striking “consistent with the State levels of performance established under paragraph (3), so as” and inserting “consistent with the form expressed in the State levels, so as”;

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

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

(III) in clause (iv)—

(aa) by striking “third and fifth program years” and inserting “third program year”; and

(bb) by striking “corresponding” before “subsequent program years”;

(IV) in clause (v)—

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

(bb) by redesignating subclause (II) as subclause (III);

(cc) by inserting after subclause (I) the following:

“(II) local economic conditions.”;

(dd) in subclause (III), as so redesignated, by striking “promote continuous improvement on the core indicators of performance by the eligible recipient.” and inserting “advance the eligible recipient’s accomplishments of the goals set forth in the local application; and”; and

(ee) by adding at the end the following:

“(IV) the eligible recipient’s ability and capacity to collect and access valid, reliable, and cost effective data.”;

(V) in clause (vi), by inserting “or changes occur related to improvements in data or measurement approaches,” after “factors described in clause (v).”; and

(VI) by adding at the end the following:

“(vii) REPORTING.—The eligible recipient shall, for each year described in clauses (iii) and (iv), publicly report the local levels of performance described in this subparagraph.”;

(ii) by striking subparagraph (B) and redesignating subparagraph (C) as subparagraph (B); and

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

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

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

(3) in subsection (c)—

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

(B) in paragraph (1)(B), by striking “information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the” and inserting “the”; and

(C) in paragraph (2)(A)—

(i) by striking “categories” and inserting “subgroups”;

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

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

SEC. 113. NATIONAL ACTIVITIES.

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

(1) in subsection (a)—

(A) in paragraph (1)—

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

(ii) by inserting “from eligible agencies under section 113(c)” after “pursuant to this title”; and

(B) by striking paragraph (3);

(2) by amending subsection (b) to read as follows:

“(b) REASONABLE COST.—The Secretary shall take such action as may be necessary to secure at reasonable cost the information required by this title. To ensure reasonable cost, the Secretary, in consultation with the National Center for Education Statistics and the Office of Career, Technical, and Adult Education shall determine the methodology to be used and the frequency with which such information is to be collected.”;

(3) in subsection (c)—

(A) in paragraph (1)—

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

(ii) by striking “, directly or through grants, contracts, or cooperative agreements,” and inserting “directly or through grants”; and

(iii) by striking “and assessment”; and

(B) in paragraph (2)—

(i) in subparagraph (B), by inserting “, acting through the Director of the Institute for Education Sciences,” after “describe how the Secretary”; and

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

(4) in subsection (d)—

(A) in paragraph (1)—

(i) in subparagraph (A)—

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

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

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

(ii) in subparagraph (B)—

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

(II) in clause (vi), by striking the period at the end and inserting “, which may include individuals with expertise in addressing inequities in access to, and in opportunities for academic and technical skill attainment; and”; and

(III) by adding at the end the following:

“(vii) representatives of special populations.”;

(B) in paragraph (2)—

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

(ii) in subparagraph (A)—

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

(II) by striking “an independent evaluation and assessment” and inserting “a series of research and evaluation initiatives for each year for which funds are appropriated to carry out this Act, which are aligned with the plan in subsection (c)(2).”;

(III) by striking “Carl D. Perkins Career and Technical Education Improvement Act of 2006”

and inserting “Strengthening Career and Technical Education for the 21st Century Act”;

(IV) by striking “, contracts, and cooperative agreements that are” and inserting “to institutions of higher education or a consortia of one or more institutions of higher education and one or more private nonprofit organizations or agencies”; and

(V) by adding at the end the following: “Such evaluation shall, whenever possible, use the most recent data available.”; and

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

“(B) CONTENTS.—The evaluation required under subparagraph (A) shall include descriptions and evaluations of—

“(i) the extent and success of the integration of challenging State academic standards adopted under 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)) and career and technical education for students participating in career and technical education programs, including a review of the effect of such integration on the academic and technical proficiency achievement of such students (including the number of such students that receive a regular high school diploma, as such term is defined under section 8101 of the Elementary and Secondary Education Act of 1965 or a State-defined alternative diploma described in section 8101(25)(A)(ii)(I)(bb) of such Act (20 U.S.C. 7801(25)(A)(ii)(I)(bb));

“(ii) the extent to which career and technical education programs and programs of study prepare students, including special populations, for subsequent employment in high-skill, high-wage occupations (including those in which mathematics and science, which may include computer science, skills are critical), or for participation in postsecondary education;

“(iii) employer involvement in, benefit from, and satisfaction with, career and technical education programs and programs of study and career and technical education students’ preparation for employment;

“(iv) efforts to expand access to career and technical education programs of study for all students;

“(v) innovative approaches to work-based learning programs that increase participation and alignment with employment in high-growth industries, including in rural and low-income areas;

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

“(vii) the impact of the amendments to this Act made under the Strengthening Career and Technical Education for the 21st Century Act, including comparisons, where appropriate, of—

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

“(II) the implementation of programs of study; and

“(III) coordination of planning and program delivery with other relevant laws, including the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.);

“(viii) changes in career and technical education program accountability as described in section 113 and any effects of such changes on program delivery and program quality; and

“(ix) changes in student enrollment patterns.”; and

(iv) in subparagraph (C)—

(I) in clause (i)—

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

(bb) in subclause (I)—

(AA) by striking “assessment” and inserting “evaluation and summary of research activities carried out under this section”; and

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

(cc) in subclause (II)—

(AA) by striking “assessment” and inserting “evaluation and summary of research activities carried out under this section”; and

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

(II) by adding after clause (ii) the following:

“(iii) **DISSEMINATION**.—In addition to submitting the reports required under clause (i), the Secretary shall disseminate the results of the evaluation widely and on a timely basis in order to increase the understanding among State and local officials and educators of the effectiveness of programs and activities supported under the Act and of the career and technical education programs that are most likely to produce positive educational and employment outcomes.”; and

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

“(3) **INNOVATION**.—

“(A) **GRANT PROGRAM**.—To identify and support evidence-based and innovative strategies and activities to improve career and technical education and align workforce skills with labor market needs as part of the plan developed under subsection (c) and the requirements of this subsection, the Secretary may award grants to eligible entities to—

“(i) create, develop, implement, or take to scale evidence-based, field initiated innovations, including through a pay for success initiative, to improve student outcomes in career and technical education; and

“(ii) rigorously evaluate such innovations.

“(B) **MATCHING FUNDS**.—

“(i) **MATCHING FUNDS REQUIRED**.—Except as provided under clause (ii), to receive a grant under this paragraph, an eligible entity shall, through cash or in-kind contributions, provide matching funds from public or private sources in an amount equal to at least 50 percent of the funds provided under such grant.

“(ii) **EXCEPTION**.—The Secretary may waive the matching fund requirement under clause (i) if the eligible entity demonstrates exceptional circumstances.

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

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

“(ii) identifies the source and amount of the matching funds required under subparagraph (B)(i);

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

“(iv) describes how the program assisted under this paragraph will be coordinated with the activities carried out under section 124 or 135;

“(v) describes how the program assisted under this paragraph aligns with the single plan described in subsection (c); and

“(vi) describes how the program assisted under this paragraph will be evaluated and how that evaluation may inform the report described in subsection (d)(2)(C).

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

“(E) **GEOGRAPHIC DIVERSITY**.—

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

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

“(II) an institution of higher education primarily serving the one or more areas served by such a local educational agency;

“(III) a consortium of such local educational agencies or such institutions of higher education;

“(IV) a partnership between—

“(aa) an educational service agency or a non-profit organization; and

“(bb) such a local educational agency or such an institution of higher education; or

“(V) a partnership between—

“(aa) a grant recipient described in subclause (I) or (II); and

“(bb) a State educational agency.

“(ii) **EXCEPTION**.—Notwithstanding clause (i), the Secretary shall reduce the amount of funds made available under such clause if the Secretary does not receive a sufficient number of applications of sufficient quality.

“(F) **USES OF FUNDS**.—An eligible entity that is awarded a grant under this paragraph shall use the grant funds, in a manner consistent with subparagraph (A)(i), to—

“(i) improve career and technical education outcomes of students served by eligible entities under this title;

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

“(iii) improve the transition of students from secondary education to postsecondary education or employment;

“(iv) improve the incorporation of comprehensive work-based learning into career and technical education;

“(v) increase the effective use of technology within career and technical education programs;

“(vi) support new models for integrating academic content and career and technical education content in such programs;

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

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

“(ix) integrate science, technology, engineering, and mathematics fields, including computer science education, with career and technical education;

“(x) support innovative approaches to career and technical education by redesigning the high school experience for students, which may include evidence-based transitional support strategies for students who have not met postsecondary education eligibility requirements;

“(xi) improve CTE concentrator employment outcomes in nontraditional fields; or

“(xii) support the use of career and technical education programs and programs of study in a coordinated strategy to address identified employer needs and workforce shortages, such as shortages in the early childhood, elementary school, and secondary school education workforce.

“(G) **EVALUATION**.—Each eligible entity receiving a grant under this paragraph shall provide for an independent evaluation of the activities carried out using such grant and submit to the Secretary an annual report that includes—

“(i) a description of how funds received under this paragraph were used;

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

“(I) subgroups of students described in section 1111(c)(2)(B) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(c)(2)(B));

“(II) special populations; and

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

“(iiii) a quantitative analysis of the effectiveness of the project carried out under this paragraph.”; and

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

“(e) **AUTHORIZATION OF APPROPRIATIONS**.—There are authorized to be appropriated to carry out this section—

“(1) \$7,523,285 for fiscal year 2018;
 “(2) \$7,626,980 for fiscal year 2019;
 “(3) \$7,732,104 for fiscal year 2020;
 “(4) \$7,838,677 for fiscal year 2021;
 “(5) \$7,946,719 for fiscal year 2022; and
 “(6) \$8,056,251 for fiscal year 2023.”.

SEC. 114. ASSISTANCE FOR THE OUTLYING AREAS.

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

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

(2) by striking subsections (b) and (c); and

(3) by redesignating subsection (d) as subsection (b).

SEC. 115. TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS.

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

“(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—

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

SEC. 116. OCCUPATIONAL AND EMPLOYMENT INFORMATION.

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

PART B—STATE PROVISIONS

SEC. 121. STATE PLAN.

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

(1) in subsection (a)—

(A) in paragraph (1)—

(i) by striking “6-year period” and inserting “4-year period”; and

(ii) by striking “Carl D. Perkins Career and Technical Education Improvement Act of 2006” and inserting “Strengthening Career and Technical Education for the 21st Century Act”;

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

(C) in paragraph (3), by striking “(including charter school)” and all that follows through “and community organizations” and inserting “(including teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies, and charter school leaders, consistent with State law, employers, labor organizations, parents, students, and community organizations)”;

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

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

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

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

“(c) PLAN DEVELOPMENT.—

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

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

“(i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year Minority-Serving Institutions and Historically Black Colleges and Universities in States where such institutions are in existence, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel (including guidance counselors), and paraprofessionals;

“(ii) interested community representatives, including parents and students;

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

“(iv) representatives of special populations;

“(v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;

“(vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth; and

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

“(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

“(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

“(d) PLAN CONTENTS.—The State plan shall include—

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

“(2) the State’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help to meet these goals;

“(3) a summary of the strategic planning elements of the unified State plan required under section 102(b)(1) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3112(b)(1)), including the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B));

“(4) a description of the career and technical education programs or programs of study that will be supported, developed, or improved, including descriptions of—

“(A) the programs of study to be developed at the State level and made available for adoption by eligible recipients;

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

“(C) how the eligible agency will—

“(i) make information on approved programs of study and career pathways, including career exploration, work-based learning opportunities, dual and concurrent enrollment opportunities, and guidance and advisement resources, available to students and parents;

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

“(iii) determine alignment of eligible recipients’ programs of study to the State, regional or local economy, including in-demand fields and occupations identified by the State workforce development board as appropriate;

“(iv) provide equal access to activities assisted under this Act for special populations;

“(v) coordinate with the State workforce board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards;

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

“(vii) support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers, which may include the development of articulation agreements described in section 124(b)(3); and

“(viii) improve outcomes for CTE concentrators, including those who are members of special populations;

“(5) a description of the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

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

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

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

“(6) a description of how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support;

“(7) a description of how the eligible agency will use State leadership funding to meet the requirements of section 124(b);

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

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

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

“(9) a description of the procedure the eligible agency will adopt for determining State adjusted levels of performance described in section 113, which at a minimum shall include—

“(A) consultation with stakeholders identified in paragraph (1);

“(B) opportunities for the public to comment in person and in writing on the State adjusted levels of performance included in the State plan; and

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

“(10) assurances that—

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

“(B) none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization;

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

“(D) the eligible agency will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities; and

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

education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs.

“(e) CONSULTATION.—

“(1) IN GENERAL.—The eligible agency shall develop the portion of each State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the—

“(A) State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education;

“(B) the State agency responsible for secondary education; and

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

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

“(f) PLAN APPROVAL.—

“(1) IN GENERAL.—The Secretary shall approve a State plan not later than 120 days after its submission to the Secretary unless the Secretary—

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

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

“(2) DISAPPROVAL.—The Secretary shall—

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

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

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

“(B) not finally disapprove a State plan, except after making the determination and providing the information described in subparagraph (A), and giving the eligible agency notice and an opportunity for a hearing.”.

SEC. 122. IMPROVEMENT PLANS.

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

(1) in subsection (a)—

(A) in paragraph (1)—

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

“(ii) by striking “appropriate agencies,” and inserting “appropriate State agencies.”;

(B) in paragraph (2)—

“(i) by striking “purposes of this Act,” and inserting “purposes of this section, including after implementation of the improvement plan described in paragraph (1),” and

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

(C) in paragraph (3)—

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

“(A) IN GENERAL.—If the eligible agency fails to make any improvement in meeting any of the State adjusted levels of performance for any of the core indicators of performance identified under paragraph (1) during the first 2 years of implementation of the improvement plan required under paragraph (1), the eligible agency—

“(i) shall develop and implement, in consultation with the stakeholders described in section 122(c)(1)(A), a revised improvement plan (with special consideration of performance gaps identified under section 113(c)(2)(B)) to address the reasons for such failure; and

“(ii) shall continue to implement such improvement plan until the eligible agency meets

at least 90 percent of the State adjusted level of performance for the same core indicators of performance for which the plan is revised.”;

“(ii) by redesignating subparagraph (B) as subparagraph (C);

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

“(B) REVISED PERFORMANCE IMPROVEMENT PLAN IMPLEMENTATION.—The Secretary shall provide technical assistance, monitoring, and oversight to each eligible agency with a plan revised under subparagraph (A)(i) until such agency meets the requirements of subparagraph (A)(ii).”; and

“(iv) in subparagraph (C), as redesignated by clause (ii), by striking “sanction in” and inserting “requirements of”; and

“(D) by striking paragraph (4);

“(2) in subsection (b)—

“(A) in paragraph (2), by striking “the eligible agency, appropriate agencies, individuals, and organizations” and inserting “local stakeholders included in section 134(d)(1)”; and

“(B) in paragraph (3), by striking “shall work with the eligible recipient to implement improvement activities consistent with the requirements of this Act.” and inserting “shall provide technical assistance to assist the eligible recipient in meeting its responsibilities under section 134.”;

“(C) in paragraph (4)—

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

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

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

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

“(ii) in subparagraph (B)—

“(I) in the matter preceding clause (i)—

“(aa) by striking “In determining whether to impose sanctions under subparagraph (A), the” and inserting “The”; and

“(bb) by striking “waive imposing sanctions” and inserting “waive the requirements of subparagraph (A)”;

“(II) in clause (i), by striking “or” at the end;

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

“(IV) by adding at the end the following:

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

“(D) by striking paragraph (5); and

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

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

SEC. 123. STATE LEADERSHIP ACTIVITIES.

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

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

“(I) conduct State leadership activities directly; and

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

“(2) in subsection (b)—

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

“(1) developing statewide programs of study, which may include standards, curriculum, and

course development, and career exploration, guidance, and advisement activities and resources;

“(2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);

“(3) establishing statewide articulation agreements aligned to approved programs of study;

“(4) establishing statewide partnerships among local educational agencies, institutions of higher education, and employers, including small businesses, to develop and implement programs of study aligned to State and local economic and education needs, including as appropriate, in-demand industry sectors and occupations.”; and

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

“(6) support services for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

“(7) for faculty and teachers providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) and title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.)), including programming that—

“(A) promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)) and relevant technical knowledge and skills;

“(B) prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning; and

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

“(8) technical assistance for eligible recipients.”;

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

“(I) awarding incentive grants to eligible recipients—

“(A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—

“(i) eligible recipients exceeding the local adjusted level of performance established under section 113(b)(4)(A) in a manner that reflects sustained or significant improvement;

“(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

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

“(iv) eligible recipients’ progress in closing achievement gaps among subpopulations who participate in programs of study; or

“(v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or

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

“(2) providing support for the adoption and integration of recognized postsecondary credentials or for consultation and coordination with other State agencies for the identification, consolidation, or elimination of licenses or certifications which pose an unnecessary barrier to entry for aspiring workers and provide limited consumer protection;

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

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

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

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

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

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

“(9) support for the integration of employability skills into career and technical education programs and programs of study;

“(10) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science), particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;

“(11) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;

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

“(13) support for preparing, retaining, and training of career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals, such as preservice, professional development, and leadership development programs;

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

“(15) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local in-demand industry sectors or occupations identified by State or local workforce development boards;

“(16) making all forms of instructional content widely available, which may include use of open educational resources;

“(17) support for the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study; and

“(18) support for accelerated learning programs (described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)) when any such program is part of a program of study.”.

PART C—LOCAL PROVISIONS

SEC. 131. LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

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

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

(2) in subsection (a)—

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

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

(C) by striking “Such local plan” and inserting “Such local application”; and

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

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

“(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);

“(2) information on the programs of study approved by a State under section 124(b)(2) supported by the eligible recipient with funds under this part, including—

“(A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded; and

“(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval;

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

“(A) career exploration and career development coursework, activities, or services;

“(B) career information; and

“(C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program; and

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

“(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; and

“(B) prepare CTE participants for nontraditional fields.

“(c) COMPREHENSIVE NEEDS ASSESSMENT.—

“(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—

“(A) conduct a comprehensive local needs assessment related to career and technical education; and

“(B) not less than once every 2 years, update such comprehensive local needs assessment.

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

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

“(B) a description of how career and technical education programs offered by the eligible recipient are—

“(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

“(ii)(I) aligned to State, regional, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate; or

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

“(C) an evaluation of progress toward the implementation of career and technical education programs and programs of study;

“(D) an evaluation of strategies needed to overcome barriers that result in lowering rates of access to, or lowering success in, career and technical education programs for special populations, which may include strategies to establish or utilize existing flexible learning and manufacturing facilities, such as makerspaces;

“(E) a description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career, academic, and guidance counselors, including individuals in groups underrepresented in such professions; and

“(F) a description of how the eligible recipient will support the transition to teaching from business and industry.

“(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

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

“(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

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

“(4) parents and students;

“(5) representatives of special populations; and

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

“(e) CONTINUED CONSULTATION.—An eligible recipient receiving financial assistance under this part shall consult with the entities described in subsection (d) on an ongoing basis to—

“(1) provide input on annual updates to the comprehensive needs assessment required under subsection (c);

“(2) ensure programs of study are—

“(A) responsive to community employment needs;

“(B) aligned with employment priorities in the State, regional, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

“(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

“(D) designed to meet current, intermediate, or long-term labor market projections; and

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

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

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

SEC. 132. LOCAL USES OF FUNDS.

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

SEC. 133. LOCAL USES OF FUNDS.

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

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

“(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

“(A) introductory courses or activities focused on career exploration and career awareness;

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

“(i) occupational supply and demand;

“(ii) educational requirements;

“(iii) other information on careers aligned to State or local economic priorities; and

“(iv) employment sectors;

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

“(D) career guidance and academic counselors that provide information on postsecondary education and career options; or

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

“(2) provide professional development for teachers, principals, school leaders, administrators, faculty, and career and guidance counselors with respect to content and pedagogy that—

“(A) supports individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curriculum;

“(B) ensures labor market information is used to inform the programs, guidance, and advisement offered to students;

“(C) provides educators with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

“(D) supports administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators;

“(E) supports the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs; and

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

“(3) provide career and technical education students, including special populations, with the skills necessary to pursue high-skill, high-wage occupations;

“(4) support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)) by the State in which the eligible recipient is located;

“(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and student achievement of the local adjusted levels of performance established under section 113, which may include—

“(A) curriculum aligned with the requirements for a program of study;

“(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy;

“(C) dual or concurrent enrollment programs, including early college high schools, and the development or implementation of articulation agreements;

“(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

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

“(F) industry-recognized certification exams or other assessments leading toward industry-recognized postsecondary credentials;

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

“(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

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

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

“(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

“(L) supporting the integration of employability skills into career and technical education programs and programs of study;

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

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

“(O) career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curriculum;

“(P) making all forms of instructional content widely available, which may include use of open educational resources;

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

“(R) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV))) as part of a program of study; and

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

“(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(C).

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

“(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under this section.”.

TITLE II—GENERAL PROVISIONS

SEC. 201. FEDERAL AND STATE ADMINISTRATIVE PROVISIONS.

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

(1) in section 311(b)—

(A) in paragraph (1)—

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

“(A) IN GENERAL.—Except as provided in subparagraph (B), (C), or (D), in order for a State to receive its full allotment of funds under this Act for any fiscal year, the Secretary must find that the State's fiscal effort per student, or the aggregate expenditures of such State, with respect to career and technical education for the preceding fiscal year was not less than the fiscal effort per student, or the aggregate expenditures of such State, for the second preceding fiscal year.”;

(ii) in subparagraph (B), by striking “shall exclude capital expenditures, special 1-time project costs, and the cost of pilot programs.” and inserting “shall, at the request of the State, exclude competitive or incentive-based programs established by the State, capital expenditures, special one-time project costs, and the cost of pilot programs.”;

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

“(D) ESTABLISHING THE STATE BASELINE.—

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

(I) continue to use the State's fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education, as was in effect on the day before the date of enactment of the Strengthening Career and Technical Education for the 21st Century Act; or

(II) establish a new level of fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education, which is not less than 90 percent of the State's fiscal effort per student, or the aggregate expenditures of such State, with respect to career and technical education for the preceding fiscal year.

“(ii) AMOUNT.—The amount of the new level described in clause (i)(II) shall be the State's fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education, for the first full fiscal year following the enactment of the Strengthening Career and Technical Education for the 21st Century Act.”;

(B) by striking paragraph (2) and inserting the following:

“(2) FAILURE TO MEET.—The Secretary shall reduce the amount of a State's allotment of funds under this Act for any fiscal year in the exact proportion by which the State fails to meet the requirement of paragraph (1) by falling below the State's fiscal effort per student or the State's aggregate expenditures (using the measure most favorable to the State), if the State failed to meet such requirement (as determined using the measure most favorable to the State) for 1 or more of the 5 immediately preceding fiscal years.

“(3) WAIVER.—The Secretary may waive paragraph (2) due to exceptional or uncontrollable circumstances affecting the ability of the State to meet the requirement of paragraph (1).”;

(2) in section 317(b)(1)—

(A) by striking “may, upon written request, use funds made available under this Act to” and inserting “may use funds made available under this Act to”; and

(B) by striking “who reside in the geographical area served by” and inserting “located in or near the geographical area served by”;

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

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

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

(6) by inserting after section 218 (as so redesignated) the following:

SEC. 219. STUDY ON PROGRAMS OF STUDY ALIGNED TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS.

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

“(1) the strategies, components, policies, and practices used by eligible agencies or eligible recipients receiving funding under this Act to successfully assist—

“(A) all students in pursuing and completing programs of study aligned to high-skill, high-wage occupations; and

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

“(2) any challenges associated with replication of such strategies, components, policies, and practices.

“(b) CONSULTATION.—In carrying out the study conducted under subsection (a), the Comptroller General of the United States shall consult with a geographically diverse (including urban, suburban, and rural) representation of—

“(1) students and parents;

“(2) eligible agencies and eligible recipients;

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

“(4) special populations; and

“(5) representatives of business and industry.

“(c) SUBMISSION.—Upon completion, the Comptroller General of the United States shall submit the study conducted under subsection (a) to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.”

TITLE III—AMENDMENTS TO THE WAGNER-PEYSER ACT

SEC. 301. STATE RESPONSIBILITIES.

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

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

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

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

“(ii) annually inform the development and implementation of programs of study defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302), and career pathways.”;

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

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

(4) by inserting after subparagraph (H) the following new subparagraph:

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

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Pennsylvania (Mr. THOMPSON) and the gentleman from Illinois (Mr. KRISHNAMOORTHI) each will control 20 minutes.

The Chair recognizes the gentleman from Pennsylvania.

GENERAL LEAVE

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 2353.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Pennsylvania?

There was no objection.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of the Strengthening Career and Technical Education for the 21st Century Act.

Mr. Speaker, for years, Americans have urged Congress to work together and advance policies that promote good-paying jobs. We have heard the voices of those struggling to find the opportunities they need. They have been frustrated that the economy has taken so long to recover. Many feel stuck in a job market that has transformed dramatically due to advances in technology and an increasingly competitive global economy.

It is time to deliver the results hard-working men and women desperately need and restore rungs on the ladder of opportunity. That is exactly why we are here today.

This legislation is about jobs. I, along with my colleague Representative KRISHNAMOORTHI, introduced H.R. 2353 to help prepare more Americans to succeed in the workforce by improving career and technical education.

Today, far too many Americans lack the skills and education they need to build a promising career, and many jobs are going unfilled as employers face a shortage of skilled workers.

Paul Tomczuk, president of R. H. Marcon and a constituent of mine, said: “Workforce development is one of the most pressing challenges facing roofing contractors today.” This is a problem we cannot afford to ignore.

As co-chair of the Career and Technical Education Caucus, I have worked hard to address this challenge by enhancing awareness of how CTE programs can lift people out of poverty and expand opportunity.

Too often, it is suggested that, in order to be successful in life, you have to get a bachelor’s degree, but that is not the reality of today’s diverse economy. In fact, I have met people who have gone into debt from attending a 4-year college or university only to enroll in a CTE program after graduation to get that good-paying job.

Attending a more traditional college or university simply isn’t the right fit for everyone. There are countless individuals who learn best in innovative, work-based programming where they can acquire hands-on experience aimed at a certain career.

CTE programs are preparing students for the jobs of the future, including in technology, engineering, healthcare, agriculture, and more. However, there is more that can be done to ensure these programs are successful.

The Strengthening Career and Technical Education for the 21st Century Act will rein in the Federal Government’s role in CTE and empower State and local leaders to tailor programs to meet the unique needs of the students in their communities. It will give students and parents the tools they need to hold programs accountable.

Most importantly, this legislation encourages local education leaders to collaborate with local employers and improves alignment with CTE programs and in-demand jobs. This legislation is a win for American workers.

By working together, we have developed a set of bipartisan reforms that will help address our Nation’s skills gap, break the cycle of poverty, and help more individuals climb the ladder of opportunity.

I want to thank Representative KRISHNAMOORTHI and our colleagues on both sides of the aisle for all the work that went into moving H.R. 2353 forward, and I urge my colleagues to support this bipartisan legislation.

Mr. Speaker, I reserve the balance of my time.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of H.R. 2353. H.R. 2353 is a bill introduced by my good friend Congressman THOMPSON and myself to modernize and take career and technical education into the 21st century.

A persistent complaint I hear from employers throughout the State of Illinois is that CTE programs have not kept pace with the changing demands of industry. This bill would address the skills gap by aligning CTE programs to meet the needs of the labor market, giving stakeholders more autonomy in developing curricula, while ensuring robust accountability standards. I hope everybody will support passage of H.R. 2353.

Mr. Speaker, I reserve the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 2½ minutes to the gentlewoman from North Carolina (Ms. FOXX), the distinguished chairwoman of the House Education and the Workforce Committee, who has had a commitment to skills-based education for many years.

Ms. FOXX. Mr. Speaker, I thank my colleague, Mr. THOMPSON, for his leadership on this issue. As he said, I have been a strong supporter of this for a long, long time.

Mr. Speaker, I rise today in strong support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act.

Mr. Speaker, when many Americans think of higher education, they think of a traditional college or university on sprawling green campus. They think of students leaving colleges and universities with their degree in hand, ready for a career and set for life.

While many Americans choose this path, there is a misconception that this is the only pathway to success. For many hardworking Americans, the pathway to success does not require a baccalaureate degree. In fact, skills-focused education has helped countless Americans gain the specialized knowledge and skills they need to enter the workforce and build fulfilling lives.

So many men and women have found success through workforce development programs, however, we have come

to a critical juncture with the future of these programs, and our educational institutions have not caught up. As a result, American businesses, large and small, are having a hard time finding enough workers with the skills and talent they need.

Mr. Speaker, the bipartisan Strengthening Career and Technical Education for the 21st Century Act, which unanimously passed the House Committee on Education and the Workforce, provides critical reforms to our Nation's education programs and prepares students to compete in our competitive global economy.

Mr. Speaker, all education is truly career education, and we must give our students every opportunity to attain the skills they need to succeed. When students, parents, employers, and, yes, lawmakers understand that, we will be on the right track to closing the skills gap that exists in our country.

I want to thank my colleagues, especially Representative THOMPSON, for his leadership on this issue. As the co-chair of the CTE Caucus, he has spent years championing this issue.

I also want to thank Ranking Member SCOTT and Representative KRISHNAMOORTHI, as well as all committee members, for the bipartisan work that is reflected in this bill.

Expanding opportunity through CTE is vital to closing the Nation's skills gap, ending the cycle of poverty, and creating a better tomorrow for hard-working Americans.

I urge all Members to support H.R. 2353.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 2 minutes to the gentleman from Virginia (Mr. SCOTT), the ranking member of the Committee on Education and the Workforce, someone who has dedicated his career, in part, to this issue.

Mr. SCOTT of Virginia. Mr. Speaker, I thank the gentleman from Illinois for his leadership on this legislation.

I rise in support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act, which will reauthorize the Perkins Career and Technical Education program. H.R. 2353 builds on the House's bipartisan efforts in the last Congress, when this Chamber passed CTE reauthorization by a vote of 405-5.

The research is clear: The United States workforce is suffering a skills gap. According to Georgetown University Center on Education and the Workforce, by 2020, 65 percent of all jobs in the United States will require at least some postsecondary education or skills acquisition. Yet, if the current trend holds, by 2020, our Nation will have more than 5 million fewer skilled workers than necessary to fill the high-skilled jobs which will be available. In Virginia alone, that is 30,000 open jobs; 17,000 are in the area of cybersecurity, and those jobs have salaries starting at \$88,000.

This bipartisan, comprehensive reauthorization will improve program qual-

ity and services for students most in need of skills. It will also update the Federal investment in CTE to provide increased State and local flexibility, while ensuring greater accountability for program quality.

It ensures that there remains in place a Federal focus on equity of opportunity and the role of the U.S. Department of Education to protect and promote the civil rights of all students and compliance with Federal laws.

The bill also strengthens the Federal commitment to support delivery of high-quality CTE programs by retaining the Department of Education's full authority to approve or disapprove State and local plans.

The bill also requires Federal oversight, monitoring, and technical assistance to support program improvement and maintains full authority of the Secretary to enforce compliance with statutory program requirements and Federal civil rights laws.

I would like to thank the gentleman from Illinois (Mr. KRISHNAMOORTHI) and the gentleman from Pennsylvania (Mr. THOMPSON) for their bipartisan leadership, and the gentleman from Rhode Island (Mr. LANGEVIN) for his leadership as the chair of the CTE Caucus and for his dedication to realizing a comprehensive program reauthorization.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield the gentleman an additional 30 seconds.

Mr. SCOTT of Virginia. Mr. Speaker, this bill was unanimously reported by the committee. It has nearly unanimous support from business groups, educators, and community stakeholders, so I urge my colleagues to support the bill.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Alabama (Mr. BYRNE), the subcommittee chairman for the Workforce Protections Subcommittee of the Education and the Workforce Committee.

Mr. BYRNE. Mr. Speaker, I thank the gentleman for yielding time, and I am proud to rise in support of this strong, bipartisan legislation.

Improving career and technical education programs is the most important thing Congress can do to help close the skills gap, combat poverty, and help put Americans back to work.

Studies clearly show that there are unfilled high-wage jobs out there that remain open because people lack the skills to fill the jobs. That is where CTE comes in.

When I was chancellor of Alabama's 2-year college system, I saw firsthand just how impressive these programs are. They really do work like magic by taking an untrained worker and giving him the skills he needs to fill an in-demand job. It is a win-win for everyone.

So, Mr. Speaker, I am proud to be an original cosponsor and supporter of this legislation. I encourage my colleagues to join me in supporting this

reform-oriented bill that helps build the 21st century workforce.

□ 1400

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentleman from Rhode Island (Mr. LANGEVIN), the chair of the CTE Caucus.

Mr. LANGEVIN. Mr. Speaker, I thank the gentleman for yielding.

Mr. Speaker, as co-chair of the Career and Technical Education Caucus, I rise in strong support of the Strengthening Career and Technical Education for the 21st Century Act. This bipartisan bill, Mr. Speaker, is long overdue. The Carl D. Perkins CTE Act, the primary Federal investment in CTE, has not been reauthorized in over a decade.

I want to thank my colleagues, particularly Chairwoman FOXX, Ranking Member SCOTT, Representative THOMPSON, and Representative KRISHNAMOORTHI for their leadership and collaboration on this important bill, and a particular thanks to my co-chair of the CTE Caucus, Mr. THOMPSON, for his outstanding leadership and partnership on this issue over the years.

Mr. Speaker, CTE provides students of all ages with the skills they need to succeed in high-demand, high-paying, high-skilled jobs. At a time right now when hundreds of thousands of jobs in manufacturing, IT, and other skilled trades remain unfilled, Congress has a responsibility to empower workers with appropriate education and training. If we fail to modernize and invest in CTE, we will be unable to build a skilled workforce, and American businesses will pay the price.

H.R. 2353 aligns CTE programs with industry needs, promotes work-based learning, and supports career counselors.

The SPEAKER pro tempore (Mr. POE of Texas). The time of the gentleman has expired.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield an additional 30 seconds to the gentleman from Rhode Island.

Mr. LANGEVIN. H.R. 2353 aligns CTE programs with industry needs, promotes work-based learning, and supports career counselors while strengthening Federal investment in CTE.

I encourage my colleagues to support students, businesses, and their local economies by supporting this bill.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Michigan (Mr. WALBERG), the chairman of the Education and the Workforce Subcommittee on Health, Employment, Labor, and Pensions.

Mr. WALBERG. Mr. Speaker, I thank the gentleman for sponsoring this legislation.

I rise today to voice my strong support for the Strengthening Career and Technical Education for the 21st Century Act, H.R. 2353. In today's economy, we know that not everyone follows the same path into the workforce. Whether a student wants to pursue a

job in the auto industry, healthcare, energy, or IT, the reforms we are advancing will help aspiring workers get the hands-on experience they need to thrive in the 21st century workforce.

This bill is particularly important for my home State of Michigan, the heartland of American manufacturing, where high-skilled jobs are a vital component of our State's economy. I am also glad it includes my bipartisan provisions to address outdated and burdensome occupational licensing requirements.

As I meet with educators, workers, and manufacturers across my district, I consistently hear about the need to improve CTE programs and close the skills gap. Let's pass this bipartisan bill and help more men and women in Michigan and across the country secure fulfilling and good-paying jobs.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentlewoman from Massachusetts (Ms. CLARK).

Ms. CLARK of Massachusetts. Mr. Speaker, I thank my colleague from Illinois for his leadership on this bill; and also to Congressman THOMPSON for all he has done to bring this to where it is today, because millions of students and workers are eager to advance into good-paying, high-skilled technical careers.

From childcare to manufacturing, to carpentry or computer science, jobs that require technical training are in high demand, and we want to make sure that students across the country have the skills they need to get hired and develop their careers.

With this bill, we will help strengthen the Perkins career and technical education program that reaches over 11 million students every year. This bill will help policymakers measure what does and does not work in career and technical education, allowing us to build on past successes. It will ensure our CTE programs are aligned with the needs of high-demand growth industries to make sure that America is competitive globally, and it will support work-based learning and apprenticeships, and our early education and childcare workforce.

The SPEAKER pro tempore. The time of the gentlewoman has expired.

Mr. KRISHNAMOORTHI. I yield an additional 15 seconds to the gentlewoman.

Ms. CLARK of Massachusetts. This will bring the Perkins program into the modern, 21st century global economy. This has broad bipartisan support.

I urge my colleagues to vote "yes" on this act, and I urge them to fully fund the CTE programs and reject the proposed cuts of \$168 million.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from South Carolina (Mr. WILSON), a member of the Education and the Workforce Committee.

Mr. WILSON of South Carolina. Mr. Speaker, I thank Congressman GLENN THOMPSON for yielding. I appreciate his

effective leadership on strengthening America's workforce to create jobs.

I am grateful to speak today on the importance of career and technical education, a critical tool in closing the skills gap and creating jobs.

South Carolina has been successful in promoting career and technical education programs, recruiting Michelin, BMW, Boeing, Bridgestone, MTU, and now Volvo. I hope all communities across America can experience the success we have achieved creating jobs, leading to the lowest unemployment rate in 16 years.

The Strengthening Career and Technical Education for the 21st Century Act will reduce regulations and allow State and local leaders to create CTE programs that are best for their communities by providing greater flexibility of Federal resources, allowing States to respond to their unique educational and economic needs to create jobs for fulfilling lives.

I appreciate the opportunity to encourage my colleagues to pass this bipartisan legislation. These efforts, amplified by President Donald Trump's executive order last week expanding apprenticeship programs, will be an important step forward in our educational system—closing the skills gap and training Americans for meaningful, skilled jobs.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentleman from Minnesota (Mr. NOLAN).

Mr. NOLAN. Mr. Speaker, I, too, rise in support of the Carl D. Perkins Career and Technical Education Act.

I would be remiss if I didn't compliment my colleagues on both sides of the aisle and all of their respective staffs who have worked so hard to bring this really good, strong bipartisan measure here before the Congress for the benefit of the American people.

I have got to tell you: everywhere I go back in Minnesota and around the country, I hear two things when I am talking to businesspeople. And they say, you know, the people who are trained under this career and technical education program are the best employees that we have. The other thing I hear is that we need more of them.

So, again, thanks to my colleagues for bringing this bill forward. There are some good, new provisions in it that gives States an opportunity to focus better on what the needs are in their particular region. There are some other tools to help communities, the program itself, and the businesses to form partnerships to expand the program.

At the end of the day, it is all about creating good, strong jobs with living wages and strong futures. It is about creating opportunities for the working men and women in this country and for the businesses that are at the heart of our economy. And is it about creating a dynamic economy where people can grow and prosper in the 21st century.

It is a good bill for workers. It is a good bill for business. It is a good bill for our economy. And it is a good bill for our national security.

Mr. Speaker, I urge its adoption in the strongest language possible.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1½ minutes to the gentlewoman from Wyoming (Ms. CHENEY).

Ms. CHENEY. Mr. Speaker, may I ask my colleague from North Carolina, the chairwoman of the Education and the Workforce Committee, to engage in a brief colloquy.

Mr. Speaker, Wyoming has used CTE funds to pioneer innovative ways of improving the college and career readiness of our students.

Protecting CTE funding in Wyoming for cutting-edge programs like the Pathway Innovation Center in Casper is crucial, in part, because the previous administration's harmful energy policies that devastated our economy, and we must now work to address a depressed labor market and hedge against future energy market downturns.

Mr. Speaker, I want to commend the chairwoman and her committee colleagues on both sides of the aisle for their efforts to reform and reauthorize the CTE programs. However, I have concerns that the bill, as drafted in its current form, could negatively impact my State. Therefore, I can't support it.

Additionally, I know some Members from West Virginia and Louisiana share my concerns.

Therefore, I ask the gentlewoman, would she be willing to work with us as this process moves forward to help address these concerns so we can get a bill to the President's desk that we can all support?

Ms. FOXX. Will the gentlewoman yield?

Ms. CHENEY. I yield to the gentlewoman from North Carolina.

Ms. FOXX. Mr. Speaker, I thank the gentlewoman for sharing her perspective, and I look forward to working to address her concerns as we move forward in the legislative process.

Ms. CHENEY. Mr. Speaker, I thank the gentlewoman from North Carolina.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentleman from Connecticut (Mr. COURTNEY).

Mr. COURTNEY. Mr. Speaker, I rise in strong support on reauthorizing the Carl D. Perkins Career and Technical Education Act, which really should be just called the JOBS Act. As we have heard from Members all across the country, Members are hearing the same thing from their employer community, which is jobs exist, but skills don't.

What this bill does is it connects people to that job market in response to the fact that the 21st century market is dynamic and changing, and this bill really gets it in terms of getting to that point.

In May, the U.S. Department of Labor reported that there are 5.9 million job openings in the U.S. economy; a record high since they even started collecting that data. So our job as Members of Congress is to update the law and update these programs to align

it with the Workforce Investment Act, which was passed in 2014, and the Every Student Succeeds Act, which was passed again in the last Congress.

This will be the final piece of the puzzle, which will, again, make sure that millions of Americans will have the opportunity to have good-paying jobs that they can support themselves and their families. In sector after sector, whether it is IT, whether it is healthcare, whether it is advanced manufacturing, all are going to benefit from this measure.

Mr. Speaker, I congratulate both of the sponsors for their great work on this, and I urge all Members to support it.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Pennsylvania (Mr. SMUCKER).

Mr. SMUCKER. Mr. Speaker, I thank the gentleman for yielding.

Mr. Speaker, I rise today in strong support of H.R. 2353. This bill will reform our career and technical education system, and strengthen the programs in my district in Pennsylvania.

Mr. Speaker, there are jobs available in my district right now, but there aren't enough trained workers. This bill will help businesses and schools partner to prepare students for jobs in today's in-demand industries.

We need to accommodate the needs of many different types of students like Steve Nunemaker from Ephrata, Pennsylvania, who, at the age of 47, graduated from Thaddeus Stevens College of Technology with a degree in engineering computer-aided drafting.

CTE programs are vital to training workers for new careers. The jobs that are available are good, family-sustaining jobs. So many people in this country are ready to learn and eager to work.

I would like to thank again Representatives THOMPSON and KRISHNAMOORTHI for their leadership, and I rise to urge my colleagues to support this bill.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentleman from Colorado (Mr. POLIS), the ranking member of the Subcommittee on Early Childhood, Elementary, and Secondary Education.

Mr. POLIS. Mr. Speaker, I rise in support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act.

I recently had the opportunity to visit our new Pathways in Technology Early College, or P-TECH, program at Skyline High School in Colorado.

P-TECH is a partnership between the St. Vrain Valley School District, Front Range Community College, and IBM. It allows students to earn a high school diploma and an associate's degree in 5 or 6 years through dual enrollment.

I spoke with a number of students participating in P-TECH and they shared with me how the program equips them with the skills they need to get a well-paying, reliable job after

graduation. That is exactly the kind of innovation Congress should be supporting, and I am proud that the Perkins reauthorization bill does just that.

I urge this bill's final passage in the House, and I call on my colleagues in the Senate to take up this bipartisan legislation as soon as possible so more students can enjoy the kinds of opportunities that the students at the P-TECH High School and St. Vrain Valley School District do.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Georgia (Mr. FERGUSON), a member of the House Education and the Workforce Committee.

Mr. FERGUSON. Mr. Speaker, I rise today in support of H.R. 2353.

Not only does this legislation authorize more available funding for CTE programs, it also gives States more freedom to support CTE activities in rural districts like mine.

□ 1415

This bill also gives authority back to the States to approve CTE plans rather than require Federal approval.

In the short time I have been in Congress, I have seen firsthand the unique differences across each of our States and districts. Increasing flexibility will enable States to have the flexibility to create and support programs that fit their unique workforce needs.

I am excited to be an original cosponsor of this legislation and look forward to its passage later today. Helping our young people transition from school into meaningful careers is one of the best ways we can move our Nation into a vibrant 21st century economy.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentlewoman from Florida (Ms. WILSON).

Ms. WILSON of Florida. Mr. Speaker, I am a strong supporter of career and technical education. While this bipartisan bill makes needed improvements to current law, during the committee markup I offered and later withdrew an amendment to provide more Federal support for skill development and training programs for ex-offenders who need a second chance and opportunity.

Ex-offenders, who are disproportionately young men of color due to the bias in the criminal justice system, face numerous hurdles when they try to reintegrate into society after serving their time. Finding a decent job is a necessary first step towards developing self-esteem and self-sufficiency. Unfortunately, and too often, a prior criminal history is a barrier to ex-offenders seeking employment.

I withdrew my amendment because of the important work. Nevertheless, it is my view that my amendment should be considered as this bill advances to future conference consideration. Let's help stop recidivism for this special population.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the distinguished gentleman from Georgia

(Mr. ALLEN), who is a member of the Education and the Workforce Committee.

Mr. ALLEN. Mr. Speaker, I thank the gentleman from Pennsylvania for yielding time.

Mr. Speaker, I rise in support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act.

Last week, President Trump laid out a plan to expand educational opportunities for American workers. President Trump's dedication to workforce development is admirable, and I am glad we have a President who has made this a priority.

As someone who has worked in the construction industry for my entire career, I know firsthand how difficult it can be to find skilled workers. In fact, I spoke at the Associated Builders and Contractors breakfast this morning, and they reported that there will be over 1 million job openings in the construction industry in the next few years.

I have met with many industries in my district. The workforce is aging. There aren't enough people who currently have the skills to take over, and it can take nearly 2 years for people to be fully trained for these positions.

First and foremost, it is our responsibility to make sure that young people today are equipped for the job market of tomorrow. Getting an education is essential, but it is equally important that our education efforts are aligned with the in-demand jobs in our communities.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield the gentleman from Georgia an additional 15 seconds.

Mr. ALLEN. Mr. Speaker, this bill will bridge the gap between the business community and education, which is critical to prepare America's future workforce.

I am happy to cosponsor this important bill, and I hope that my colleagues will join me in voting for H.R. 2353.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentlewoman from Oregon (Ms. BONAMICI), who is the vice ranking member of the Committee on Education and the Workforce.

Ms. BONAMICI. Mr. Speaker, the Strengthening Career and Technical Education for the 21st Century Act is an important step in educating students and preparing them for the workforce. It increases opportunities for historically underserved students. It strengthens alignment between CTE programs and stakeholders. It includes the amendment I worked on with Representative STEFANIK to encourage CTE programs to integrate arts and design skills.

This bill will support more programs that respond to local workforce demands and teach advanced skills and creative thinking, like the one I just visited at Portland Community College. Employers, including Intel, support the school's new STEAM Lab,

where students are pursuing certificates and degrees in fields like microelectronics technology.

The Federal Government does have an important enforcement role, and I am disappointed that the bill weakens the Department of Education's ability to hold States accountable for improving low-quality CTE programs. But despite that concern, this bill is worthy of support.

I thank Chairwoman FOXX, Ranking Member SCOTT, Representative THOMPSON, and Representative KRISHNAMOORTHI for their bipartisan work, and I urge all my colleagues to join me in supporting this bill.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the gentleman from Minnesota (Mr. LEWIS), an Education and the Workforce Committee member.

Mr. LEWIS of Minnesota. Mr. Speaker, I thank Mr. THOMPSON for his leadership and hard work on this important legislation.

Too often, students across the country leave school without the necessary skills to compete in the modern economy. As the cost of a 4-year degree continues to soar higher and higher and students are taking on greater debt, employers across this country are struggling to find skilled workers to fill good, high-paying jobs. Career and technical education bridges the gap between the classroom and the workplace, offering students a clear pathway to a meaningful career.

I am pleased this legislation includes my amendment supporting dual and concurrent enrollment. By allowing high school students to begin earning postsecondary credit, dual enrollment can shorten the time to degree or credential completion, puts students on the fast track to a good job, and saves families a significant amount of money. Students who participate in dual enrollment are more likely to continue and pursue postsecondary education, less likely to need remediation, and more likely to complete a degree.

My district is lucky to be home to a great technical college that does its job. For example, in Rosemount, Minnesota, Dakota County Technical College partners with local employers to provide students customized training that fits employer-specific needs.

I am proud to support this important legislation that will increase opportunity and prepare students with the skills to succeed.

Mr. KRISHNAMOORTHI. Mr. Speaker, may I inquire how much time I have remaining.

The SPEAKER pro tempore. The gentleman from Illinois has 8½ minutes remaining.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentlewoman from North Carolina (Ms. ADAMS).

Ms. ADAMS. Mr. Speaker, I thank the gentleman for yielding.

Since coming to Congress, I have visited with business leaders across my

district, such as Cindy, the plant manager at Train in Charlotte, and educators at local colleges like Central Piedmont Community College. Each stressed the importance of educating our workforce to fill existing available jobs and to train for jobs of the future.

We must close the skills gap through innovation and work-based learning opportunities such as those provided through the Strengthening Career and Technical Education for the 21st Century Act.

CTE improves collaboration between secondary and postsecondary schools, employers, industry, and community partners, giving students, regardless of their background, access to quality job training and the opportunity to earn well-paying jobs without having to complete a 4-year degree. This training is critical to closing the opportunity gap that exists in communities like mine in Mecklenburg County.

IBM, which employs more than 1,300 people in the 12th District, wrote to me just last week to remind us that jobs in growing technology fields demand candidates with high-tech skills that don't always require a traditional degree.

Mr. Speaker, I urge my colleagues to join me in reauthorizing CTE to continue modernizing today's workforce training and securing America's future.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 1 minute to the distinguished gentleman from Wisconsin (Mr. GROTHMAN).

Mr. GROTHMAN. Mr. Speaker, one good thing about voting for this bill is the rhetoric we are hearing from this Chamber today. It sounds like the drumbeat from high school guidance counselors, college recruiters, and politicians kowtowing to the education lobby that everybody has to go to a 4-year college or that it is even wise for people to go to a 4-year college is beginning to come to an end.

I am glad, under this bill, we are going to make it easier for students to get a degree focused on skills. For some, that degree could be 1 year; for some, it could be 2 years. Frequently, these degrees lead to jobs that are higher paying than many jobs that you get after you have a 4-year degree.

Not only are they higher paying, but I think they result in more job security because you are not a generalist who will get laid off when you are 45 or 50 and not find a job. But if you have a skill, that skill is something in which you can still get a job when you are 50, 55, 60, or 65. Therefore, I am proud to announce for this bill today.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentleman from California (Mr. DESAULNIER).

Mr. DESAULNIER. Mr. Speaker, I want to congratulate my friend from Illinois and also my friend Mr. THOMPSON for this bipartisan bill. I am happy to support it and hear all of my colleagues enthusiastically support it.

Career and technical education gives students the opportunity to get technical experience regardless of whether

their next step out of high school is to immediately join the workforce or to go to college.

In my district, I have had the opportunity to visit many students in programs that benefit from the inclusions of career pathways in their high school curriculum. Mt. Diablo High School students, for example, create a farm-to-table restaurant experience, while Pittsburg High Schoolers design computer animations as a part of the school's Green Engineering Academy. At De Anza High School in Richmond, California, they run an Information Technology Academy focusing on IT career skills, while providing their community IT services free of charge.

By enacting this bipartisan legislation, Congress will affirmatively take steps to update our Nation's educational vision and will propel today's students into tomorrow's workforce.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 30 seconds to the gentleman from Virginia (Mr. BRAT), who is a member of the Education and the Workforce Committee.

Mr. BRAT. Mr. Speaker, I rise today in strong support of the Strengthening Career and Technical Education for the 21st Century Act.

The economy is not growing as it should be—about 0.7 percent last quarter—and according to many of the employers in my district, our workforce is not prepared to meet the needs of today, let alone the future.

This legislation is important because it recognizes that we need an education system that best prepares our kids for the future—a future in business—as soon as they hit K-12, and they should be ready to enter the job market or move on to additional training. Traditional 4-year colleges and universities cannot be the only pathway for the next generation of students.

In Virginia, there were nearly 110,000 postsecondary students enrolled in CTE courses in the 2014 year. Programs I am privileged to represent in Virginia's Seventh Congressional District include Amelia Nottoway Technical Center, the Chesterfield Governor's Career and Technical Academy, and Chesterfield County Public Schools Governor's Health Sciences Academy.

While these innovative programs in my district have excelled, technical skills and on-the-job training must be ingrained in the thinking of our entire K-12 educational system, across the curriculum, in every class. I believe this bill is a positive step in that direction.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1½ minutes to the distinguished gentleman from New Jersey (Mr. NORCROSS).

Mr. NORCROSS. Mr. Speaker, I thank my colleague from Illinois for yielding me the time.

Certainly, we are in the House today and sending a very clear message that career and technical skills matter, and I rise in support of this bill. For a 4-year college, that pathway is certainly

great for some, but not all. Technical training helped shape my life from community college to the construction site and, yes, here to Congress.

Career and technical education, or CTE, is often overlooked, and it shouldn't be. We need electricians and computer programmers just as much as we need doctors and engineers. In my State of New Jersey, 9 out of 10 of the fastest growing occupations don't require a 4-year degree, but they do require a certificate or on-the-job training.

This is an important reauthorization bill that will go a long way to providing students with opportunities to build skills that they need for those fast-growing, high-paying jobs.

I want to thank the sponsors for including my provision that will allow high schools to give more information on that career path in technical education.

Don Borden, who is the president of Camden County College in my State, says that we have an "understanding of the types of educational programs we need to provide for our students," and that "will lead to meaningful employment."

This is about employment and careers, to train the students on available curriculum, on available jobs. I urge support of this jobs bill.

□ 1430

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 30 seconds to the distinguished gentleman from Kansas (Mr. ESTES).

Mr. ESTES of Kansas. Mr. Speaker, I rise today in support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act.

I urge all Members to vote for this bipartisan bill that allows our educational institutions the ability to better adapt their programs to the specific needs of their students. This bill will give States and localities more flexibility in how to use Federal money for career and technical education programs, which will ultimately help Americans find the jobs they need.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1½ minutes to the gentleman from Delaware (Ms. BLUNT ROCHESTER).

Ms. BLUNT ROCHESTER. Mr. Speaker, I thank the gentleman for yielding.

Mr. Speaker, I rise today in support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act. This important legislation would allow more Americans to enter the workforce with the skills needed to compete for high-skilled, in-demand jobs.

Delaware employers tell me they need a skilled workforce. CTE support is a vital tool in addressing the skills gap in many industries in our country. Our support ensures that all students have access to high-quality CTE programs. It allows States to strengthen these programs, providing hands-on

learning opportunities that lead to higher graduation rates as well as better postsecondary and career options.

In 2012, Delaware started Pathways to Prosperity to give high school students an industry-recognized certificate, college credits, and relevant work experience, all before they graduate. In 2 years, it has grown from 30 students to over 6,000 students, who are now better suited to determine their next steps and build a career.

I thank Mr. THOMPSON and also Mr. KRISHNAMOORTHI for their leadership, and I urge my colleagues to support this bipartisan legislation.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield 30 seconds to the gentleman from Ohio (Mr. DAVIDSON).

Mr. DAVIDSON. Mr. Speaker, I thank the Congressman from Pennsylvania for yielding.

As a former manufacturer, I have experienced firsthand the importance of career technical education in promoting meaningful work. It is especially helpful for helping people transition from a social safety net or a second-chance program, but I have seen it firsthand. For high school students and for adults who change careers, it can truly change lives.

I encourage my colleagues to support this legislation. I am confident it can do for our country what it has done in the Eighth District of Ohio.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield 1 minute to the gentleman from Illinois (Mr. LIPINSKI).

Mr. LIPINSKI. Mr. Speaker, I thank the gentleman for yielding and for his great work on this bill that would reauthorize a program that is critical to both American workers and businesses, and the future of our American economy.

I am continuously hearing from family-owned manufactures across my district, such as Atlas Tool and Die and ODM, that they cannot find workers with the skills they need to fill good-paying jobs. I hear this from companies also like Boeing, Intel, and Abbott. At the same time, millions of Americans are struggling to find jobs, but they don't have the skills that they need.

This bill addresses this problem by supporting career and technical education programs that are matched to regional, State, and local labor markets. These applied science, technology, engineering and mathematics, or STEM education programs, are an important component of the innovation engine that drives our economy.

As we work to move innovative technologies into the marketplace, we need a skilled workforce to build and implement them. We also need to make sure that our innovation economy benefits all Americans, especially the middle class.

I thank my colleagues for this bill and urge all my colleagues to support it.

The SPEAKER pro tempore. The time of the gentleman has expired.

Mr. KRISHNAMOORTHI. I yield the gentleman an additional 30 seconds.

Mr. LIPINSKI. I want to thank Mr. KRISHNAMOORTHI for all his work on this bill, and I thank the Republicans for their work. It is a good, bipartisan bill. It is something that America needs to help strengthen our economy and help strengthen America's middle class.

Mr. KRISHNAMOORTHI. Mr. Speaker, I yield myself the balance of my time.

I would like to thank my staff and committee staff for all their work on this bill. I especially want to thank Alex Payne, the lead committee staffer on career and technical education from our side, who, unfortunately, couldn't be here with us today, due to the death of his father. I want to thank Congressman THOMPSON for his incredible leadership on this bill for all these years.

I also want to say that the main purpose of this bill is to coordinate what is taught in CTE classes with workforce demands. H.R. 2353 requires State plans to show how CTE curricula aligns with in-demand careers. School districts must consult business leaders, educators, parents, community leaders, representatives of special populations, and others to determine the most promising career fields. This bipartisan bill gives everyone a seat at the table and makes sure no one is left behind.

I also want to thank Chairwoman FOXX and Ranking Member SCOTT for their incredible leadership on this bill.

I want to take note of the fact that this is a bipartisan bill, at a time when bipartisanship is so needed in this town. I urge the Senate to take up our bill, and I urge a "yes" vote.

Mr. Speaker, I yield back the balance of my time.

Mr. THOMPSON of Pennsylvania. Mr. Speaker, I yield myself the balance of my time.

Mr. Speaker, H.R. 2353 has the power to improve the lives of countless Americans. By modernizing career and technical education, we can help prepare more men and women from all walks of life to succeed in the workforce.

I would like to note that it is important we continue to fund these programs at the authorized levels so the programs can adequately serve students of all ages. We really have an opportunity to make a positive difference today, and I couldn't be prouder of the bipartisan work that went into this.

Once again, I want to thank Representative KRISHNAMOORTHI as well as all the members of the House Committee on Education and the Workforce. I would be remiss not to thank my education staff on my team, Katie Brown; Education and the Workforce staffers, James Redstone and Alex Payne; and all of our colleagues, for their diligent work on this important piece of legislation.

Mr. Speaker, I urge all Members to vote in favor of H.R. 2353, and I yield back the balance of my time.

Mr. MCKINLEY. Mr. Speaker, the Strengthening Career and Technical Education for the 21st Century Act is a long overdue reform and

reauthorization of the federal career and technical education (CTE) program. Unfortunately, I remain concerned that the bill included changes to the funding formula for states that would result in significant cuts to CTE funding for West Virginia and several other states beginning in 2021.

The removal of a hold harmless provision will result in a direct loss of \$4.07 million to West Virginia, a cut of nearly 20 percent over a three-year period. Given West Virginia's economic struggles in recent years, we can ill afford drastic cuts to workforce training programs. As the legislative process continues, I urge the U.S. Senate to find an equitable solution and consider states that will be disadvantaged by the removal of the hold harmless provision.

Without additional changes to the funding formula, in its current form I will oppose the bill.

Mr. GENE GREEN of Texas. Mr. Speaker, I rise in support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act.

High school, community college, and trade school students in Houston and Harris County, Texas deserve the opportunity to receive a high-quality career and technical education (CTE). CTE education is the pathway for many in our community and throughout our great country to a good paying job and the middle class.

High-quality CTE programs are critical for our nation's economy. Nearly every sector of our economy, from refiners and shipbuilders along the Houston Ship Channel to medical device manufacturers and information technology firms, rely on skilled STEM-educated workers to innovate and compete in the global marketplace.

For over thirty years, the federal government has provided direct support to CTE programs nationwide through the Perkins Career and Technical Education Act. Congress has not successfully reauthorized the Perkins Act in 11 years, delaying the needed reforms and additional resources our CTE students deserve.

Today's legislation delivers the reforms and resources that will help improve our local career and technical education programs. The Strengthening Career and Technical Education for the 21st Century Act will provide states more flexibility in the use of federal resources in response to changes in education and the economy and reduce administrative burdens and simplify the process for states to apply for federal resources. This legislation will increase federal investment in CTE program by nine percent over the life of the authorization and reward success and innovation in CTE program practices that have been proven to best serve students and employers.

I ask all my colleagues to join in supporting this bipartisan legislation that is broadly supported by job creators and educators from across our great nation.

Mr. MITCHELL. Mr. Speaker, I rise today to support the Strengthening Career and Technical Education Act.

I devoted 35 years to workforce education so I know the career and economic opportunities possible through technical education. The Bureau of Labor Statistics reports that there are 90 distinct career paths in my home state—Michigan—offering an average salary of \$50 thousand or more that do not require

a 4 year college degree. That salary is well above the state median annual wage of \$45 thousand.

Yet we lack effective technical training opportunities to reach those paths. Too often young people are unaware of those opportunities and far too often access to career and technical education is lacking. CTE programs give students the opportunities to experience those careers and build skills needed for careers.

This bipartisan legislation updates federal law to support CTE programs and to improve access. I urge all of my colleagues to support this legislation.

Mr. ROE of Tennessee. Mr. Speaker, I rise today in support of H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act, which reauthorizes the Carl D. Perkins Career and Technical Education Act.

Mr. Speaker, it's estimated that the U.S. spends \$1.6 trillion dollars on human capital development each year. That includes spending on K-12 education, post-secondary education, and employer-based training. In spite of all that spending, fewer than half of Americans ages 25 to 64 have completed a credential beyond high school. All over my district I hear from employers about the need for workers with the right skills. Career and technical education is one way to do this.

I am pleased this legislation encourages states to utilize work-based learning, but I would also note that I think we can further strengthen it by encouraging apprenticeships, both registered and unregistered. As our nation continues to transition itself from analog to digital, so must our workforce. Apprenticeships are needed not only in traditional trades, but also in emerging fields like advanced manufacturing and the technology sector. President Trump demonstrated his commitment to this workforce development model in a speech last week, and I look forward to working on this model with the Chairwoman.

With these important reforms, we can help ensure the labor force of tomorrow has the skills it needs.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Pennsylvania (Mr. THOMPSON) that the House suspend the rules and pass the bill, H.R. 2353, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

WATER SUPPLY PERMITTING COORDINATION ACT

GENERAL LEAVE

Mr. LAMBORN. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and to include extraneous material on the bill.

The SPEAKER pro tempore (Mr. GOSAR). Is there objection to the request of the gentleman from Colorado?

There was no objection.

The SPEAKER pro tempore. Pursuant to House Resolution 392 and rule

XVIII, the Chair declares the House in the Committee of the Whole House on the state of the Union for the consideration of the bill, H.R. 1654.

The Chair appoints the gentleman from Texas (Mr. POE) to preside over the Committee of the Whole.

□ 1440

IN THE COMMITTEE OF THE WHOLE

Accordingly, the House resolved itself into the Committee of the Whole House on the state of the Union for the consideration of the bill (H.R. 1654) to authorize the Secretary of the Interior to coordinate Federal and State permitting processes related to the construction of new surface water storage projects on lands under the jurisdiction of the Secretary of the Interior and the Secretary of Agriculture and to designate the Bureau of Reclamation as the lead agency for permit processing, and for other purposes, with Mr. POE of Texas in the chair.

The Clerk read the title of the bill.

The CHAIR. Pursuant to the rule, the bill is considered read the first time.

The gentleman from Colorado (Mr. LAMBORN) and the gentleman from California (Mr. HUFFMAN) each will control 30 minutes.

The Chair recognizes the gentleman from Colorado.

Mr. LAMBORN. Mr. Chairman, I yield myself such time as I may consume.

Today, the House meets for the second day in a row to consider another infrastructure bill that has come from the House Natural Resources Committee and its Subcommittee on Water, Power, and Oceans, of which I have the honor of chairing. My subcommittee has a strong infrastructure agenda, already hearing testimony on a number of bills aimed at improving our Nation's infrastructure and advancing an all-of-the-above energy and water strategy.

Many of our bills, including H.R. 1654, which we are considering today, apply simple solutions to expedite maintenance or construction of water and power infrastructure throughout the Nation. It is vital to rebuild our Nation's infrastructure, and one of the biggest roadblocks is the excess of regulatory red tape that applicants have to wade through before they can even move one shovel of dirt.

In Colorado, where I live, a water project was recently completed where water owned by the city of Colorado Springs was taken from a reservoir 60 miles to the south to the city of Colorado Springs for treatment and distribution. The project took 6 years to build. But before that could happen, there were over 200 permits and applications that had to be granted, any one of which could have stopped the whole thing, and that cost \$160 million in application fees, lawyers' time, and mitigation. That took 8 years. That took longer than the project itself.

Congressman TOM MCCLINTOCK's Water Supply Permitting Coordination