

## Perkins Side-by-Side

Topic	Perkins IV	Perkins V	Analysis
<b>Title</b>	Short Title.—This Act may be cited as the “Carl D. Perkins Career and Technical Education Act of 2006”	Short Title.—This Act may be cited as the “Strengthening Career and Technical Education for the 21st Century Act”	Changes the name of the Act. For ease of reference of comparison, the 2006 Act will be referred to here as Perkins IV and the 2018 Act will be referred to here as Perkins V.
<b>Purpose</b>	The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by—	The purpose of this Act is to develop more fully the <b>academic knowledge</b> and technical and <b>employability skills</b> of secondary education students and postsecondary education students who elect to enroll in career and technical education programs <b>and programs of study</b> , by—	“Academic knowledge” replaces “academic skills” and the concept of “employability skills” is added to the core purposes of the Act.  Adds “programs of study” in addition to “programs” for the students who elect to enroll in Career Technical Education (CTE).
	(1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;	(1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or <b>in-demand</b> occupations in current or emerging professions;	Changes reference from “high-demand occupations” to “in-demand occupations.” “In-demand industry sector or occupation” is a defined term in the Workforce Innovation and Opportunity Act (WIOA) and is now defined in Perkins V (see below for this definition).
	(2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;	(2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;	No change.
	(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;	(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;	Removes reference to “tech prep education.” Tech Prep was eliminated under Perkins V.

	(4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;	(4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs <b>and programs of study</b> , services, and activities;	Adds “programs of study” in addition to “programs.”
	(5) providing technical assistance that— (A) promotes leadership, initial preparation, and professional development at the State and local levels; and (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;	(5) providing technical assistance that— (A) promotes leadership, initial preparation, and professional development at the State and local levels; and (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;	No change.
	(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and	(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;	No change.
	(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.	(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and	No change.
		(8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged	Adds a purpose of the Act to focus on increasing employment opportunities for special populations.

		out of, the foster care system, and homeless individuals.	
<b>Definitions</b>	(1) ADMINISTRATION.—The term “administration”, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.	(1) ADMINISTRATION.—The term “administration”, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.	No change.
	(2) ALL ASPECTS OF AN INDUSTRY.—The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter, including information as described in section 118.	(2) ALL ASPECTS OF AN INDUSTRY.—The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.	Removes reference to section 118, which was “Occupational and Employment Information” program and was eliminated from Perkins V.
	(3) AREA CAREER AND TECHNICAL EDUCATION SCHOOL.—The term “area career and technical education school” means— (A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market; (B) the department of a public secondary school exclusively or principally used for providing career and technical education in	(3) AREA CAREER AND TECHNICAL EDUCATION SCHOOL.—The term “area career and technical education school” means— (A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market; (B) the department of a public secondary school exclusively or principally used for providing career and technical education in	Reduces the number of required occupational fields that must be offered from five to three. There is additional emphasis on occupational fields offered in high-skill, high-wage or “in-demand industry sectors or occupations”, but this does not constitute a new requirement.

	<p>not fewer than 5 different occupational fields to individuals who are available for study in preparation for entering the labor market;</p> <p>(C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or</p> <p>(D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 5 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.</p>	<p>not fewer than <b>3</b> different fields that are available to all students, especially in high-skill, high-wage, or <b>in-demand industry sectors or occupations;</b></p> <p>(C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or</p> <p>(D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than <b>3</b> different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.</p>	
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	<p>(4) ARTICULATION AGREEMENT.— The term “articulation agreement” means a written commitment—</p> <p>(A) that is agreed upon at the State level or approved annually by the lead administrators of—</p> <p>(i) a secondary institution and a postsecondary educational institution; or</p> <p>(ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and</p> <p>(B) to a program that is—</p> <p>(i) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and</p> <p>(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).</p>	<p>(4) ARTICULATION AGREEMENT.— The term “articulation agreement” means a written commitment—</p> <p>(A) that is agreed upon at the State level or approved annually by the lead administrators of—</p> <p>(i) a secondary institution and a postsecondary educational institution; or</p> <p>(ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and</p> <p>(B) to a program that is—</p> <p>(i) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and</p> <p>(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).</p>	<p>No change.</p>
	<p>(5) CAREER AND TECHNICAL EDUCATION.—The term “career and technical education” means organized educational activities that—</p> <p>(A) offer a sequence of courses</p>	<p>(5) CAREER AND TECHNICAL EDUCATION.—The term “career and technical education” means organized educational activities that—</p> <p>(A) offer a sequence of courses</p>	<p>Changes the definition of “Career and Technical Education,” and, as with Perkins IV, this definition determines which activities can be funded.</p>

	<p>that—</p> <ul style="list-style-type: none"> <li>(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;</li> <li>(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and</li> <li>(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and</li> </ul> <p>(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.</p>	<p>that—</p> <ul style="list-style-type: none"> <li>(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, 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;</li> <li>(ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and</li> <li>(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;</li> </ul> <p>(B) include competency-based, work-based, or other applied learning that supports the</p>	<ul style="list-style-type: none"> <li>• Specifies that content must be aligned with the Every Student Succeeds Act’s (ESSA) state-identified academic standards at the secondary level and with rigorous academic standards at the postsecondary level.</li> <li>• Adds new emphasis on high-skill, high-wage, or “in-demand industry sectors or occupations”, although this does not constitute a new requirement.</li> <li>• References the WIOA term “recognized postsecondary credential,” which includes a spectrum of credentials, but limits the list for the purposes of this law to industry-recognized credentials, certificates or associate degrees to ensure funding remains focused on sub-baccalaureate credentials.</li> <li>• Adds new references to work-based learning, career exploration and secondary-postsecondary connections, although none are specifically required.</li> </ul>
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		<p>development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;</p> <p>(C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and</p> <p>(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).</p>	
	<p><b>(6) CAREER AND TECHNICAL STUDENT ORGANIZATION.—</b>  <b>(A) IN GENERAL.—</b>The term “career and technical student organization” means an organization for individuals enrolled in a career and technical education program that engages in career and technical education</p>	<p><b>(6) CAREER AND TECHNICAL STUDENT ORGANIZATION.—</b>  <b>(A) In general.—</b>The term “career and technical student organization” means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional</p>	<p>No change.</p>

	<p>activities as an integral part of the instructional program.  <b>(B) STATE AND NATIONAL UNITS.</b>—An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.</p>	<p>program.  <b>(B) State and national units.</b>—An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.</p>	
	<p><b>(7) CAREER GUIDANCE AND ACADEMIC COUNSELING.</b>—The term “career guidance and academic counseling” means guidance and counseling that—          (A) provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual’s occupational and academic future; and          (B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs.</p>	<p><b>(7) CAREER GUIDANCE AND ACADEMIC COUNSELING.</b>—The term “career guidance and academic counseling” means guidance and counseling that—          (A) provides access for students (and, as appropriate, parents and <b>out-of-school youth</b>) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;          (B) provides information <b>to students (and, as appropriate, parents and out-of-school youth)</b> with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and          (C) may provide assistance for special populations with respect to direct support services that enable students to</p>	<p>Adds “out-of-school youth” to the list of who, as appropriate, should be provided/have access to career guidance and academic counseling. Adds a focus on access to information about career awareness exploration opportunities.</p> <p>Specifies that information about career options should be provided to students and as appropriate, parents and out-of-school youth. Adds that information provided should include information about job training, secondary education options, associate degree programs, dual or concurrent enrollment programs, work-based learning opportunities, early college high school, financial literacy and support services, as appropriate.</p> <p>Adds that career guidance and academic counseling may also include providing assistance for special populations through</p>



		<p>persist in and complete career and technical education, programs of study, or career pathways.</p>	<p>direct support services that would support persistence and completion of CTE, programs of study or career pathways.</p>
	<p>No similar term.</p>	<p>(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).</p>	<p>New definition: Term as defined in WIOA, which is:          The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—</p> <ul style="list-style-type: none"> <li>(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;</li> <li>(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);</li> <li>(C) includes counseling to support an individual in achieving the individual’s education and career goals;</li> <li>(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;</li> </ul>

			<p>(E) organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;</p> <p>(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and</p> <p>(G) helps an individual enter or advance within a specific occupation or occupational cluster.</p>
	<p>(8) CHARTER SCHOOL.—The term “charter school” has the meaning given the term in section 5210 of the Elementary and Secondary Education Act of 1965.</p>	<p>(9) CHARTER SCHOOL.—The term “charter school” has the meaning given the term in section 4310 of the Elementary and Secondary Education Act of 1965.</p>	<p>Updates reference to the term as it is defined in ESSA, which is: —The term “charter school” means a public school that—</p> <p>(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;</p> <p>(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;</p> <p>(C) operates in pursuit of a specific set of educational objectives determined by the school’s</p>

			<p>developer and agreed to by the authorized public chartering agency;</p> <p>(D) provides a program of elementary or secondary education, or both;</p> <p>(E) is nonsectarian in its programs, admissions policies, employment practices and all other operations, and is not affiliated with a sectarian school or religious institution;</p> <p>(F) does not charge tuition;</p> <p>(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act (IDEA);</p> <p>(H) is a school to which parents choose to send their children, and that—</p> <p style="padding-left: 40px;">(i) admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or</p>
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			<p>(ii) in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);</p> <p>(I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;</p> <p>(J) meets all applicable Federal, State and local health and safety requirements;</p> <p>(K) operates in accordance with State law;</p> <p>(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be</p>
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			measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and (M) may serve students in early childhood education programs or postsecondary students.
(9) COOPERATIVE EDUCATION.—The term “cooperative education” means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation— (A) shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and (B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.	(10) COOPERATIVE EDUCATION.—The term “cooperative education” means a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation— (A) shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and (B) may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.	No change.	
(10) DISPLACED HOMEMAKER.—The term “displaced homemaker” means an individual who—	See “out-of-workforce individual” definition.	Removes this definition, but the content of it is contained within the definition of an “out-of-workforce individual” (see below).	

	<p>(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;</p> <p>(ii) has been dependent on the income of another family member but is no longer supported by that income; or</p> <p>(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and</p> <p>(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>		
<p>See articulation agreement definition.</p>		<p>(11) CREDIT TRANSFER AGREEMENT.—The term ‘credit transfer agreement’ means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions or systems that grant students transcribed postsecondary credit, which may include credit granted to students in dual or concurrent enrollment programs, early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.</p>	<p>New definition: Encompasses formal agreements among and between secondary and postsecondary education institutions that grant transcribed postsecondary credit, which can be granted to students through a variety of means, such as dual or concurrent enrollment programs, credit granted on the basis of performance on technical assessments and more.</p> <p>This definition is referenced within the definition of an articulation agreement and in the secondary performance indicator of program quality.</p>

	(11) EDUCATIONAL SERVICE AGENCY.—The term “educational service agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.	(17) EDUCATIONAL SERVICE AGENCY.—The term “educational service agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.	Updates reference to the term as it is defined in ESSA, which is: The term “educational service agency” means a regional public multiservice agency authorized by State statute to develop, manage and provide services or programs to local educational agencies.
No similar term.		(12) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means— (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and (B) at the postsecondary level, a student enrolled in an eligible recipient who has— (i) earned at least 12 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.	New definition: Under Perkins IV, eligible agencies determined how they defined a CTE concentrator.  A CTE concentrator is the primary unit of analysis for Perkins V’s accountability requirements.
No similar term.		(13) CTE PARTICIPANT.—The term ‘CTE participant’ means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.	New definition: This definition is not used with regard to accountability requirements. It is referred to in the reserve fund, National Activities, and elements of the local application and local uses of funds.
	(12) ELIGIBLE AGENCY.—The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the	(18) ELIGIBLE AGENCY.—The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and	No change.

	<p>supervision of the administration of career and technical education in the State.</p>	<p>technical education in the State.</p>	
	<p>(13) ELIGIBLE INSTITUTION.—The term “eligible institution” means—                  (A) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry recognized credential, a certificate, or a degree;                  (B) a local educational agency providing education at the postsecondary level;                  (C) an area career and technical education school providing education at the postsecondary level;                  (D) 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.);                  (E) an educational service agency; or                  (F) a consortium of 2 or more of the entities described in subparagraphs (A) through (E).</p>	<p>(20) ELIGIBLE INSTITUTION.—The term “eligible institution” means—                  (A) a consortium of 2 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 or a recognized postsecondary credential, including 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;  <b>(E) an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the State;</b>                  (F) a postsecondary educational institution controlled by the Bureau of Indian Education 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</p>	<p>Re-orders the listing of entities under the “eligible institution” definition to list consortia at the beginning of the list rather than at the end, this change has no meaningful effect other than to more directly highlight consortia as an option.</p> <p>Clause (E) adds Indian Tribes, Tribal organizations, and Tribal educational agencies along with tribally controlled colleges or universities.</p>



		Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.); <b>(G) a tribally controlled college or university; or</b> (H) an educational service agency.	
No similar term.	(14) DIRECTOR.—The term ‘Director’ means the Director of the Institute of Education Sciences.		New definition: The Director of the Institute of Education Sciences (IES) is referred to in the National Activities section and brought in as a partner in administering data collection, research and evaluation activities.
(14) ELIGIBLE RECIPIENT.—The term “eligible recipient” means— (A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or (B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.	(21) ELIGIBLE RECIPIENT.—The term “eligible recipient” means— (A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, <b>an Indian Tribe, Tribal organization, or Tribal educational agency</b> or a consortium, eligible to receive assistance under section 131; or (B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.		Adds Indian Tribes, Tribal organizations and Tribal educational agencies.
No similar term.	(15) DUAL OR CONCURRENT ENROLLMENT PROGRAM.—The term ‘dual or concurrent enrollment program’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.		New definition: Term as it is defined in ESSA, which is: The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to

			enroll in one or more postsecondary courses and earn postsecondary credit that— (A) is transferable to the institutions of higher education in the partnership; and (B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.) (HEA).
(15) GOVERNOR.—The term “Governor” means the chief executive officer of a State.	(24) GOVERNOR.—The term “Governor” means the chief executive officer of a State.		No change.
No similar term.	(16) 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.		New definition: Term as it is defined in ESSA, which is: The term “early college high school” means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant’s family.
(16) INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY.—The term “individual with limited English proficiency” means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and—	(22) 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; or (B) an adult or an out-of-school youth who has limited ability in speaking,		Part B of this definition is unchanged in Perkins V. Part A of this definition is updated to refer to the term as it is defined in ESSA, which is: The term “English learner,” when used with respect to an individual, means an individual— (A) who is aged through 21;

	<p>(A) whose native language is a language other than English; or                  (B) who lives in a family or community environment in which a language other than English is the dominant language.</p>	<p>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 or community in which a language other than English is the dominant language.</p>	<p>(B) who is enrolled or preparing to enroll in an elementary school or secondary school;                  (C)(i) who was not born in the United States or whose native language is a language other than English;                  (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and                  (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or                  (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and                  (D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual—                  (i) the ability to meet the challenging State academic standards;                  (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or</p>
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	<p>No similar term.</p>	<p>(19) ELIGIBLE ENTITY.—The term ‘eligible entity’ means a consortium that includes the following:</p> <p>(A) Representatives of not less than 2 of the following categories of entities, 1 of which shall serve as the fiscal agent for the consortium:</p> <ul style="list-style-type: none"> <li>(i) A local educational agency or a consortium of such agencies.</li> <li>(ii) An educational service agency serving secondary school students.</li> <li>(iii) An area career and technical education school or a consortium of such schools.</li> <li>(iv) An Indian Tribe, Tribal organization, or Tribal education agency.</li> <li>(v) An institution of higher education whose most common degree awarded is an associate degree, or a consortium of such institutions.</li> <li>(vi) An institution of higher education whose most common degree awarded is a bachelor's or higher degree, or a consortium of such institutions.</li> <li>(vii) A state educational agency.</li> </ul> <p>(B) One or more business or industry representative partners, which may include representatives of local or regional businesses or industries, including industry or</p>	<p>(iii) the opportunity to participate fully in society.</p> <p>New definition: Referenced <b>only</b> in regard to the competitive grant program in the National Activities section; does not apply to which entities are eligible for funding under the Basic State Grant.</p>
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		<p>sector partnerships in the local area, local workforce development boards, or labor organizations.                  (C) One or more stakeholders, which may include —</p> <ul style="list-style-type: none"> <li>(i) parents and students;</li> <li>(ii) 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 (<u>20 U.S.C. 6472</u>));</li> <li>(iii) representatives of Indian tribes and Tribal organizations, where applicable;</li> <li>(iv) representatives of minority serving institutions (as described in paragraphs (1) through (7) of section 371(a) of the Higher Education Act of 1965 (20 U.S.C. 1067q(a)), where applicable;</li> <li>(v) representatives of special populations;</li> <li>(vi) representative of adult career and technical education providers; or</li> <li>(vii) other relevant community stakeholders.</li> </ul>	
	<p><b>(25) SCIENTIFICALLY BASED RESEARCH.</b>—The term “scientifically based research” means research that is carried out using scientifically based</p>	<p><b>(23) EVIDENCE-BASED.</b>—The term ‘evidence-based’ has the meaning given the term in section 8101(21)(A) of the Elementary and Secondary Education Act</p>	<p>Replaces “scientifically-based” with “evidence-based” to align with the definition used in ESSA, which is: <b>EVIDENCE-BASED.</b>—</p>

	<p>research standards, as defined in section 102 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9501).</p>	<p>of 1965.</p>	<p>(A) IN GENERAL.—Except as provided in subparagraph  (B), the term “evidence-based,” when used with respect to  a State, local educational agency or school activity, means  an activity, strategy or intervention that—</p> <ul style="list-style-type: none"> <li>(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— <ul style="list-style-type: none"> <li>(I) strong evidence from at least one well-designed and well-implemented experimental study;</li> <li>(II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or</li> <li>(III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or</li> </ul> </li> <li>(ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and <ul style="list-style-type: none"> <li>(II) includes ongoing efforts to examine the effects of such activity, strategy or intervention.</li> </ul> </li> </ul>
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	No similar term.	(25) HIGH SCHOOL.—The term ‘high school’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.	New definition: Term as it is defined in ESSA, which is: The term “‘high school’” means a secondary school that— (A) grants a diploma, as defined by the State; and (B) includes, at least, grade 12.
	No similar term.	(26) 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).	New definition: Term as it is defined in WIOA, which is: (A) IN GENERAL. The term “‘in-demand industry sector or occupation’” means— (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional or local economy, as appropriate. (B) DETERMINATION.—The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State

			and regional business and labor market projections, including the use of labor market information.
No similar term.	(27) INDIAN; INDIAN TRIBE.— The terms ‘Indian’ and ‘Indian Tribe’ have the meanings given the terms ‘Indian’ and ‘Indian tribe’, respectively, in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).		New definition: Referenced in the definitions of eligible recipient and eligible institution, meaning that Indian Tribes are now eligible for Perkins Basic State Grant funds. Also referenced in the definition of an eligible entity (see above).
(17) INDIVIDUAL WITH A DISABILITY.— (A) IN GENERAL.—The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). (B) INDIVIDUALS WITH DISABILITIES.—The term “individuals with disabilities” means more than 1 individual with a disability.	(28) INDIVIDUAL WITH DISABILITY.— (A) In general.—The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). (B) Individuals with disabilities.—The term “individuals with disabilities” means more than 1 individual with a disability.		No change.
No similar term.	(29) 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).		New definition: Term as it is defined in WIOA, which is: The term “industry or sector partnership” means a workforce collaborative, convened by or acting in partnership with a State board or local board, that— (A) organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership—



			<p>(i) representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;</p> <p>(ii) one or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and</p> <p>(iii) one or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and</p> <p>(B) may include representatives of—</p> <p>(i) State or local government;</p> <p>(ii) State or local economic development agencies;</p> <p>(iii) State boards or local boards, as appropriate;</p> <p>(iv) a State workforce agency or other entity providing employment services;</p> <p>(v) other State or local agencies;</p> <p>(vi) business or trade associations;</p> <p>(vii) economic development organizations;</p> <p>(viii) nonprofit organizations, community-based organizations, or intermediaries;</p> <p>(ix) philanthropic organizations;</p> <p>(x) industry associations; and</p> <p>(xi) other organizations, as determined to be necessary by the</p>
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			members comprising the industry or sector partnership.
(18) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.	(30) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965.		No change.
(19) LOCAL EDUCATIONAL AGENCY.—The term “local educational agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.	(31) LOCAL EDUCATIONAL AGENCY.—The term “local educational agency” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.		No change.
No similar term.	(32) 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 (29 U.S.C. 3122).		New definition: Term as it is defined in WIOA.
(20) NON-TRADITIONAL FIELDS.—The term “non-traditional fields” means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.	(33) NON-TRADITIONAL FIELDS.—The term “non-traditional fields” means occupations or fields of work, <b>such as</b> careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.		Changes “including” to “such as” to ensure that the definition is not unnecessarily limited to the fields listed and can adapt to the changing needs of the economy and labor market.
(21) OUTLYING AREA.—The term “outlying area” means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.	(34) OUTLYING AREA.—The term “outlying area” means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.		No change.

	No similar term.	(35) 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).	<p>New definition: Term as it is defined in WIOA, which is: The term “out-of-school youth means an individual who is—</p> <ul style="list-style-type: none"> <li>(i) not attending any school (as defined under State law);</li> <li>(ii) not younger than age 16 or older than age 24; and</li> <li>(iii) one or more of the following: <ul style="list-style-type: none"> <li>(I) A school dropout.</li> <li>(II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.</li> <li>(III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is— <ul style="list-style-type: none"> <li>(aa) basic skills deficient; or</li> <li>(bb) an English language learner.</li> </ul> </li> <li>(IV) An individual who is subject to the juvenile or adult justice system.</li> <li>(V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C.</li> </ul> </li> </ul>
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			<p>677), or in an out-of-home placement.                  (VI) An individual who is pregnant or parenting.                  (VII) A youth who is an individual with a disability.                  (VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.</p>
	<p>(10) <b>DISPLACED HOMEMAKER.</b>—The term “displaced homemaker” means an individual who—                  (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;                  (ii) has been dependent on the income of another family member but is no longer supported by that income; or                  (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and                  (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>	<p>(36) <b>OUT-OF-WORKFORCE INDIVIDUAL.</b>—The term ‘out-of-workforce individual’ means—                  (A) an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or                  (B) an individual who—                  (i) (I) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or                  (II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and                  (ii) is unemployed or underemployed and is experiencing</p>	<p>New definition: Part B of the definition is the definition of “displaced homemaker” as was originally included in Perkins IV. Part A of the definition is the term “displaced homemaker” as it is defined in WIOA, which is: The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home and who—                  (A)(i) has been dependent on the income of another family member but is no longer supported by that income; or                  (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active</p>

		<p>difficulty in obtaining or upgrading employment.</p>	<p>duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and                  (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.</p>
<p>No similar term.</p>		<p>(37) PARAPROFESSIONAL.—The term ‘paraprofessional’ has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.</p>	<p>New definition: Term as it is defined in ESSA, which is: The term “paraprofessional”, also known as a “paraeducator,” includes an education assistant and instructional assistant.</p>
<p>No similar term.</p>		<p>(38) PAY FOR SUCCESS INITIATIVE:                  (A) IN GENERAL.—Subject to subparagraph (B), the term ‘pay for success initiative’ means a performance-based grant, contract, or cooperative agreement awarded by a State or local public entity (such as a local educational agency) to a public or private non-profit entity—                  (i) in which a commitment is made to pay for improved outcomes that result in increased public value and social benefit to students and the public sector, such as improved student outcomes as evidenced by the indicators of performance</p>	<p>New definition: Referenced in the permissible uses of state leadership funds and as an allowable use of funds in the Innovation and Modernization grant program authorized in the National Activities section (Section 114).</p>

		<p>described in section 113(b)(2) and direct cost savings or cost avoidance to the public sector; and</p> <p>(ii) that includes—</p> <ul style="list-style-type: none"> <li>(I) a feasibility study on the initiative describing how the proposed intervention is based on evidence of effectiveness;</li> <li>(II) a rigorous, third-party evaluation that uses experimental or quasi-experimental design or other research methodologies that allow for the strongest possible causal inferences to determine whether the initiative has met its proposed outcomes;</li> <li>(III) an annual, publicly available report on the progress of the initiative; and</li> <li>(IV) a requirement that payments are made to the recipient of a grant, contract, or cooperative agreement only when agreed upon outcomes are achieved, except that the entity may make payments to the third party conducting the evaluation described in subparagraph (II).</li> </ul> <p>(B) EXCLUSION. —The term ‘pay</p>	
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		<p>for success initiative’ does not include any initiative that—</p> <ul style="list-style-type: none"> <li>(i) reduces the special education or related services that a student would otherwise receive under the Individuals with Disabilities Education Act; or</li> <li>(ii) otherwise reduces the rights of a student or the obligations of an entity under the Individuals with Disabilities Education Act, 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.</li> </ul>	
	<p>(22) POSTSECONDARY EDUCATIONAL INSTITUTION.—The term “postsecondary educational institution” means—</p> <ul style="list-style-type: none"> <li>(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;</li> <li>(B) a tribally controlled college or university; or</li> <li>(C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.</li> </ul>	<p>(39) POSTSECONDARY EDUCATIONAL INSTITUTION.—The term “postsecondary educational institution” means—</p> <ul style="list-style-type: none"> <li>(A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;</li> <li>(B) a tribally controlled college or university; or</li> <li>(C) a nonprofit educational institution offering certificate <b>or other skilled training programs</b> at the postsecondary level.</li> </ul>	<p>Changes reference to “apprenticeship programs” to “other skilled training programs.”</p>

	No similar term.	<p>(40) PROFESSIONAL DEVELOPMENT.—The term ‘professional development’ means activities that—</p> <p>(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary levels; and</p> <p>(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that—</p> <p>(i) improve and increase educators’—</p> <p>(I) knowledge of the academic and technical subjects;</p> <p>(II) understanding of how students learn; and</p> <p>(III) ability to analyze student work and achievement from</p>	<p>New Definition: Modeled off the professional development definition in ESSA, but contains more language that is CTE-relevant, as well as applicable to postsecondary CTE.</p>
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		<p>multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;</p> <p>(ii) are an integral part of eligible recipients' improvement plans;</p> <p>(iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;</p> <p>(iv) support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;</p> <p>(v) advance educator understanding of—</p> <ul style="list-style-type: none"> <li>(I) effective instructional strategies that are evidence-based; and</li> <li>(II) strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;</li> </ul> <p>(vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this</p>	
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		<p>Act;</p> <p>(vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;</p> <p>(viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluation used to improve the quality of professional development;</p> <p>(ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;</p> <p>(x) include instruction in the use of data and assessments to</p>	
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		<p>inform and instruct classroom practice;</p> <p>(xi) include instruction in ways that educators may work more effectively with parents and families;</p> <p>(xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;</p> <p>(xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers; or</p> <p>(xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.</p>	
	<p>Program of study defined in Sec. 122(c)(1)(A) as:</p> <p>(i) incorporate secondary education and postsecondary education elements;</p> <p>(ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary</p>	<p>(41) PROGRAM OF STUDY.—The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—</p> <p>(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and</p>	<p>New definition: Moves this definition from within the text of the legislation in Perkins IV to the definitions section in Perkins V. The term uses some of the existing language from current law, but adds requirements about increasing specificity over the course of the program of study and ensuring there are multiple entry and exit points.</p>

	<p>education with postsecondary education to adequately prepare students to succeed in postsecondary education;</p> <p>(iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and</p> <p>(iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;</p>	<p>Secondary Education Act of 1965;</p> <p>(B) addresses both academic and technical knowledge and skills, including employability skills;</p> <p><b>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;</b></p> <p><b>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);</b></p> <p><b>(E) has multiple entry and exit points that incorporate credentialing;</b> and</p> <p>(F) culminates in the attainment of a recognized postsecondary credential.</p>	
<p>No similar term.</p>		<p>(42) QUALIFIED INTERMEDIARY.— The term ‘qualified intermediary’ means a nonprofit entity, which may be part of an industry or sector partnership, that demonstrates expertise in building, connecting, sustaining, and measuring partnerships with entities such as employers, schools, community-based organizations, postsecondary institutions, social service organizations, economic development organizations, Indian tribes or Tribal organizations, and workforce systems to broker services, resources, and supports to youth and the organizations and systems that are designed to serve youth, including—</p> <p>(A) connecting employers to classrooms;</p>	<p>New definition: Referenced in the local uses of funds section.</p>

		<p>(B) assisting in the design and implementation of career and technical education programs and programs of study;</p> <p>(C) delivering professional development;</p> <p>(D) connecting students to internships and other work-based learning opportunities; and</p> <p>(E) developing personalized student supports.</p>	
No similar term.	(43) <b>RECOGNIZED POSTSECONDARY CREDENTIAL.</b> —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).	New definition: Term as it is defined in WIOA, which is: The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.	
(23) <b>POSTSECONDARY EDUCATION TECH PREP STUDENT.</b> — The term “postsecondary education tech prep student” means a student who— <p>(A) has completed the secondary education component of a tech prep program; and</p> <p>(B) has enrolled in the postsecondary education component of a tech prep program at an institution of higher education described in clause (i) or (ii) of section 203(a)(1)(B).</p>	No similar term.	Removes definition, as the Tech Prep program is no longer authorized under Perkins V.	
(24) <b>SCHOOL DROPOUT.</b> —The term “school dropout” means an individual who is no longer attending any school and	No similar term.	Removes definition. School dropout is now included in the definition of “out-of-school youth.”	

	who has not received a secondary school diploma or its recognized equivalent.		
	(26) SECONDARY EDUCATION TECH PREP STUDENT.—The term “secondary education tech prep student” means a secondary education student who has enrolled in 2 courses in the secondary education component of a tech prep program.	No similar term.	Removes definition, as the Tech Prep program is no longer authorized under Perkins V.
	(27) SECONDARY SCHOOL.—The term “secondary school” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965.	(44) SECONDARY SCHOOL.—The term “secondary school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.	No change, except to update reference to term as defined under ESSA.
	(28) SECRETARY.—The term “Secretary” means the Secretary of Education.	(45) SECRETARY.—The term “Secretary” means the Secretary of Education.	No change.
	No similar term.	(46) 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.	New definition: Term as it is defined in ESSA, which is “(A) SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL.—The term “specialized instructional support personnel” means— <ul style="list-style-type: none"> <li>(i) school counselors, school social workers and school psychologists; and</li> <li>(ii) other qualified professional personnel, such as school nurses, speech language pathologists and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic and other necessary services (including related services as that term is</li> </ul>

			defined in section 602 of IDEA (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs.
No similar term.	(47) 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.		New definition: Term as it is defined in ESSA, which is: The term “specialized instructional support services” means the services provided by specialized instructional support personnel.
(29) SPECIAL POPULATIONS.—The term “special populations” means— (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency.	(48) SPECIAL POPULATIONS.—The term “special populations” means— (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) <b>homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</b> (H) youth who are in, or have aged out of, the foster care system; and (I) <b>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</b>		Adds two new categories of special population students to the definition in Perkins IV to reflect changes made under ESSA: <ul style="list-style-type: none"> <li>• homeless individuals</li> <li>• youth with parents on active duty in the armed forces</li> </ul>

		<b>(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).</b>	
	(30) STATE.—The term “State”, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.	(49) STATE.—The term “State”, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.	No change.
	(31) SUPPORT SERVICES.—The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.	(50) SUPPORT SERVICES.—The term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel <b>(including paraprofessionals and specialized instructional support personnel)</b> , and instructional aids and devices.	Clarifies that supportive personnel includes paraprofessional and specialized instructional support personnel.
	(32) TECH PREP PROGRAM.—The term “tech prep program” means a tech prep program described in section 203(c).	No similar term.	Removes definition, as the Tech Prep program is no longer authorized under Perkins V.
	(33) TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY.—The term “tribally controlled college or university” has the meaning given the term in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801(a)).	(51) TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY.—The term “tribally controlled college or university” has the meaning given the term in section 2(a) of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801(a)).	No change.
	(34) TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION.—The term “tribally controlled postsecondary career and technical institution” means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the	(52) TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION.—The term “tribally controlled postsecondary career and technical institution” means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that subsection (a)(2) of such section shall not be applicable and the	



	<p>reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that—</p> <p>(A) is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or Indian tribes;</p> <p>(B) offers a technical degree or certificate granting program;</p> <p>(C) is governed by a board of directors or trustees, a majority of whom are Indians;</p> <p>(D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations;</p> <p>(E) has been in operation for at least 3 years;</p> <p>(F) holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and</p> <p>(G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.</p>	<p>reference to Secretary in subsection (a)(5) of such section shall be deemed to refer to the Secretary of the Interior) that—</p> <p>(A) is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian Tribe or Indian Tribes;</p> <p>(B) offers a technical degree or certificate granting program;</p> <p>(C) is governed by a board of directors or trustees, a majority of whom are Indians;</p> <p>(D) demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated Tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations <b>or tribal lands</b>;</p> <p>(E) has been in operation for at least 3 years;</p> <p>(F) holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for postsecondary career and technical education; and</p> <p>(G) enrolls the full-time equivalent of not less than 100 students, of whom a majority are Indians.</p>	<p>Adds “or tribal lands” after “reservations.”</p>
<p>No similar term.</p>		<p>(53) TRIBAL ORGANIZATION.—The term ‘Tribal organization’ has the meaning given the term ‘tribal organization’ in</p>	<p>New definition: Referenced in the definition of eligible recipient and eligible institution, meaning that Tribal organizations are now</p>

		section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).	eligible for Perkins funds provided in the Perkins Basic State Grant.
No similar term.		(54) 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.	New definition: Term as it is defined in ESSA, which references the definition in the Higher Education Opportunity Act, which is: The term “‘universal design for learning’” means a scientifically valid framework for guiding educational practice that— (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
No similar term.		(55) 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.	New definition: Notably, it is not the same definition used in WIOA, which is: “work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible;”  The term is referenced throughout Perkins V, including in the indicators of performance in the accountability section (Section 113).

<b>Transition Provisions</b>	The Secretary shall take such steps as the Secretary determines to be appropriate to provide for the orderly transition to the authority of this Act (as amended by the Carl D. Perkins Career and Technical Education Improvement Act of 2006) from any authority under the provisions of the Carl D. Perkins Vocational and Technical Education Act of 1998, as in effect on the day before the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Secretary shall give each eligible agency the opportunity to submit a transition plan for the first fiscal year following the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.	The Secretary shall take such steps as <b>are necessary</b> to provide for the orderly transition to the authority of this Act (as amended by the Strengthening Career and Technical Education for the 21 <sup>st</sup> Century Act) from any authority under the provisions of the Carl D. Perkins Vocational and Technical Education Act of 2006, as in effect on the day before the date of enactment of the Strengthening Career and Technical Education for the 21 <sup>st</sup> Century Act. The Secretary shall give each eligible agency the opportunity to submit a transition plan for the first fiscal year following the date of enactment of the Strengthening Career and Technical Education for the 21 <sup>st</sup> Century Act.	Changes the steps that the Secretary must take from those that the “the Secretary determines to be appropriate” to those that “are necessary.” Other changes reflect an update to the name of the Act.
<b>Privacy</b>	(a) GEPA.—Nothing in this Act shall be construed to supersede the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g). (b) Prohibition on Development of National Database.—Nothing in this Act shall be construed to permit the development of a national database of personally identifiable information on individuals receiving services under this Act.	(a) GEPA.—Nothing in this Act shall be construed to supersede the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g). (b) PROHIBITION ON DEVELOPMENT OF NATIONAL DATABASE.—Nothing in this Act shall be construed to permit the development of a national database of personally identifiable information on individuals receiving services under this Act.	No change.
<b>Limitation</b>	All of the funds made available under this Act shall be used in accordance with the requirements of this Act.	All of the funds made available under this Act shall be used in accordance with the requirements of this Act.	No change.
<b>Special Rule</b>	In the case of a local community in which no employees are represented by a labor	In the case of a local community in which no employees are represented by a labor	No change.

	organization, for purposes of this Act, the term “representatives of employees” shall be substituted for “labor organization”.	organization, for purposes of this Act, the term “representatives of employees” shall be substituted for “labor organization”.	
<b>Prohibitions</b>	No similar provision.	(a) LOCAL CONTROL.—Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government – (1) to condition or incentivize the receipt of any grant, contract, or cooperative agreement, or the receipt of any priority or preference under such grant, contract, or cooperative agreement, upon a State, local educational agency, eligible agency, eligible recipient, eligible entity, or school’s adoption or implementation of specific instructional content, academic standards and assessments, curricula, or program of instruction (including any condition, priority, or preference to adopt the Common Core State Standards developed under the Common Core State Standards Initiative, any other academic standards common to a significant number of States, or any assessment, instructional content, or curriculum aligned to such standards);	Adds additional details and examples about the types of curriculum and instruction that were previously included in the first clause (below) in Perkins IV.
	No similar provision.	(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,	Adds additional details and examples about the types of items that are prohibited that encourage adoption of specific standards or assessments.

		<p>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); or</p>	
	<p>(a) <b>LOCAL CONTROL.</b>—Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school’s curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act, except as required under sections 112(b), 311(b), and 323.</p>	<p>(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.</p>	<p>Removes reference to curriculum and instruction, which is addressed in the first clause.</p>
	<p>(b) <b>NO PRECLUSION OF OTHER ASSISTANCE.</b>—Any State that declines to submit an application to the Secretary for assistance under this Act shall not be precluded from applying for assistance under any other program administered by the Secretary.</p>	<p>(b) <b>NO PRECLUSION OF OTHER ASSISTANCE.</b>—Any State that declines to submit an application to the Secretary for assistance under this Act shall not be precluded from applying for assistance under any other program administered by the Secretary.</p>	<p>No change.</p>
	<p>(c) <b>PROHIBITION ON REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.</b>—Notwithstanding any other provision of Federal law, no State shall be required to have academic and career and technical</p>	<p>(c) <b>PROHIBITION OF REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.</b>—Notwithstanding any other provision of Federal law, no State shall be required to have academic and career and technical</p>	<p>No change.</p>

	content standards or student academic and career and technical achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act.	content standards or student academic and career and technical achievement standards approved or certified by the Federal Government, in order to receive assistance under this Act.	
	(d) <b>RULE OF CONSTRUCTION.</b> — Nothing in this section shall be construed to affect the requirements under section 113.	(d) <b>RULE OF CONSTRUCTION.</b> - Nothing in this section affects the applicability of subchapter II of chapter 5, and chapter 7, of title 5, United States Code (commonly known as the “Administrative Procedure Act”) or chapter 8 of title 5, United States Code, commonly known as the “Congressional Review Act”).	Clarifies that the Congressional Review Act (which Congress used to bar certain regulations from taking effect under ESSA) could be used in Perkins V.
	(e) <b>COHERENT AND RIGOROUS CONTENT.</b> —For the purposes of this Act, coherent and rigorous content shall be determined by the State consistent with section 1111(b)(1)(D) of the Elementary and Secondary Education Act of 1965.	(e) <b>COHERENT AND RIGOROUS CONTENT.</b> —For the purposes of this Act, coherent and rigorous content shall be determined by the State consistent with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.	Updates reference to ESSA.
		(f) <b>CONGRESSIONAL NOTICE AND CONTENT.</b> — (1) <b>NOTICE TO CONGRESS.</b> —Not less than 15 business days prior to issuing a notice of proposed rulemaking related to this Act in the Federal Register, the Secretary shall provide to the Committee on Health, Education, Labor, and Pensions of the Senate, the Committee on Education and the Workforce of the House of Representatives, and other relevant congressional committees, notice of the Secretary’s intent to issue a notice of proposed rulemaking that shall include—	Adds details about the process the Secretary would need to follow to create regulations under Perkins V. Specifies that Congress would need at least 15 days advance notice about said regulations and the opportunity to comment, in addition to a public process that includes at least 60 days of public comment.

		<p>(A) a copy of the proposed regulation;</p> <p>(B) the need to issue the regulation;</p> <p>(C) a description of how the regulation is consistent with the scope of this Act;</p> <p>(D) the anticipated burden (including the time, cost, and paperwork burden) the regulation will impose on an eligible agency, institution, or recipient that may be impacted by the regulation, including the potential impact on rural areas;</p> <p>(E) the anticipated benefits to an eligible agency, institution, or recipient that may be impacted by the regulation, including in rural areas; and</p> <p>(F) any regulations that will be repealed when the new regulation is issued.</p> <p>(2) COMMENT PERIOD FOR CONGRESS.—The Secretary shall—</p> <p>(A) before issuing any notice of proposed rulemaking under this subsection, provide Congress with a comment period of 15 business days to make comments on the proposed regulation, beginning on the date that the Secretary provides the notice of intent to the appropriate committees of Congress under paragraph (1); and</p> <p>(B) include and seek to address</p>	
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		<p>all comments submitted by members of Congress in the public rulemaking record for the regulation published in the Federal Register.</p> <p>(3) COMMENT AND REVIEW PERIOD; EMERGENCY SITUATIONS.—The comment and review period for any proposed regulation shall be not less than 60 days unless an emergency requires a shorter period, in which case the Secretary shall—</p> <p>(A) designate the proposed regulation as an emergency with an explanation of the emergency in the notice to Congress under paragraph (1);</p> <p>(B) publish the length of the comment and review period in such notice and in the Federal Register; and</p> <p>(C) conduct immediately thereafter regional meetings to review such proposed regulation before issuing any final regulation.</p>	
<p><b>Authorization Levels</b></p>	<p>There is authorized to be appropriated to carry out this Act (other than sections 114, 117, and 118, and title II) such sums as may be necessary for each of the fiscal years 2007 through 2012.</p>	<p>There are authorized to be appropriated to carry out this Act (other than sections 114 and 117) –</p> <p>(1) \$1,229,568,538 for fiscal year 2019;</p> <p>(2) \$1,246,782,498 for fiscal year 2020;</p> <p>(3) \$1,264,237,452 for fiscal year 2021;</p> <p>(4) \$1,281,936,777 for fiscal year 2022;</p> <p>(5) \$1,299,883,892 for fiscal year</p>	<p>Changes appropriations language from “such sums as necessary” to specific amounts for Fiscal Years 2019-2024. It is important to note that authorization levels are a suggestion, not a guarantee (nor a cap) of funding levels because Congressional appropriators must develop and pass separate funding legislation annually. Then, the President must sign such legislation in order for these funding levels to be realized.</p>



		2023; and (6) \$1,318,082,266 for fiscal year 2024.	
<b>State Allotment</b>	(a) RESERVATIONS AND STATE ALLOTMENT.— (1) RESERVATIONS.—From the sum appropriated under section 9 for each fiscal year, the Secretary shall reserve— (A) 0.13 percent to carry out section 115; and (B) 1.50 percent to carry out section 116, of which— (i) 1.25 percent of the sum shall be available to carry out section 116(b); and (ii) 0.25 percent of the sum shall be available to carry out section 116(h).	(a) RESERVATIONS AND STATE ALLOTMENT.— (1) RESERVATIONS.—From the <b>amount</b> appropriated under section 9 for each fiscal year, the Secretary shall reserve— (A) 0.13 percent to carry out section 115; and (B) 1.50 percent to carry out section 116, of which— (i) 1.25 percent of the sum shall be available to carry out section 116(b); and (ii) 0.25 percent of the sum shall be available to carry out section 116(h).	Changes “sum” to “amount” for how much the Secretary can reserve to carry out Native American Programs (Section 116(h)).
	(3) MINIMUM ALLOTMENT FOR YEARS WITH NO ADDITIONAL FUNDS.— (A) IN GENERAL.— Notwithstanding any other provision of law and subject to subparagraphs (B) and (C), and paragraph (5), for a fiscal year for which there are no additional funds (as such term is defined in paragraph (4)(D)), no State shall receive for such fiscal year under this subsection less than 1/2 of 1 percent of the amount appropriated	2) FOUNDATIONAL GRANT.— (A) IN GENERAL.—From the remainder of the amount appropriated under section 9 and not reserved under paragraph (1) for a fiscal year, the Secretary shall allot to a State for the fiscal year an amount equal to the amount the State received in fiscal year 2018. (B) RATABLE REDUCTION.—If for any fiscal year the amount appropriated for allotments under this section is insufficient to satisfy the provisions of subparagraph (A),	Establishes a “foundational grant,” which is equal to the amount that a state received for its Basic State Grant in Fiscal Year 2018. If Congress appropriates an amount for the Basic State Grant that is less than the amount appropriated in FY 2018, every state would receive an allotment that is ratably reduced. For example, if Congress reduced the overall appropriations for Perkins by five percent, every state would receive a five percent reduction in funds from the amount they received in FY 2018.

	<p>under section 9 and not reserved under paragraph (1) for such fiscal year. Amounts necessary for increasing such payments to States to comply with the preceding sentence shall be obtained by ratably reducing the amounts to be paid to other States.</p> <p>(B) REQUIREMENT.—No State, by reason of the application of subparagraph (A), shall receive for a fiscal year more than 150 percent of the amount the State received under this subsection for the preceding fiscal year.</p> <p>(C) SPECIAL RULE.—</p> <p>(i) IN GENERAL.—Subject to paragraph (5), no State, by reason of the application of subparagraph (A), shall be allotted for a fiscal year more than the lesser of—</p> <p>(I) 150 percent of the amount that the State received in the preceding fiscal year; and</p> <p>(II) the amount calculated under clause (ii).</p> <p>(ii) AMOUNT.—The amount calculated under this clause shall be determined by multiplying—</p>	<p>the payments to all States under such subparagraph shall be ratably reduced.</p>	
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	<p>(I) the number of individuals in the State counted under paragraph (2) in the preceding fiscal year; by                  (II) 150 percent of the national average per pupil payment made with funds available under this section for that year.</p>		
	<p>(2) STATE ALLOTMENT FORMULA.—Subject to paragraphs (3), (4), and (5), from the remainder of the sum appropriated under section 9 and not reserved under paragraph (1) for a fiscal year, the Secretary shall allot to a State for the fiscal year—</p> <p>(A) an amount that bears the same ratio to 50 percent of the sum being allotted as the product of the population aged 15 to 19 inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States;</p> <p>(B) an amount that bears the same ratio to 20 percent of the sum being allotted as the product of the population aged 20 to 24, inclusive, in the State in the fiscal year preceding the fiscal year for which</p>	<p>(3) ADDITIONAL FUNDS.—Subject to paragraph (4), from the additional funds remaining from the amount appropriated under section 9 and not expended under paragraphs (1) and (2) for a fiscal year, the Secretary shall allot to a State for the fiscal year—</p> <p>(A) an amount that bears the same ratio to 50 percent of the sum being allotted as the product of the population aged 15 to 19, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States;</p> <p>(B) an amount that bears the same ratio to 20 percent of the sum being allotted as the product of the population aged 20 to 24, inclusive, in the State in the fiscal year preceding the fiscal year for which</p>	<p>Maintains the federal to state formula, which determines the amount of each state’s Basic State Grant if Congress appropriates an amount above the level appropriated in Fiscal Year 2018.</p>

	<p>the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States;                  (C) an amount that bears the same ratio to 15 percent of the sum being allotted as the product of the population aged 25 to 65, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States; and                  (D) an amount that bears the same ratio to 15 percent of the sum being allotted as the amounts allotted to the State under subparagraphs (A), (B), and (C) for such years bears to the sum of the amounts allotted to all the States under subparagraphs (A), (B), and (C) for such year.</p>	<p>the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States;                  (C) an amount that bears the same ratio to 15 percent of the sum being allotted as the product of the population aged 25 to 65, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States; and                  (D) an amount that bears the same ratio to 15 percent of the sum being allotted as the amounts allotted to the State under subparagraphs (A), (B), and (C) for such years bears to the sum of the amounts allotted to all the States under subparagraphs (A), (B), and (C) for such year.</p>	
	<p><b>(4) MINIMUM ALLOTMENT FOR YEARS WITH ADDITIONAL FUNDS.—</b>                  (A) IN GENERAL.—Subject to subparagraph (B) and paragraph (5), for a fiscal year for which there are additional funds, no State shall receive for such fiscal year under this subsection less than 1/2 of 1 percent of the amount appropriated under section 9 and not reserved under paragraph (1) for such fiscal year. Amounts necessary for increasing such payments to States</p>	<p><b>(4) MINIMUM ALLOTMENT FOR YEARS WITH ADDITIONAL FUNDS.—</b>                  (A) In general.—Subject to subparagraph (B) , for a fiscal year for which there are additional funds described in paragraph (3), no State shall receive for such fiscal year under paragraph (3) less than 1/2 of 1 percent of the additional funds available for such fiscal year. Amounts necessary for increasing such payments to States to comply with the preceding sentence shall be</p>	<p>Updates the language about additional funds to reflect the concept of the “foundational grant” described above.</p>

	<p>to comply with the preceding sentence shall be obtained by ratably reducing the amounts to be paid to other States.</p> <p>(B) SPECIAL RULE.—In the case of a qualifying State, the minimum allotment under subparagraph (A) for a fiscal year for the qualifying State shall be the lesser of—</p> <ul style="list-style-type: none"> <li>(i) 1/2 of 1 percent of the amount appropriated under section 9 and not reserved under paragraph (1) for such fiscal year; and</li> <li>(ii) the sum of— <ul style="list-style-type: none"> <li>(I) the amount the qualifying State was allotted under paragraph (2) for fiscal year 2006 (as such paragraph was in effect on the day before the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006); and</li> <li>(II) the product of— <ul style="list-style-type: none"> <li>(aa) 1/3 of the additional funds; multiplied by</li> </ul> </li> </ul> </li> </ul>	<p>obtained by ratably reducing the amounts to be paid to other States.</p> <p>(B) Special rule.—In the case of a qualifying State, the minimum allotment under subparagraph (A) for a fiscal year for the qualifying State shall be the lesser of—</p> <ul style="list-style-type: none"> <li>(i) 1/2 of 1 percent of the additional funds available for such fiscal year; and</li> <li>(ii) the product of— <ul style="list-style-type: none"> <li>(I) 1/3 of the additional funds; multiplied by</li> <li>(II) the quotient of— <ul style="list-style-type: none"> <li>(aa) the qualifying State’s ratio described in subparagraph (C) for the fiscal year for which the determination is made; divided by</li> <li>(bb) the sum of all such ratios for all qualifying States for the fiscal year for which the determination is made.</li> </ul> </li> </ul> </li> </ul>	
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	<p>(bb) the quotient of—          (AA) the qualifying State’s ratio described in subparagraph (C) for the fiscal year for which the determination is made; divided by          (BB) the sum of all such ratios for all qualifying States for the fiscal year for which the determination is made.</p> <p>(C) RATIO.—For purposes of subparagraph (B)(ii)(II)(bb)(AA), the ratio for a qualifying State for a fiscal year shall be 1.00 less the quotient of—</p> <p>(i) the amount the qualifying State was allotted under paragraph (2) for fiscal year 2006 (as such paragraph was in effect on the day before the date of enactment of the Carl D. Perkins Career and Technical</p>	<p>(C) RATIO.—For purposes of subparagraph (B)(ii)(II)(aa), the ratio for a qualifying State for a fiscal year shall be 1.00 less the quotient of—</p> <p>(i) the amount the qualifying State is allotted under paragraph (3) for the fiscal year; divided by          (ii) 1/2 of 1 percent of the amount appropriated under paragraph (3) for the fiscal year for which the</p>	
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	<p>Education Improvement Act of 2006); divided by (ii) 1/2 of 1 percent of the amount appropriated under section 9 and not reserved under paragraph (1) for the fiscal year for which the determination is made.</p> <p>(D) DEFINITIONS.—In this paragraph:</p> <p>(i) ADDITIONAL FUNDS.—The term “additional funds” means the amount by which—</p> <p>(I) the sum appropriated under section 9 and not reserved under paragraph (1) for a fiscal year; exceeds</p> <p>(II) the sum of—</p> <p>(aa) the amount allotted under paragraph (2) for fiscal year 2006 (as such paragraph (2) was in effect on the day before the date of enactment of</p>	<p>determination is made.</p> <p>(D) DEFINITIONS.—In this paragraph, the term “qualifying State” means a State (except the United States Virgin Islands) that, for the fiscal year for which a determination under this paragraph is made, would receive, under the allotment formula under paragraph (3) (without the application of this paragraph), an amount that would be less than the amount the State would receive under subparagraph (A) for such fiscal year.</p>	
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	<p>the Carl D. Perkins Career and Technical Education Improvement Act of 2006); (bb) the amount reserved under paragraph (1)(C) for fiscal year 2006 (as such paragraph (1)(C) was so in effect); and (cc) \$827,671.</p> <p>(ii) QUALIFYING STATE.—The term “qualifying State” means a State (except the United States Virgin Islands) that, for the fiscal year for which a determination under this paragraph is made, would receive, under the allotment formula under paragraph (2) (without the application of this paragraph and paragraphs (3) and (5)), an amount that would be less</p>		
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	<p>than the amount the State would receive under subparagraph (A) for such fiscal year.</p> <p>(b) REALLOTMENT.—If the Secretary determines that any amount of any State’s allotment under subsection (a) for any fiscal year will not be required for such fiscal year for carrying out the activities for which such amount has been allotted, the Secretary shall make such amount available for reallocation. Any such reallocation among other States shall occur on such dates during the same year as the Secretary shall fix, and shall be made on the basis of criteria established by regulation. No funds may be reallocated for any use other than the use for which the funds were appropriated. Any amount reallocated to a State under this subsection for any fiscal year shall remain available for obligation during the succeeding fiscal year and shall be deemed to be part of the State’s allotment for the year in which the amount is obligated.</p> <p>(c) ALLOTMENT RATIO.—</p> <p>(1) IN GENERAL.—The allotment ratio for any State shall be 1.00 less the product of—</p> <p>(A) 0.50; and</p> <p>(B) the quotient obtained by dividing the per capita income for the State by the per capita income for all the States (exclusive of the</p>	<p>(b) REALLOTMENT.- If the Secretary determines that any amount of any State’s allotment under subsection (a) for any fiscal year will not be required for such fiscal year for carrying out the activities for which such amount has been allotted, the Secretary shall make such amount available for reallocation. Any such reallocation among other States shall occur on such dates during the same year as the Secretary shall fix, and shall be made on the basis of criteria established by regulation. No funds may be reallocated for any use other than the use for which the funds were appropriated. Any amount reallocated to a State under this subsection for any fiscal year shall remain available for obligation during the succeeding fiscal year and shall be deemed to be part of the State’s allotment for the year in which the amount is obligated.</p> <p>(c) ALLOTMENT RATIO.—</p> <p>(1) IN GENERAL.—The allotment ratio for any State shall be 1.00 less the product of—</p> <p>(A) 0.50; and</p> <p>(B) the quotient obtained by dividing the per capita income for the State by the per capita income for all the States (exclusive of the</p>	
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	<p>Commonwealth of Puerto Rico and the United States Virgin Islands), except that—</p> <p style="padding-left: 40px;">(i) the allotment ratio in no case shall be more than 0.60 or less than 0.40; and</p> <p style="padding-left: 40px;">(ii) the allotment ratio for the Commonwealth of Puerto Rico and the United States Virgin Islands shall be 0.60.</p> <p>(2) PROMULGATION.—The allotment ratios shall be promulgated by the Secretary for each fiscal year between October 1 and December 31 of the fiscal year preceding the fiscal year for which the determination is made. Allotment ratios shall be computed on the basis of the average of the appropriate per capita incomes for the 3 most recent consecutive fiscal years for which satisfactory data are available.</p> <p>(3) DEFINITION OF PER CAPITA INCOME.—For the purpose of this section, the term “per capita income” means, with respect to a fiscal year, the total personal income in the calendar year ending in such year, divided</p>	<p>Commonwealth of Puerto Rico and the United States Virgin Islands), except that—</p> <p style="padding-left: 40px;">(i) the allotment ratio in no case shall be more than 0.60 or less than 0.40; and</p> <p style="padding-left: 40px;">(ii) the allotment ratio for the Commonwealth of Puerto Rico and the United States Virgin Islands shall be 0.60.</p> <p>(2) PROMULGATION.—The allotment ratios shall be promulgated by the Secretary for each fiscal year between October 1 and December 31 of the fiscal year preceding the fiscal year for which the determination is made. Allotment ratios shall be computed on the basis of the average of the appropriate per capita incomes for the 3 most recent consecutive fiscal years for which satisfactory data are available.</p> <p>(3) DEFINITION OF PER CAPITA INCOME.—For the purpose of this section, the term “per capita income” means, with respect to a fiscal year, the total personal income in the calendar year ending in such year, divided by the population of the area</p>	
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	<p>by the population of the area concerned in such year.</p> <p>(4) POPULATION DETERMINATION.—For the purposes of this section, population shall be determined by the Secretary on the basis of the latest estimates available to the Department of Education.</p> <p>(d) DEFINITION OF STATE.—For the purpose of this section, the term “State” means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands.</p>	<p>concerned in such year.</p> <p>(4) POPULATION DETERMINATION.—For the purposes of this section, population shall be determined by the Secretary on the basis of the latest estimates available to the Department of Education.</p> <p>(d) DEFINITION OF STATE.—For the purpose of this section, the term “State” means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the United States Virgin Islands.</p>	
	<p>(5) HOLD HARMLESS.—</p> <p>(A) IN GENERAL.—No State shall receive an allotment under this section for a fiscal year that is less than the allotment the State received under part A of title I of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2311 et seq.) (as such part was in effect on the day before the date of enactment of the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998) for fiscal year 1998.</p> <p>(B) RATABLE REDUCTION.—If for any fiscal year the amount appropriated for allotments under this section is insufficient to satisfy the provisions of subparagraph (A),</p>	<p>See “foundational grant” above.</p>	<p>Eliminates the “hold harmless” provision and replaces it with the concept of the “foundational grant” as described above.</p>

	the payments to all States under such subparagraph shall be ratably reduced.		
<b>Within State Allocation</b>	(a) IN GENERAL.—From the amount allotted to each State under section 111 for a fiscal year, the eligible agency shall make available—	(a) IN GENERAL. - From the amount allotted to each State under section 111 for a fiscal year, the eligible agency shall make available—	No change.
	(1) not less than 85 percent for distribution under section 131 or 132, of which not more than 10 percent of the 85 percent may be used in accordance with subsection (c);	(1) not less than 85 percent for distribution under section 131 or 132, of which not more than <b>15</b> percent of the 85 percent may be used in accordance with subsection (c);	Increases the maximum amount of the reserve fund from 10 percent to 15 percent.
	(2) not more than 10 percent to carry out State leadership activities described in section 124, of which—	(2) not more than 10 percent to carry out State leadership activities described in section 124, of which—	No change.
	(A) an amount equal to not more than 1 percent of the amount allotted to the State under section 111 for the fiscal year shall be made available to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities; and	(A) an amount equal to not more than <b>2</b> percent of the amount allotted to the State under section 111 for the fiscal year shall be made available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities;	Increases the allowable state set-aside (Section 112(a)(2)(A)) to serve individuals in state institutions from 1 percent to 2 percent of the total amount of the Perkins Basic State Grant (but these funds come out of the amount allowed for State Leadership, which is consistent with Perkins IV), and specifically adds juvenile justice facilities to the types of institutions where these funds can be used. Also, an investment in individuals in State institutions is now a required use of state leadership funds (Section 124).
	(B) not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields; and	(B) not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields; and	No change.
	No similar provision.	(C) an amount shall be made available for the recruitment of special populations to enroll in career and technical education programs, which shall be not less than the	Adds a new provision to require that not less than the lesser of: 1) 0.1 percent or 2) \$50,000, must be used for the recruitment of special population to enroll in CTE

		<p>lesser of—</p> <ul style="list-style-type: none"> <li>(i) an amount equal to 0.1 percent;</li> <li>or</li> <li>(ii) \$50,000; and</li> </ul>	<p>programs. The 0.1 percent determination is based off of the State Leadership set-aside, not the full Basic State Grant. This provision sets a minimum for this investment. If 0.1 percent of the State Leadership set-aside equals \$100, the eligible agency must invest at least \$100 in this activity.</p>
	<p>(3) an amount equal to not more than 5 percent, or \$250,000, whichever is greater, for administration of the State plan, which may be used for the costs of—</p> <ul style="list-style-type: none"> <li>(A) developing the State plan;</li> <li>(B) reviewing a local plan;</li> <li>(C) monitoring and evaluating program effectiveness;</li> <li>(D) assuring compliance with all applicable Federal laws;</li> <li>(E) providing technical assistance; and</li> <li>(F) supporting and developing State data systems relevant to the provisions of this Act.</li> </ul>	<p>(3) an amount equal to not more than 5 percent, or \$250,000, whichever is greater, for administration of the State plan, which may be used for the costs of—</p> <ul style="list-style-type: none"> <li>(A) developing the State plan;</li> <li>(B) reviewing <b>local applications</b>;</li> <li>(C) monitoring and evaluating program effectiveness;</li> <li>(D) assuring compliance with all applicable Federal laws;</li> <li>(E) providing technical assistance; and</li> <li>(F) supporting and developing State data systems relevant to the provisions of this Act.</li> </ul>	<p>Changes reference from “local plan” to “local application.”</p> <p>A note on terminology: This is an important signaling change - by replacing the term “local plan” with “local application;” this suggests that while funding may be allocated to an eligible recipient via the formula, the funds are not a guarantee. The eligible recipient must complete an application that minimally responds to the provisions in Section 134, including the local needs assessment and continue to meet the requirements of the Act (e.g., needs assessment, reporting requirements, accountability provisions, etc.).</p>
	<p>(b) MATCHING REQUIREMENT.—Each eligible agency receiving funds made available under subsection (a)(3) shall match, from non-Federal sources and on a dollar-for-dollar basis, the funds received under subsection (a)(3).</p>	<p>(b) MATCHING REQUIREMENT.—Each eligible agency receiving funds made available under subsection (a)(3) shall match, from non-Federal sources and on a dollar-for-dollar basis, the funds received under subsection (a)(3).</p>	<p>No change.</p>
<p><b>Reserve Fund</b></p>	<p>(c) RESERVE.—From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in—</p>	<p>(c) RESERVE.—From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135—</p>	<p>Adds to the list of areas that the reserve fund can be directed to and specifies that funds should be used for certain purposes.</p>

	<p>(1) rural areas;  (2) areas with high percentages of career and technical education students; and  (3) areas with high numbers of career and technical education students.</p>	<p>(1) in—  (A) rural areas;  (B) areas with high percentages of <b>CTE concentrators or CTE participants</b>;  (C) areas with high numbers of <b>CTE concentrators or CTE participants</b>; and  (D) <b>areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II)</b>; 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 programs, 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 high-skill, high-wage, or in-demand occupations or industries.</p>	<p>Changes reference from “CTE students” to “CTE concentrators or CTE participants.”</p> <p>Adds one additional option for an area of focus to be areas with disparities or gaps in performance among population groups.</p> <p>Specifies that the reserve fund should serve as a way to spur innovation and identify promising CTE programs, including those that prepare individuals for non-traditional fields.</p> <p>Specifies that the reserve fund must also promote or support programs of study or career pathways aligned with State-identified high-skill, high-wage or in-demand occupations or industries.</p>
<p><b>Accountability Purpose &amp; Overview</b></p>	<p>(a) PURPOSE.—The purpose of this section is to establish and support State and local performance accountability systems, comprised of the activities described in this section, to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize</p>	<p>(a) PURPOSE.—The purpose of this section is to establish and support State and local performance accountability systems, comprised of the activities described in this section, to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize</p>	<p>No change.</p>

	the return of investment of Federal funds in career and technical education activities.	the return of investment of Federal funds in career and technical education activities.	
	<p>(b) STATE PERFORMANCE MEASURES.—</p> <p>(1) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish performance measures for a State that consist of—</p> <p>(A) the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2);</p> <p>(B) any additional indicators of performance (if any) identified by the eligible agency under paragraph (2)(C); and</p> <p>(C) a State adjusted level of performance described in paragraph (3)(A) for each core indicator of performance, and State levels of performance described in paragraph (3)(B) for each additional indicator of performance.</p>	<p>(b) STATE DETERMINED PERFORMANCE MEASURES.—</p> <p>(1) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish State determined performance measures for a State that consist of—</p> <p>(A) the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2); and</p> <p>(B) a State determined level of performance described in paragraph (3)(A) for each core indicator of performance.</p>	<p>Changes all references from “State Performance Measures” to “State Determined Performance Measures.”</p> <p>Removes language that specifies that eligible agencies may establish additional indicators of performance other than those required in the Act.</p>
<b>Core Indicators</b>	<p>(2) INDICATORS OF PERFORMANCE.—</p> <p>(A) CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the</p>	<p>(2) INDICATORS OF PERFORMANCE.—</p> <p>(A) CORE INDICATORS OF PERFORMANCE FOR CTE CONCENTRATORS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the State plan, core indicators of</p>	<p>Specifies that the core indicators of performance apply to CTE concentrators (which are defined in Section 3 of Perkins V).</p>

	<p>State plan core indicators of performance for career and technical education students at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:</p>	<p>performance for <b>CTE concentrators</b> at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:</p>	
	<p>(i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act.</p>	<p>(ii) CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.</p>	<p>Updates this indicator to align with terminology from ESSA about state academic standards and assessments, meaning that the proficiency targets set in ESSA apply to all students, including CTE concentrators. This also means that all students, including CTE concentrators should have such proficiency measured by the same assessments that measure proficiency on the same academic standards as determined by states under ESSA.</p>
	<p>(iv) Student graduation rates (as described in section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965). (iii) Student rates of attainment of each of the following:  (I) A secondary school diploma.  (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).  (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or</p>	<p>(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); and  (II) at the State’s discretion, the extended-year adjusted cohort graduation rate defined in such section 8101.</p>	<p>Updates this indicator to align with the manner in which graduation rates are determined under ESSA.</p>



	degree is offered by the State in conjunction with a secondary school diploma).		
	(v) Student placement in postsecondary education or advanced training, in military service, or in employment.	(iii) The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	Adds that placement into a service program must be included in this measure and specifies that placement must be determined two quarters after exiting secondary education. This reflects current practice for submitting such data in the State report, but was not specified in Perkins IV.
	(ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate.	(iv) Indicators of career and technical education program quality as follows: (I) That shall include at least 1 of the following: (aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential. (bb) The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement. (cc) The percentage of CTE	Adds an indicator of program quality. In consultation with stakeholders, the eligible agency must select one of three indicators, but may not select multiple or create a meta-indicator.

		<p>concentrators graduating from high school having participated in work-based learning.</p> <p>(II) That may include any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State.</p>	<p>In addition to selecting one of the three quality indicators above, an eligible agency <b>may</b> also include a second quality indicator defined as any other measure so long as it is statewide, valid, reliable and comparable across the state. This is where technical skills assessment (TSA) would fall, if the state chose to continue to set performance targets for TSA attainment.</p>
(vi) Student participation in and completion of career and technical education programs that lead to non-traditional fields.	(v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.		Consolidates the two measures in Perkins IV (a measure of participation and a measure of completion) into a new one, which captures students who have enrolled in, but not yet completed, programs or programs of study that lead to non-traditional fields.
(B) CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE POSTSECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:	(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 <b>CTE concentrators</b> at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:		Specifies that the core indicators of performance apply to CTE concentrators, as defined in Section 3 of Perkins V.
(i) Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.	No similar provision.		Removes the technical skill attainment indicator.

	(ii) Student attainment of an industry-recognized credential, a certificate, or a degree.	(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	Updates the indicator to use the “recognized postsecondary credential” terminology (as defined in Section 3) and specifies that placement must be determined during participation in or within one year of program completion. This reflects current practice for submitting such data in the State report, but was not specified in Perkins IV.
	(iii) Student retention in postsecondary education or transfer to a baccalaureate degree program. (iv) Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.	(i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	Adds that placement into a service program must be included in this measure and specifies that placement must be determined two quarters after exiting secondary education. This reflects current practice for submitting such data in the State report, but was not specified in Perkins IV.
	(v) Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.	(iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	Consolidates the two measures in Perkins IV (a measure of participation and a measure of completion) into a new one, which captures students who have enrolled in, but not yet completed, programs or programs of study that lead to non-traditional fields.
	(C) ADDITIONAL INDICATORS OF PERFORMANCE.—An eligible agency, with input from eligible recipients, may identify in the State plan additional indicators of performance for career and technical education activities authorized under this title, such as attainment of self-sufficiency.	No similar provisions.	Removes the provisions pertaining to additional indicators of performance and how the indicators of performance must be established. Additional details about the requirements for determining the state determined levels of performance in Perkins V are outlined in the accountability section (Section 113).

	<p>(D) EXISTING INDICATORS.—If a State has developed, prior to the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, State career and technical education performance measures that meet the requirements of this section (as amended by such Act), the State may use such performance measures to measure the progress of career and technical education students.</p> <p>(E) STATE ROLE.—Indicators of performance described in this paragraph shall be established solely by each eligible agency with input from eligible recipients.</p>		
	<p>(F) ALIGNMENT OF PERFORMANCE INDICATORS.—In the course of developing core indicators of performance and additional indicators of performance, 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, is used to meet the requirements of this section.</p>	<p>(C) ALIGNMENT OF PERFORMANCE INDICATORS.—In developing core indicators of performance <b>under subparagraphs (A) and (B)</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.</p>	<p>Specifies that this provision applies to the indicators of performance required by the Act.</p>
<p><b>State Levels of Performance</b></p>	<p>(3) STATE LEVELS OF PERFORMANCE.—</p> <p>(A) STATE ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—</p> <p>(i) IN GENERAL.—Each eligible agency, with input from eligible recipients, shall establish in the State plan</p>	<p>(3) STATE DETERMINED LEVELS OF PERFORMANCE.—</p> <p>(A) STATE DETERMINED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—</p> <p>(i) IN GENERAL.—</p> <p>(I) Levels determined by the eligible agency.—Each eligible agency, with input</p>	<p>New Process: Eligible agencies now set state determined levels of performance for each of the indicators listed above without the need to enter into negotiations with the U.S. Department of Education (USDE).</p> <p>These state determined levels of performance are submitted by the eligible agencies in their state plan, therefore all four</p>

	<p>submitted under section 122, 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—</p> <p>(I) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and</p> <p>(II) require the State to continually make progress toward improving the performance of career and technical education students.</p> <p>(ii) IDENTIFICATION IN THE STATE PLAN.—Subject to section 4, each eligible agency shall identify, in the State plan submitted under section 122, levels of performance for each of the core indicators of performance for the first 2 program years covered by the State plan.</p> <p>(iii) AGREEMENT ON STATE ADJUSTED LEVELS</p>	<p>from eligible recipients, shall establish in the State plan submitted under Section 122, for each year covered by the State plan, State determined levels of performance for each of the core indicators described under subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The level of performance for a core indicator shall be the same for all CTE concentrators in the State.</p> <p>(III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—</p> <p>(aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;</p> <p>(bb) require the State to <b>continually make meaningful progress</b> toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and</p> <p>(cc) have been subject to the public</p>	<p>years of targets are set at the same time and sent to the U.S. Secretary of Education (Secretary) for approval (Note: this is referring to the four-year plan, not the one-year transition plan).</p> <p>Provision (aa) is the same as current law.</p> <p>Provision (bb) changes terminology from “continually make progress” to “continually make meaningful progress.” The intent was to ensure progress was not arbitrarily set (e.g., requiring every state to increase a target by at least 1 percent).</p> <p>Provision (cc) introduces new requirements</p>
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	<p><b>OF PERFORMANCE FOR FIRST 2 YEARS.</b>—The Secretary and each eligible agency shall reach agreement on the levels of performance for each of the core indicators of performance, for the first 2 program years covered by the State plan, taking into account the levels identified in the State plan under clause (ii) and the factors described in clause (vi). The levels of performance agreed to under this clause shall be considered to be the State adjusted level of performance for the State for such years and shall be incorporated into the State plan prior to the approval of such plan.</p>	<p>comment process described in subparagraph (B), and the eligible agency has provided a written response;                  (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;                  (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and                  (ff) take into account the extent to which the State determined levels of performance advance the eligible agency’s goals, as set forth in the State plan;</p>	<p>for eligible agencies to abide by for initially setting the state determined levels of performance and for revising such levels. When initially setting the state determined levels of performance, eligible agencies must do so in consultation with stakeholders listed in Section 122 and also provide the opportunity for the public to comment on such levels.</p> <p>Provisions (dd) and (ee) introduce new requirements for eligible agencies to abide by when adjusting the state determined levels of performance. If adjusting the state determined levels of performance, the eligible agency must consider how the revised levels compare with the levels set by other states and factors that include the characteristics of actual (as opposed to anticipated) CTE concentrators. In addition, the revised state determined levels of performance must be higher than the average of the last two program years.</p> <p>Provision (ff) adds that the eligible agency must consider how such levels will advance the state’s goals as identified in the state plan.</p>
	<p>(iv) <b>ROLE OF THE SECRETARY.</b>—The role of the Secretary in the agreement described in clauses (iii) and (v) is limited to reaching agreement on the percentage or number of students who attain the State adjusted levels of performance.</p>	<p>(II) <b>TECHNICAL ASSISTANCE.</b>—The Secretary may assist an eligible agency in establishing the State determined levels of performance under this subparagraph only at the request of that eligible agency.</p>	<p>Changes the role of the Secretary, which is limited to technical assistance in setting state determined levels of performance, at the request of the eligible agency. This is a shift from Perkins IV, for which the Secretary’s role was stated as reaching</p>

	<p>(v) AGREEMENT ON STATE ADJUSTED LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS.—Prior to the third and fifth program years covered by the State plan, the Secretary and each eligible agency shall reach agreement on the State adjusted levels of performance for each of the core indicators of performance for the corresponding subsequent program years covered by the State plan, taking into account the factors described in clause (vi). The State adjusted levels of performance agreed to 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.</p> <p>(vi) FACTORS.—The agreement described in clause (iii) or (v) shall take into account—</p> <ul style="list-style-type: none"> <li>(I) how the levels of performance involved compare with the State adjusted levels of performance established for other States, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and</li> <li>(II) the extent to which such levels of performance promote continuous improvement on the indicators of performance by such State.</li> </ul>	<p>(ii) ALLOWABLE ADJUSTMENT OF STATE DETERMINED LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS.—Prior to the third program year covered by the State plan, each eligible agency may revise the State determined levels of performance for any of the core indicators of performance for the subsequent program years covered by the State plan, and submit the revised State determined levels of performance to the Secretary. If the eligible agency adjusts any levels of performance, the eligible agency shall adjust those levels in accordance with clause (i), and address written comments of stakeholders as described in subparagraph (B). The Secretary shall approve those revised levels of performance if those levels meet the requirements described in subclause (III) of clause (i). The State determined adjusted levels of performance identified under this clause shall be considered to be the State determined levels of performance for the State for such years and shall be incorporated into the State plan.</p>	<p>agreement on performance levels.</p> <p>Maintains that eligible agencies may revise their state determined levels of performance prior to the third program year covered by the state plan. However, such levels must still meet all of the requirements (as listed above) for state determined levels of performance, including the required stakeholder input and public comment process. All eligible agencies have the option to seek a revision to their state determined levels of performance if unanticipated circumstances arise and the eligible agency is approved for a “waiver” as described below in Section 113. However, it is our understanding that the eligible agencies may submit revised state determined levels of performance at a time other than prior to the third program year as long as all the requirements of Section 113 are met.</p>
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	<p>(vii) REVISIONS.—If unanticipated circumstances arise in a State resulting in a significant change in the factors described in clause (vi), the eligible agency may request that the State adjusted levels of performance agreed to under clause (iii) or (v) be revised. The Secretary shall issue objective criteria and methods for making such revisions.</p>	<p>(iii) UNANTICIPATED CIRCUMSTANCES.—If unanticipated circumstances arise in a State or changes occur related to improvements in data or measurement approaches, the eligible agency, at the end of the program year, may revise the State determined levels of performance required under this subparagraph. After public comment, as described in subparagraph (B), the eligible agency shall submit such revised levels of performance to the Secretary with evidence supporting the revision. The Secretary shall approve any such revision if that revision meets the requirements of clause (ii).</p>	<p>Specifies that if a state has an unanticipated circumstances (an undefined term which should be interpreted broadly) or changes or improvements in data or measurement approaches, the eligible agency may submit adjusted state determined levels of performance at the end of a program year (which functions as a waiver). In this case, the adjusted levels must meet all of the requirements listed above (as defined in Section 113). Whether or not a “waiver” is granted is at the discretion of the Secretary.</p>
	<p>(B) LEVELS OF PERFORMANCE FOR ADDITIONAL INDICATORS.— Each eligible agency shall identify in the State plan State levels of performance for each of the additional indicators of performance described in paragraph (2)(C). Such levels shall be considered to be the State levels of performance for purposes of this title.</p>	<p>No similar provision.</p>	<p>Removes provisions related to additional indicators of performance throughout the Act.</p>
<p>No similar provision.</p>		<p>(B) PUBLIC COMMENT.—  (i) IN GENERAL.—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A);  (ii) WRITTEN COMMENTS.— Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to</p>	<p>Requires the eligible agency to develop the state determined levels of performance in consultation with the stakeholders (defined as the stakeholders specified in Section 122 – State Plan) and then provide the public with the opportunity to submit written comments on the state determined levels of performance at least 60 days before the plan is submitted (although the comment period does not have to extend the full 60 days). The comments received must be included in the state plan and the eligible agency must</p>



		<p>provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—</p> <ul style="list-style-type: none"> <li>(I) meet the requirements of the law;</li> <li>(II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and</li> <li>(III) support the needs of the local education and business community.</li> </ul> <p>(iii) Eligible agency response.— Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).</p>	<p>include a written response to these comments in the state plan.</p>
<p><b>State Report/ Dissemination</b></p>	<p>(c) REPORT.—            (1) IN GENERAL.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—</p>	<p>(C) STATE REPORT.—            (i) IN GENERAL.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—            (I) the progress of the State</p>	<p>Specifies that the state report must include the levels of performance for subgroups of students as defined in ESSA.</p>

	<p>(A) the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and                  (B) information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations.</p>	<p>in achieving the State determined levels of performance on the core indicators of performance; and                  (II) the actual levels of performance for all CTE concentrators, <b>and for each of the subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965</b>, and special populations, as described in section 3(48).</p>	
	<p>(2) DATA.—Except as provided in paragraphs (3) and (4), each eligible agency that receives an allotment under section 111 or 201 shall—                  (A) disaggregate data for each of the indicators of performance under subsection (b)(2) for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 and section 3(29) that are served under this Act; and</p>	<p>(ii) DATA.—Except as provided in subparagraph (E), each eligible agency that receives an allotment under section 111 shall—                  (I) disaggregate data for each of the indicators of performance under paragraph (2)—                  (aa) for subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48), that are served under this Act; and  <b>(bb) by the career and technical education programs or programs of</b></p>	<p>Updates references to ESSA and also requires additional disaggregation for each core indicator by subgroup, special populations and by CTE program or program of study (and if this level of reporting is impractical, the data may be disaggregated by Career Clusters® of CTE concentrators).</p>

		<p><b>study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate;</b></p>	
	<p>(B) identify and quantify any disparities or gaps in performance between any such category of students and the performance of all students served by the eligible agency under this Act, which shall include a quantifiable description of the progress each such category of students served by the eligible agency under this Act has made in meeting the State adjusted levels of performance.</p>	<p>(II) identify and quantify any disparities or gaps in performance on the State determined levels of performance under subparagraph (A) between any such subgroup or special population and the performance of all CTE concentrators served by the eligible agency under this Act, which shall include a quantifiable description of the progress each such subgroup or special population of students served by the eligible agency under this Act has made in meeting the State determined levels of performance; and</p>	<p>Specifies that the state report should identify and quantify disparities or gaps in performance between any subgroup or subpopulation (compared to “any such category of students” in Perkins IV) served by the eligible agency (and this also applies to the description of quantifiable progress).</p>
<p>No similar provision.</p>		<p>(III) for CTE concentrators described in paragraph (2)(A)(iii) and paragraph (2)(B)(i), disaggregate data, to the extent such data is available, by each of the following:          (aa) Individuals enrolled in postsecondary education (disaggregated by postsecondary award level, including certificate, associate, or baccalaureate degree).          (bb) Individuals in advanced training.</p>	<p>Requires disaggregation for the secondary and postsecondary placement indicators (to which Perkins V adds community service programs), if data is available. This reflects current practice for disaggregating by the number of students placed into further education or advanced training, military service and or employment. Requires additional disaggregation by award level for postsecondary education.</p>

		<p>(cc) Individuals in military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)).</p> <p>(dd) Individuals in employment (including those individuals who are employed in a high-skill, high-wage, or in-demand sector or occupation.</p>	
	(3) NONDUPLICATION.—The Secretary shall ensure that each eligible agency does not report duplicative information under this section.	(iii) NONDUPLICATION.—The Secretary shall ensure that each eligible agency does not report duplicative information under this section.	No change.
	(5) INFORMATION DISSEMINATION.—The Secretary— (A) shall make the information contained in such reports available to the general public through a variety of formats, including electronically through the Internet; (B) shall disseminate State-by-State comparisons of the information; and (C) shall provide the appropriate committees of Congress with copies of such reports.	(iv) INFORMATION DISSEMINATION.—The Secretary shall— (I) make the information contained in such reports available to the general public through a variety of formats, including electronically through the Internet; (II) disseminate State-by-State comparisons of the information contained in such reports; and (III) provide the appropriate committees of Congress with copies of such reports.	No change.
	No similar provision.	(D) STATE DISSEMINATION OF ACTUAL LEVELS OF PERFORMANCE.—At the end of each program year, the eligible agency shall	New requirement: Adds that the state report must be available in easily accessible formats and languages, as determined by the eligible agency.

		<p>disseminate the actual levels of performance described in subparagraph (C)(i)(II)—</p> <ul style="list-style-type: none"> <li>(i) widely, including to students, parents, and educators;</li> <li>(ii) through a variety of formats, including electronically through the Internet; and</li> <li>(iii) in user-friendly formats and languages that are easily accessible, as determined by the eligible agency.</li> </ul>	
	<p>(4) RULES FOR REPORTING OF DATA.—The disaggregation of data under paragraph (2) shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.</p>	<p>(E) RULES FOR REPORTING DATA.— The disaggregation of data under this paragraph shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.</p>	<p>No change.</p>
<p><b>Local Levels of Performance</b></p>	<p>(4) LOCAL LEVELS OF PERFORMANCE.—</p> <p>(A) LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—</p> <ul style="list-style-type: none"> <li>(i) IN GENERAL.—Each eligible recipient shall agree to accept the State adjusted levels of performance established under paragraph (3) as local adjusted levels of performances, or negotiate with the State to reach agreement on new</li> </ul>	<p>(4) LOCAL LEVELS OF PERFORMANCE.—</p> <p>(A) LOCAL LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—</p> <ul style="list-style-type: none"> <li>(i) IN GENERAL.—Each eligible recipient shall agree to accept the State determined levels of performance for each year of the plan established under paragraph (3) as local levels of performances, or negotiate with the State to</li> </ul>	<p>Maintains the requirement that local eligible recipients adopt the state determined levels of performance for each of the core indicators of performance or may request to negotiate with the eligible agency to develop local levels of performance. Under either option, the local performance levels must meet the requirements outlined in Section 113.</p>

	<p>local adjusted 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—</p> <p>(I) be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable, and measurable; and</p> <p>(II) require the eligible recipient to continually make progress toward improving the performance of career and technical education students.</p> <p>(iii) AGREEMENT ON LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR</p>	<p>reach agreement on new local 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—</p> <p>(I) be expressed in a percentage or numerical form, consistent with the State determined levels, so as to be objective, quantifiable, and measurable;</p> <p>(II) require the eligible recipient to <b>continually make meaningful progress</b> toward improving the performance of all CTE concentrators, including subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and special populations, as</p>	<p>Clause II changes terminology from “continually make progress” to “continually make meaningful progress.” The intent was to ensure progress was not arbitrarily set (e.g., requiring eligible recipients to increase a target by at least 1 percent).</p>
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	<p>FIRST 2 YEARS.—The eligible agency and each eligible recipient shall reach agreement, as described in clause (i), on the eligible recipient’s levels of performance for each of the core indicators of performance for the first 2 program years covered by the local plan, taking into account the levels identified in the local plan under clause (ii) and the factors described in clause (v). The levels of performance agreed to under this clause shall be considered to be the local adjusted levels of performance for the eligible recipient for such years and shall be incorporated into the local plan prior to the approval of such plan.</p>	<p>described in section 3(48);          (III) when being adjusted as described in clause (iii), be higher than the average actual performance levels of the previous 2 program years, except in a case in which unanticipated circumstances arise with respect to the eligible recipient and that eligible recipient meets the requirements for revisions under clause (iv);          (IV) when being adjusted as described in clause (iii), take into account how the local levels of performance compare with the local levels of performance established for other eligible recipients, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators at the time those CTE concentrators entered the program, and the services or</p>	<p>Clause III sets a new requirement that local recipients must set revised levels that are higher than the average of the last two program years.</p> <p>Clause IV is similar to clause (v) below in Perkins IV.</p>
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		<p>instruction to be provided; and  (V) set the local levels of performance using valid and reliable data that measures—  (aa) the differences within the State in actual economic conditions (including differences in unemployment rates and job losses or gains in particular industries); and  (bb) the abilities of the State and the eligible recipient to collect and access valid, reliable, and cost-effective data.</p>	<p>Clause V introduces the requirement that local levels of performance must be set using data that measures economic conditions and the capabilities of the State and local recipient to access such data.</p>
	<p>(ii) IDENTIFICATION IN THE LOCAL PLAN.—Each eligible recipient shall identify, in the local plan submitted under section 134, levels of performance for each of the core indicators of performance for the first 2 program years covered by the local plan.</p>	<p>(ii) IDENTIFICATION IN THE <b>LOCAL APPLICATION</b>.—Each eligible recipient shall identify, in the <b>local application</b> submitted under section 134, levels of performance for each of the core indicators of performance for each of the program years covered by the local plan.</p>	<p>Updates “local plan” to “local application” and specifies that local levels of performance must be included in said application.</p>
	<p>(iv) AGREEMENT ON LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS.—Prior to the third and fifth program years covered by the local plan, the eligible agency and each eligible</p>	<p>(iii) ALLOWABLE ADJUSTMENTS OF LOCAL LEVELS OF PERFORMANCE FOR SUBSEQUENT YEARS.—Prior to the third program year covered by the local application, the eligible recipient may, if the eligible recipient reaches an</p>	<p>Eligible recipients may revise their local levels of performance prior to the third program year covered by the local application, but such levels must still meet all of the requirements (as listed in Section 113) for local levels of performance.</p>



	<p>recipient shall reach agreement on the local adjusted levels of performance for each of the core indicators of performance for the corresponding subsequent program years covered by the local plan, taking into account the factors described in clause (v). The local adjusted levels of performance agreed to under this clause shall be considered to be the local adjusted levels of performance for the eligible recipient for such years and shall be incorporated into the local plan.</p> <p>(v) FACTORS.—The agreement described in clause (iii) or (iv) shall take into account—</p> <p>(I) how the levels of performance involved compare with the local adjusted levels of performance established for other eligible recipients in the State, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and</p> <p>(II) the extent to which the local adjusted levels of performance promote continuous improvement on the core indicators of performance by the eligible recipient.</p>	<p>agreement with the eligible agency, adjust the local levels of performance for any of the core indicators of performance for the subsequent program years covered by the local application, in accordance with that agreement and with this subparagraph. The local adjusted levels of performance agreed to under this clause shall be considered to be the local levels of performance for the eligible recipient for such years and shall be incorporated into the local application.</p>	<p>Eligible recipients may also revise the local levels of performance if unanticipated circumstances arise and the eligible recipient is approved for a waiver as described below in Section 113.</p>
	<p>(vi) REVISIONS.—If unanticipated circumstances arise with respect to an eligible recipient resulting in a significant change in the factors described in clause</p>	<p>(v) REVISIONS.—If unanticipated circumstances arise, or changes occur related to improvements in data or measurement approaches, the eligible</p>	<p>All eligible recipients have the option to seek a revision to their local levels of performance if unanticipated circumstances arise and the eligible recipients is approved</p>

	<p>(v), the eligible recipient may request that the local adjusted levels of performance agreed to under clause (iii) or (iv) be revised. The eligible agency shall issue objective criteria and methods for making such revisions.</p>	<p>recipient may request that the local levels of performance agreed to under clauses (i) or (iii) be revised. The eligible agency shall issue objective criteria and methods for making such revisions.</p>	<p>by the eligible agency for a “waiver” as described in Section 113. If a local has an unanticipated circumstances (an undefined term which should be interpreted broadly) or changes or improvements in data or measurement approaches, the eligible recipient may submit adjusted local levels of performance at the end of a program year (which functions as a waiver). In this case, the adjusted levels must meet all of the requirements listed above (as defined in Section 113). Whether or not a “waiver” is granted is at the discretion of the eligible agency, but unanticipated circumstances like a natural disaster or a shift to a more sophisticated data system would likely fall into this category. In this case, the adjusted levels must meet all of the requirements for local levels of performance, except the requirements that the adjusted levels be higher than the average of the actual performance of the two previous years and that the adjusted levels take into account the levels of other eligible recipients or consider the characteristics of actual CTE concentrators (as opposed to anticipated) when CTE concentrators entered the program.</p>
	<p><b>(B) LEVELS OF PERFORMANCE FOR ADDITIONAL INDICATORS.—</b> Each eligible recipient may identify, in the local plan, local levels of performance for any additional indicators of performance described in paragraph (2)(C). Such levels</p>	<p>No similar provision.</p>	<p>Removes all references to additional indicators of performance throughout the Act.</p>

	shall be considered to be the local levels of performance for purposes of this title.		
<b>Local Report/ Dissemination</b>	(C) LOCAL REPORT.— (i) CONTENT OF REPORT.— Each eligible recipient that receives an allocation described in section 112 shall annually prepare and submit to the eligible agency a report, which shall include the data described in clause (ii)(I), regarding the progress of such recipient in achieving the local adjusted levels of performance on the core indicators of performance.	(B) LOCAL REPORT.— (i) CONTENT OF REPORT.— Each eligible recipient that receives an allocation described in section 112 shall annually prepare and submit to the eligible agency a report, which shall include the data on the actual performance levels described in clause (ii), including the progress of such recipient in achieving the local levels of performance on the core indicators of performance.	No change.
	(ii) DATA.—Except as provided in clauses (iii) and (iv), each eligible recipient that receives an allocation described in section 112 shall— (I) disaggregate data for each of the indicators of performance under paragraph (2) for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 and section 3(29) that are served under this Act; and (II) identify and quantify any disparities or gaps in performance between any such category of students and the performance of all students served by the eligible recipient under this Act.	(ii) DATA.—Except as provided in clauses (iii) and (iv), each eligible recipient that receives an allocation described in section 112 shall— (I) disaggregate data for each of the indicators of performance under paragraph (2) for the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and section 3(48) that are served under this Act; (II) identify and quantify any disparities or gaps in performance, as described in paragraph 3(C)(ii)(II) between any such category of students as described in subclause (I) (including special populations) and the performance of all CTE concentrators served by	Updates references to ESSA and also requires additional disaggregation for each core indicator by subgroup, special populations and by CTE program or program of study (and if this level of reporting is impractical, disaggregate by Career Clusters ®).

	No similar provision.	<p style="text-align: center;">the eligible recipient under this Act;</p> <p>(III) disaggregate data by the career and technical education programs or programs of study of the CTE concentrators, except that in a case in which reporting by such program or program of study is impractical, the data may be disaggregated by the career clusters of the CTE concentrators, if appropriate; and</p> <p>(IV) for CTE concentrators described in paragraph (2)(A)(iii) and paragraph (2)(B)(i), disaggregate data, to the extent such data is available, by each of the following:</p> <ul style="list-style-type: none"> <li>(aa) Individuals enrolled in postsecondary education (disaggregated by postsecondary award level, including certificate, associate, or baccalaureate degree).</li> <li>(bb) Individuals in advanced training.</li> <li>(cc) Individuals in military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.) or volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)).</li> <li>(dd) Individuals in</li> </ul>	Requires disaggregation for the secondary and postsecondary placement indicators (to which Perkins V adds community service programs), if data is available. This reflects current practice for disaggregating by the number of students placed into further education or advanced training, military service and or employment. Requires additional disaggregation by award level for postsecondary education.
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		employment (including those individuals who are employed in high-skill, high-wage, or in-demand sector or occupation).	
	(iii) NONDUPLICATION.—The eligible agency shall ensure, in a manner that is consistent with the actions of the Secretary under subsection (c)(3), that each eligible recipient does not report duplicative information under this section.	(iii) NONDUPLICATION.—The eligible agency shall ensure, in a manner that is consistent with the actions of the Secretary under paragraph (3)(C)(iii), that each eligible recipient does not report duplicative information under this section.	No change.
	(iv) RULES FOR REPORTING OF DATA.—The disaggregation of data under clause (ii) shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.	(iv) RULES FOR REPORTING DATA.—The disaggregation of data under this paragraph shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.	No change.
	(v) AVAILABILITY.—The report described in clause (i) shall be made available to the public through a variety of formats, including electronically through the Internet.	(v) AVAILABILITY.—The report described in clause (i) shall be made available by the eligible recipient through a variety of formats, including electronically through the Internet, to students, parents, educators, and the public, and the information contained in such report shall be in a format that is understandable and uniform, and to the extent practicable, provided in a language that students, parents, and educators can understand.	New requirement: the local report must be available in easily accessible formats and languages to the extent practicable.
<b>National Activities</b>	(a) Program Performance Information.— (1) In general.—The Secretary shall collect performance information about, and report on, the condition of career and technical education and on the	(a) PROGRAM PERFORMANCE INFORMATION.— (1) IN GENERAL.—The Secretary shall, in consultation with the Director, collect performance information about,	Directs the Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities.

	<p>effectiveness of State and local programs, services, and activities carried out under this title in order to provide the Secretary and Congress, as well as Federal, State, local, and tribal agencies, with information relevant to improvement in the quality and effectiveness of career and technical education. The Secretary shall report annually to Congress on the Secretary’s aggregate analysis of performance information collected each year pursuant to this title, including an analysis of performance data regarding special populations.</p> <p>(2) Compatibility.—The Secretary shall, to the extent feasible, ensure that the performance information system is compatible with other Federal information systems.</p> <p>(3) Assessments.—As a regular part of its assessments, the National Center for Education Statistics shall collect and report information on career and technical education for a nationally representative sample of students. Such assessment may include international comparisons in the aggregate.</p>	<p>and report on, the condition of career and technical education and on the effectiveness of State and local programs, services, and activities carried out under this title in order to provide the Secretary and Congress, as well as Federal, State, local, and tribal agencies, with information relevant to improvement in the quality and effectiveness of career and technical education. The Secretary shall report annually to Congress on the Secretary’s aggregate analysis of performance information collected each year pursuant to this title <b>from eligible agencies under section 113(b)(3)(C)</b>, including an analysis of performance data regarding special populations.</p> <p>(2) COMPATIBILITY.—The Secretary shall, to the extent feasible, ensure that the performance information system is compatible with other Federal information systems.</p> <p>(3) ASSESSMENTS.—As a regular part of its assessments, the National Center for Education Statistics shall collect and report information on career and technical education for a nationally representative sample of students. Such assessment may include international comparisons in the aggregate.</p>	<p>Specifies that the annual report to Congress includes information collected from eligible agencies in the State Report, which is current practice.</p>
	<p>(b) MISCELLANEOUS PROVISIONS.— (1) COLLECTION OF INFORMATION AT REASONABLE COST.— The</p>	<p>(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</p>	<p>Removes the reference to entities that received assistance under Section 118 (which is removed from Perkins V) and the provision about the cooperation of the states</p>

	<p>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, the Office of Vocational and Adult Education, and an entity assisted under section 118 (if applicable), shall determine the methodology to be used and the frequency with which information is to be collected.</p> <p>(2) COOPERATION OF STATES.—All eligible agencies receiving assistance under this Act shall cooperate with the Secretary in implementing the information systems developed pursuant to this Act.</p>	<p>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.</p>	<p>to collect data.</p>
	<p>(c) SINGLE PLAN FOR RESEARCH, DEVELOPMENT, DISSEMINATION, EVALUATION, AND ASSESSMENT.—</p> <p>(1) IN GENERAL.—The Secretary may, directly or through grants, contracts, or cooperative agreements, carry out research, development, dissemination, evaluation and assessment, capacity building, and technical assistance with regard to the career and technical education programs under this Act. The Secretary shall</p>	<p>(c) SINGLE PLAN FOR RESEARCH, DEVELOPMENT, DISSEMINATION, EVALUATION, AND ASSESSMENT.—</p> <p>(1) IN GENERAL.—The Secretary <b>shall</b>, directly or through grants, contracts, or cooperative agreements, carry out research, development, dissemination, evaluation and assessment, capacity building, and technical assistance with regard to the career and technical education programs under this Act. The Secretary shall develop a single plan for such</p>	<p>Requires the Secretary to carry out the research and evaluation activities in this section. Maintains that the Secretary must develop a plan for these activities. Adds reference to the involvement of the Director of the IES in carrying out these activities.</p>

	<p>develop a single plan for such activities.</p> <p>(2) PLAN.—Such plan shall—</p> <p>(A) identify the career and technical education activities described in paragraph (1) that the Secretary will carry out under this section;</p> <p>(B) describe how the Secretary will evaluate such career and technical education activities in accordance with subsection (d)(2); and</p> <p>(C) include such other information as the Secretary determines to be appropriate.</p>	<p>activities.</p> <p>(2) PLAN.—Such plan shall—</p> <p>(A) identify the career and technical education activities described in paragraph (1) that the Secretary will carry out under this section;</p> <p>(B) describe how the Secretary, acting through the Director, will evaluate such career and technical education activities in accordance with subsection (d)(2); and</p> <p>(C) include such other information as the Secretary, in consultation with the Director, determines to be appropriate.</p>	
<p><b>Advisory Panel</b></p>	<p>(d) ADVISORY PANEL; EVALUATION; REPORTS.—</p> <p>(1) INDEPENDENT ADVISORY PANEL.—</p> <p>(A) IN GENERAL.—The Secretary shall appoint an independent advisory panel to advise the Secretary on the implementation of the assessment described in paragraph (2), including the issues to be addressed and the methodology of the studies involved to ensure that the assessment adheres</p>	<p>(d) ADVISORY PANEL; EVALUATION; REPORTS.—</p> <p>(1) INDEPENDENT ADVISORY PANEL.—</p> <p>(A) IN GENERAL.—The Secretary, acting through the Director, shall appoint an independent advisory panel to advise the Secretary on the implementation of the evaluation described in paragraph (2) <b>and the plan developed under subsection (c)</b>, including the issues to be addressed and the methodology of the</p>	<p>Specifies that the advisory board shall also have an advisory role in the single plan for research, development, dissemination, evaluation and assessments as developed under subsection (c).</p>



	<p>to the highest standards of quality.  <b>(B) MEMBERS.</b>—The advisory panel shall consist of—</p> <ul style="list-style-type: none"> <li>(i) educators, administrators, State directors of career and technical education, and chief executives, including those with expertise in the integration of academic and career and technical education;</li> <li>(ii) experts in evaluation, research, and assessment;</li> <li>(iii) representatives of labor organizations and businesses, including small businesses, economic development entities, and workforce investment entities;</li> <li>(iv) parents;</li> <li>(v) career guidance and academic counseling professionals; and</li> </ul>	<p>studies involved to ensure that the evaluation adheres to the highest standards of quality.  <b>(B) MEMBERS.</b>—The advisory panel shall consist of—</p> <ul style="list-style-type: none"> <li>(i) educators, administrators, State directors of career and technical education, and chief executives, including those with expertise in the integration of academic and career and technical education;</li> <li>(ii) experts in evaluation, research, and assessment;</li> <li>(iii) representatives of labor organizations and businesses, including small businesses, economic development entities, and workforce investment entities;</li> <li>(iv) parents;</li> <li>(v) career guidance and academic counseling professionals;</li> <li>(vi) other individuals and qualified intermediaries with relevant expertise, which may include individuals with expertise in addressing inequities in access to, and in opportunities for, academic</li> </ul>	<p>Provisions (vi, vii and viii) add stakeholder groups to the advisory panel:</p> <ul style="list-style-type: none"> <li>• May include: <ul style="list-style-type: none"> <li>○ individuals with expertise in addressing inequities in access to, and in opportunities for, academic and technical skill attainment</li> </ul> </li> </ul>
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	<p>(vi) other individuals and intermediaries with relevant expertise.</p> <p>(C) INDEPENDENT ANALYSIS.—The advisory panel shall transmit to the Secretary, the relevant committees of Congress, and the Library of Congress an independent analysis of the findings and recommendations resulting from the assessment described in paragraph (2).</p> <p>(D) FACAs.—The Federal Advisory Committee Act (5 U.S.C. App.) shall not apply to the panel established under this paragraph.</p>	<p>and technical skill attainment;</p> <p>(vii) representatives of Indian Tribes and Tribal organizations; and</p> <p>(viii) representatives of special populations.</p> <p>(C) INDEPENDENT ANALYSIS.—The advisory panel shall transmit to the Secretary, the Director, the relevant committees of Congress, and the Library of Congress an independent analysis of the findings and recommendations resulting from the evaluation described in paragraph (2).</p> <p>(D) FACAs.—The Federal Advisory Committee Act (5 U.S.C. App.) shall not apply to the panel established under this paragraph.</p>	<ul style="list-style-type: none"> <li>• Shall include:             <ul style="list-style-type: none"> <li>○ representatives of Indian Tribes and Tribal organizations</li> <li>○ representatives of special populations</li> </ul> </li> </ul>
<p><b>Evaluation Reports</b></p>	<p>(2) EVALUATION AND ASSESSMENT.—</p> <p>(A) IN GENERAL.—From amounts made available under subsection (e), the Secretary shall provide for the conduct of an independent evaluation and assessment of career and technical education programs under this Act, including the implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, to the extent practicable, through studies and</p>	<p>(2) EVALUATION.—</p> <p>(A) In general.—From amounts made available under subsection (f), the Secretary, acting through the Director, shall provide for the conduct of 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), of career and technical education programs under this Act, including the implementation of the Strengthening Career and Technical</p>	<p>The national assessment of CTE is reconfigured to be a national “evaluation,” with a series of grants, contracts or cooperative agreements awarded competitively.</p>

	<p>analyses conducted independently through grants, contracts, and cooperative agreements that are awarded on a competitive basis.</p>	<p>Education for the 21<sup>st</sup> Century Act, to the extent practicable, through studies and analyses conducted independently through grants, contracts, and cooperative agreements that are awarded on a competitive basis. Whenever possible, data used for the evaluation for a fiscal year shall be data from the most recent fiscal year for which such data are available, and from the 5-year period preceding that fiscal year.</p>	
	<p>(B) CONTENTS.—The assessment required under subparagraph (A) shall include descriptions and evaluations of—</p> <ul style="list-style-type: none"> <li>(i) the extent to which State, local, and tribal entities have developed, implemented, or improved State and local career and technical education programs assisted under this Act;</li> <li>(ii) the preparation and qualifications of teachers and faculty of career and technical education (such as meeting State established teacher certification or licensing requirements), as well as shortages of such teachers and faculty;</li> <li>(iii) academic and career and technical education achievement and employment outcomes of career and technical education, including analyses of—</li> </ul>	<p>(B) CONTENTS.—The evaluation required under subparagraph (A) shall include descriptions and evaluations of—</p> <ul style="list-style-type: none"> <li>(i) the extent and success of the integration of challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 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— <ul style="list-style-type: none"> <li>(I) 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</li> </ul> </li> </ul>	<p>Removes from the list of required descriptions and evaluations in Perkins IV:</p> <ul style="list-style-type: none"> <li>• the development, implementation and improvement of CTE programs</li> <li>• the preparation and qualifications of CTE teachers and faculty and shortages of such educators</li> <li>• the use of educational technology and distance learning with respect to career and technical education and tech prep programs</li> </ul>

	<p>(I) the extent and success of the integration of rigorous and challenging academic 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 receiving a secondary school diploma); and</p> <p>(II) the extent to which career and technical education programs prepare students, including special populations, for subsequent employment in high skill, high wage occupations (including those in which mathematics and science skills are critical), or for participation in postsecondary education;</p> <p>(iv) employer involvement in, and satisfaction with, career and technical education programs and career and technical education students' preparation for employment;</p>	<p>State-defined alternative diploma described in section 8101(25)(A)(ii)(I)(bb) of such Act;</p> <p>(II) the number of such students that are high school students that receive a recognized postsecondary credential; and</p> <p>(III) the number of such students that are high school students that earn credit toward a recognized postsecondary credential;</p> <p>(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 skills are critical, which may include computer science), or for participation in postsecondary education;</p> <p>(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;</p> <p>(iv) efforts to expand access to career and technical education programs of study for all students;</p>	<p>Adds the following to the list of required descriptions and evaluations:</p> <ul style="list-style-type: none"> <li>• efforts to expand access to CTE</li> </ul>
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	<p>(v) the participation of students in career and technical education programs;</p> <p>(vi) the use of educational technology and distance learning with respect to career and technical education and tech prep programs;</p> <p>and</p> <p>(vii) the effect of State and local adjusted levels of performance and State and local levels of performance on the delivery of career and technical education services, including the percentage of career and technical education and tech prep students meeting the adjusted levels of performance described in section 113.</p>	<p>(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;</p> <p>(vi) the effectiveness of different delivery systems and approaches for career and technical education, including comprehensive high schools, technical high schools, area technical centers, career academies, community and technical colleges, early college high schools, pre-apprenticeship programs, voluntary after school programs, and individual course offerings, including dual or concurrent enrollment program courses, as well as communication strategies for promoting career and technical education opportunities involving teachers, school counselors, and parents or other guardians;</p> <p>(vii) the extent to which career and technical education programs supported by this Act are grounded on evidence-based research;</p> <p>(viii) 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—</p>	<p>programs of study for all students</p> <ul style="list-style-type: none"> <li>• innovative approaches to work-based learning</li> <li>• the effectiveness of different CTE delivery systems</li> <li>• the extent to which career and technical education programs supported by this Act are grounded on evidence-based research</li> <li>• efforts to reduce disparities or performance gaps</li> </ul> <p>Adds the evaluation of Perkins V implementation, which has not been required in the past. Specifically requires the evaluation to look the impact of the local needs assessment, implementation of programs of study and coordination of</p>
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		<p>(I) the use of the comprehensive needs assessment under section 134(c);</p> <p>(II) the implementation of programs of study; and</p> <p>(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;</p> <p>(ix) 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;</p> <p>(x) changes in student enrollment patterns; and</p> <p>(xi) efforts to reduce disparities or performance gaps described in section 113(b)(3)(C)(ii)(II).</p>	<p>planning and program delivery with WIOA and ESSA.</p>
	<p>(C) REPORTS.—</p> <p>(i) IN GENERAL.—The Secretary shall submit to the relevant committees of Congress—</p> <p>(I) an interim report regarding the assessment on or before January 1, 2010; and</p> <p>(II) a final report, summarizing all studies and</p>	<p>(C) REPORTS.—</p> <p>(i) IN GENERAL.—The Secretary, in consultation with the Director, shall submit to the relevant committees of Congress—</p> <p>(I) not later than 2 years after the date of enactment of the Strengthening Career and Technical Education for the 21st Century Act, an</p>	<p>Specifies that an interim report from the evaluation is due two years after the law’s enactment, a final report is due four years after the law’s enactment and a biennial update to the final report is due to Congress for succeeding years.</p>

	<p>analyses that relate to the assessment and that are completed after the interim report, on or before July 1, 2011.</p>	<p>interim report regarding the evaluation and summary of research activities carried out under this section that builds on studies and analyses existing as of such date of enactment;                  (II) not later than 4 years after the date of enactment of the Strengthening Career and Technical Education for the 21st Century Act, a final report summarizing the studies and analyses that relate to the evaluation and summary of research activities carried out under this section; and                  (III) a biennial update to such final report for succeeding years.</p>	
	<p>(ii) PROHIBITION.—Notwithstanding any other provision of law, the reports required by this subsection shall not be subject to any review outside the Department of Education before their transmittal to the relevant committees of Congress and the Secretary, but the President, the Secretary, and the independent advisory panel established under paragraph (1) may make such additional recommendations to Congress with respect to the assessment as the President, the Secretary, or the panel determine to be appropriate.</p>	<p>(ii) PROHIBITION.—Notwithstanding any other provision of law, the reports required by this subsection shall not be subject to any review outside the Department of Education before their transmittal to the relevant committees of Congress and the Secretary, but the President, the Secretary, <b>the Director</b>, and the independent advisory panel established under paragraph (1) may make such additional recommendations to Congress with respect to the assessment as the President, the Secretary, the Director or the panel determine to be appropriate.</p>	<p>Adds the Director of the IES to the list of who must receive the reports required in this subsection.</p>
<p>No similar provision.</p>		<p>(iii) DISSEMINATION.—In addition to</p>	<p>Specifies additional dissemination</p>

		<p>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 and programs of study that are most likely to produce positive educational and employment outcomes.</p>	<p>requirements to ensure reports are distributed widely and on a timely basis.</p>
	<p>(3) COLLECTION OF STATE INFORMATION AND REPORT.—                  (A) IN GENERAL.—The Secretary may collect and disseminate information from States regarding State efforts to meet State adjusted levels of performance described in section 113(b).                  (B) REPORT.—The Secretary shall gather any information collected pursuant to subparagraph (A) and submit a report to the relevant committees in Congress.</p>	<p>(3) COLLECTION OF STATE INFORMATION AND REPORT.—                  (A) IN GENERAL.—The Secretary may collect and disseminate information from States regarding State efforts to meet State determined levels of performance described in section 113(b), <b>as long as such information does not reveal any personally identifiable information.</b>                  (B) REPORT.—The Secretary shall gather any information collected pursuant to subparagraph (A) and submit a report to the relevant committees in Congress.</p>	<p>Updates the reference from “state adjusted levels of performance” to “state determined levels of performance” and adds that the Secretary may collect information about these levels as long as it does not reveal any personally identifiable information.</p>
	<p>(4) RESEARCH.—                  (A) IN GENERAL.—From amounts made available under subsection (e), the Secretary, after consulting with the States, shall award a grant, contract, or cooperative agreement, on a competitive basis, to an institution of higher education, a public or</p>	<p>(4) RESEARCH.—                  (A) IN GENERAL.—From amounts made available under subsection (f), the Secretary, after consultation with the Director, the Commissioner for Education Research, and the States, and with input from the independent advisory panel established under subsection (d)(1)(A), shall award a</p>	<p>Removes requirement for a specific “national research center,” although nothing in the Act would preclude USDE from establishing one or more centers, and research remains a key component of this section. Research grants must also be awarded competitively to institutions of higher education or consortia of one or more institutions of higher education and one or</p>



	<p>private nonprofit organization or agency, or a consortium of such institutions, organizations, or agencies to establish a national research center—</p> <p>(i) to carry out scientifically based research and evaluation for the purpose of developing, improving, and identifying the most successful methods for addressing the education, employment, and training needs of participants, including special populations, in career and technical education programs, including research and evaluation in such activities as—</p> <p>(I) the integration of—</p> <p>(aa) career and technical instruction; and</p> <p>(bb) academic, secondary and postsecondary instruction;</p> <p>(II) education technology and distance learning</p>	<p>grant, contract, or cooperative agreement, on a competitive basis, to an institution of higher education or to a consortium of one or more institutions of higher education and one or more private nonprofit organizations or agencies, to carry out one or more of the activities described in subparagraph (B).</p> <p>(B) GRANT ACTIVITIES.—An institution or consortium receiving a grant under this paragraph shall use grant funds to carry out one or more of the following activities:</p> <p>(i) Evidence-based research and evaluation for the purpose of developing, improving, and identifying the most successful methods for —</p> <p>(I) eliminating inequities in access to, and in opportunities for, learning, skill development, or effective teaching in career and technical education programs; and</p> <p>(II) addressing the education, employment, and training needs of CTE participants, including special populations, in career and technical education programs or programs of study.</p> <p>(ii) Research on, and evaluation of, the impact of changes made by the Strengthening Career and Technical Education for the 21st Century Act,</p>	<p>more private nonprofit partners and a variety of research activities are outlined.</p> <p>Removes the following focus areas from the list of research topics included in Perkins IV:</p> <ul style="list-style-type: none"> <li>• integration of CTE instruction with academic instruction;</li> <li>• education technology and distance learning approaches effective for CTE;</li> <li>• state levels of performance that serve to improve CTE; academic knowledge and career and technical skills required for employment or participation in postsecondary education;</li> <li>• preparation for occupations in high skill, high wage or high demand business and industry;</li> <li>• dissemination and training activities related to the applied research and demonstration activities; and</li> <li>• the recruitment and retention of CTE educators.</li> </ul> <p>Adds the following focus areas to the list of research topics:</p> <ul style="list-style-type: none"> <li>• evaluation of the impact of provision included in Perkins V (e.g., the local needs assessments, implementation of programs of study, CTE funding and finance models, coordination with WIOA, ESSA and HEA);</li> </ul>
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	<p>approaches and strategies that are effective with respect to career and technical education; (III) State adjusted levels of performance and State levels of performance that serve to improve career and technical education programs and student achievement; (IV) academic knowledge and career and technical skills required for employment or participation in postsecondary education; and (V) preparation for occupations in high skill, high wage, or high demand business and industry, including examination of—</p> <p style="padding-left: 40px;">(aa) collaboration between career and technical</p>	<p>including State-by-State comparisons, where appropriate, of—</p> <p style="padding-left: 20px;">(I) the use of the needs assessment under section 134(c);</p> <p style="padding-left: 20px;">(II) the implementation of programs of study;</p> <p style="padding-left: 20px;">(III) how States have implemented provisions of the Act, including both fiscal and programmatic elements;</p> <p style="padding-left: 20px;">(IV) career and technical education funding and finance models; and</p> <p style="padding-left: 20px;">(V) coordination with other relevant laws, including the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Elementary and Secondary Education Act of 1965, and the Higher Education Act of 1965.</p> <p>(iii) Evidence-based research and analyses that provide longitudinal information with respect to career and technical education programs and programs of study and student achievement.</p> <p>(iv) The implementation of, evaluation of, or evidence-based research of, innovative methods that support high-quality implementation of career and technical education programs and</p>	<ul style="list-style-type: none"> <li>• analyses of CTE programs and programs of study and student achievement; and</li> <li>• methods that support high-quality implementation of CTE programs and programs of study.</li> </ul>
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	<p>education programs and business and industry; and (bb) academic and technical skills required for a regional or sectoral workforce, including small business;</p> <p>(ii) to carry out scientifically based research and evaluation to increase the effectiveness and improve the implementation of career and technical education programs that are integrated with coherent and rigorous content aligned with challenging academic standards, including conducting research and development, and studies, that provide longitudinal information or formative evaluation with respect to career and technical education programs and student achievement;</p>	<p>programs of study and student achievement related to career and technical education, including—</p> <p>(I) creating or expanding dual or concurrent enrollment program activities and early college high schools;</p> <p>(II) awarding of academic credit or academic alignment for industry recognized credentials, competency-based education, or work-based learning;</p> <p>(III) making available open, searchable, and comparable information on the quality of industry recognized credentials, including the related skills or competencies, attainment by CTE concentrators, related employment and earnings outcomes, labor market value, and use by employers; or</p> <p>(IV) initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including barriers affecting rural students and special populations.</p>	
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	<p>(iii) to carry out scientifically based research and evaluation that can be used to improve the preparation and professional development of teachers, faculty, and administrators, and to improve student learning in the career and technical education classroom, including—</p> <ul style="list-style-type: none"><li>(I) effective in-service and preservice teacher and faculty education that assists career and technical education programs in—<ul style="list-style-type: none"><li>(aa) integrating those programs with academic content standards and student academic achievement standards, as adopted by States under section 1111(b)(1) of</li></ul></li></ul>		
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	<p>the Elementary and Secondary Education Act of 1965; and (bb) coordinating technical education with industry-recognized certification requirements;</p> <p>(II) dissemination and training activities related to the applied research and demonstration activities described in this subsection, which may also include serving as a repository for information on career and technical skills, State academic standards, and related materials; and</p> <p>(III) the recruitment and retention of career and technical</p>		
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	<p>education teachers, faculty, counselors, and administrators, including individuals in groups underrepresented in the teaching profession; and</p> <p>(iv) to carry out such other research and evaluation, consistent with the purposes of this Act, as the Secretary determines appropriate to assist State and local recipients of funds under this Act.</p>		
	<p>(B) REPORT.—The center conducting the activities described in subparagraph (A) shall annually prepare a report of the key research findings of such center and shall submit copies of the report to the Secretary, the relevant committees of Congress, the Library of Congress, and each eligible agency.</p>	<p>(C) REPORT.—<b>The institution or consortium receiving a grant under this paragraph</b> shall annually prepare a report containing information about the key research findings of such entity under this paragraph and shall submit copies of the report to the Secretary and the Director. The Secretary shall submit copies of the report to the relevant committees of Congress, the Library of Congress, and each eligible agency.</p>	<p>Updates the reference to a specific “center” to the “institution or consortium receiving a grant” that must annually prepare a report about key research findings and adds that this report must also be submitted to the Director of IES.</p>
	<p>(C) DISSEMINATION.—The center shall conduct dissemination and training activities based upon the research described in subparagraph (A).</p> <p>(5) DEMONSTRATIONS AND DISSEMINATION.—The Secretary is authorized to carry out demonstration career and technical education programs, to</p>	<p>(D) DISSEMINATION.—<b>The institution or consortium receiving a grant under this paragraph</b> shall conduct dissemination and training activities based on the research carried out under this paragraph on a timely basis, including through dissemination networks and, as appropriate and relevant, technical</p>	<p>Updates the reference to a specific “center” to “institution or consortium receiving a grant” that must conduct dissemination activities.</p> <p>Removes the provision authorizing the Secretary to carry out demonstration programs and replicate model CTE</p>

	<p>replicate model career and technical education programs, to disseminate best practices information, and to provide technical assistance upon request of a State, for the purposes of developing, improving, and identifying the most successful methods and techniques for providing career and technical education programs assisted under this Act.</p>	<p>assistance providers within the Department.</p>	<p>programs and provide technical assistance at the request of a State.</p>
<p><b>Innovation and Modernization</b></p>	<p>No similar provision.</p>	<p>(e) INNOVATION AND MODERNIZATION.—                  (1) GRANT PROGRAM.—To identify, support, and rigorously evaluate evidence-based and innovative strategies and activities to improve and modernize career and technical education and align workforce skills with labor market needs as part of the State plan under section 122 and local application under section 134 and the requirements of this subsection, the Secretary may use not more than 20 percent of the amounts appropriated under subsection (f) to award grants to eligible entities, eligible institutions, or eligible recipients to carry out the activities described in paragraph (7)—                  (2) NON-FEDERAL MATCH.—                  (A) Matching funds required.— Except as provided under subparagraph (B), to receive a grant under this subsection, an eligible entity, eligible</p>	<p>Adds a new innovation and modernization competitive grant program that would award competitive grants (up to three years in duration) to eligible entities, eligible institutions or eligible recipients to identify, support and rigorously evaluate evidence-based and innovative strategies and activities to improve and modernize CTE and align workforce skills with labor market needs.</p> <p>Requires the research and evaluation components as outlined above, but notes that the innovation and modernization program is an option for which up to 20 percent of the overall allocation of the National Activities funds (Section 114 ) can be spent.</p> <p>Requires a non-federal match. Unless the eligible entity, institution or recipient that receives a grant demonstrates exceptional circumstances, they are required to secure non-federal matching funds that must be at</p>

		<p>institution, or eligible recipient shall, through cash or in-kind contributions, provide matching funds from non-Federal sources in an amount equal to not less than 50 percent of the funds provided under such grant.</p> <p>(B) Exception.—The Secretary may waive the matching fund requirement under subparagraph (A) if the eligible entity, eligible institution, or eligible recipient demonstrates exceptional circumstances.</p> <p>(3) APPLICATION.—To receive a grant under this subsection, an eligible entity, eligible institution, or eligible recipient shall submit an application to the Secretary at such a time, in such manner, and containing such information as the Secretary may require, including, at a minimum—</p> <ul style="list-style-type: none"><li>(A) an identification and designation of the agency, institution, or school responsible for the administration and supervision of the program assisted under this paragraph;</li><li>(B) a description of the budget for the project, the source and amount of the matching funds required under paragraph (2)(A), and how the applicant</li></ul>	<p>least 50 percent of the amount provided in the grant.</p>
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		<p>will continue the project after the grant period ends, if applicable;</p> <p>(C) a description of how the applicant will use the grant funds, including how such funds will directly benefit students, including special populations, served by the applicant;</p> <p>(D) a description of how the program assisted under this subsection will be coordinated with the activities carried out under section 124 or 135;</p> <p>(E) a description of how the career and technical education programs or programs of study to be implemented with grant funds reflect the needs of regional, State, or local employers, as demonstrated by the comprehensive needs assessment under section 134(c);</p> <p>(F) a description of how the program assisted under this subsection will be evaluated and how that evaluation may inform the report described in subsection (d)(2)(C); and</p> <p>(G) an assurance that the applicant will—</p> <ul style="list-style-type: none"><li>(i) provide information to the Secretary, as requested,</li></ul>	
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		<p>for evaluations that the Secretary may carry out; and</p> <p>(ii) make data available to third parties for validation, in accordance with applicable data privacy laws, including section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the ‘Family Educational Rights and Privacy Act of 1974’);</p> <p>(4) PRIORITY.—In awarding grants under this subsection, the Secretary shall give priority to applications from eligible entities, eligible institutions, or eligible recipients that will predominantly serve students from low-income families.</p> <p>(5) GEORGRAPHIC DIVERSITY.—</p> <p>(A) IN GENERAL.—In awarding grants under this subsection, the Secretary shall award no less than 25 percent of the total available funds for any fiscal year to eligible entities, eligible institutions, or eligible recipients proposing to fund career and technical education activities that serve—</p> <p>(i) a local educational</p>	<p>The Secretary must consider (unless there is an insufficient number of applicants) geographic diversity in selecting grantees under this section.</p>
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		<p>agency with an urban-centric district locale code of 32, 33, 41, 42, or 43, as determined by the Secretary;</p> <p>(ii) an institution of higher education primarily serving the one or more areas served by such a local educational agency;</p> <p>(iii) a consortium of such local educational agencies or such institutions of higher education;</p> <p>(iv) a partnership between—</p> <ul style="list-style-type: none"><li>(I) an educational service agency or a nonprofit organization;</li><li>and</li><li>(II) such a local educational agency or such an institution of higher education; or</li></ul> <p>(v) a partnership between—</p> <ul style="list-style-type: none"><li>(I) a grant recipient described in clause (i) or (ii); and</li><li>(II) a State educational agency.</li></ul> <p>(B) EXCEPTION.—</p> <p>Notwithstanding subparagraph (A), the Secretary shall reduce the amount of funds made available under such clause if the Secretary does not receive a</p>	
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		<p>sufficient number of applications of sufficient quality.</p> <p>(6) DURATION—</p> <p>(A) IN GENERAL.—Grants awarded under this subsection shall be for a period of not more than 3 years.</p> <p>(B) EXTENSION.—The Secretary may extend such grants for not more than 1 additional 2-year period if the grantee demonstrates to the Secretary that the grantee is achieving the grantee’s program objectives and, as applicable, has improved education outcomes for career and technical education students, including special populations.</p> <p>(7) USES OF FUNDS.— An eligible entity, eligible institution, or eligible recipient that is awarded a grant under this subsection shall use the grant funds to create, develop, implement, replicate, or take to scale evidence-based, field-initiated innovations to modernize and improve effectiveness and alignment of career and technical education and to improve student outcomes in career and technical education, and rigorously evaluate such innovations, through one or more of the following activities—</p>	<p>Grant funds may be used to create, implement or replicate innovations to modernize and improve student outcomes in CTE and the effectiveness and alignment of CTE. For example, funds could be used for a variety of purposes including to design or implement courses or programs of study, improving student transitions, innovative CTE delivery models, professional development activities for CTE educators, improving employment outcomes in non-traditional fields, establishing an online portal for CTE students, and developing and implementing a pay for success initiative.</p>
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		<p>(A) Designing and implementing courses or programs of study aligned to labor market needs in new or emerging fields and working with industry to upgrade equipment, technology, and related curriculum used in career and technical education programs, which is needed for the development, expansion, and implementation of State-approved career and technical education programs of study, including—</p> <ul style="list-style-type: none"><li>(i) the development or acquisition of instructional materials associated with the equipment and technology purchased by an eligible entity, eligible institution, or eligible recipient through the grant;</li><li>or</li><li>(ii) efforts to expand, develop, or implement programs designed to increase opportunities for students to take rigorous courses in coding or computer science subject areas, and support for statewide efforts to increase access and implementation of coding or computer</li></ul>	
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		<p>science courses in order to meet local labor market needs in occupations that require skills in those subject areas.</p> <p>(B) Improving career and technical education outcomes of students served by eligible entities, eligible institutions, or eligible recipients through activities such as —</p> <ul style="list-style-type: none"><li>(i) supporting the development and enhancement of innovative delivery models for career and technical education related work-based learning, including school-based simulated work sites, mentoring, work site visits, job shadowing, project-based learning, and skills-based and paid internships;</li><li>(ii) increasing the effective use of technology within career and technical education programs and programs of study;</li><li>(iii) supporting new models for integrating academic content at the secondary and postsecondary level in career and technical education; or</li><li>(iv) integrating science,</li></ul>	
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		<p>technology, engineering, and mathematics fields, including computer science education, with career and technical education.</p> <p>(C) Improving the transition of students—</p> <ul style="list-style-type: none"><li>(i) from secondary education to postsecondary education or employment through programs, activities, or services that may include the creation, development, or expansion of dual or concurrent enrollment, articulation agreements, credit transfer agreements, and competency based education; or</li><li>(ii) from the completion of one postsecondary program to another postsecondary program that awards a recognized postsecondary credential.</li></ul> <p>(D) Supporting the development and enhancement of innovative delivery models for career and technical education.</p> <p>(E) Working with industry to design and implement courses or programs of study aligned to labor market needs in new or emerging fields.</p> <p>(F) Supporting innovative</p>	
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		<p>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;</p> <p>(G) Creating or expanding recruitment, retention or professional development activities for career and technical education teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals, which may include—</p> <ul style="list-style-type: none"><li>(i) providing resources and training to improve instruction for, and provide appropriate accommodations to, special populations;</li><li>(ii) externships or site visits with business and industry;</li><li>(iii) the integration of coherent and rigorous academic content standards and career and technical education curricula, including through</li></ul>	
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		<p>opportunities for appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies;</p> <p>(iv) mentoring by experienced teachers;</p> <p>(v) providing resources or assistance with meeting State teacher licensure and credential requirements; or</p> <p>(vi) training for career guidance and academic counselors at the secondary level to improve awareness of postsecondary education and postsecondary career options, and improve the ability of such counselors to communicate to students the career opportunities and employment trends.</p> <p>(H) Improving CTE concentrator employment outcomes in non-traditional fields.</p> <p>(I) Supporting the use of career and technical education programs and programs of study in coordinated strategy to address identified employer needs and workforce shortages, such as shortages in early childhood, elementary school,</p>	
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		<p>and secondary school education workforce.</p> <p>(J) Providing integrated student support that addresses the comprehensive needs of students, such as incorporating accelerated and differentiated learning opportunities supported by evidence-based strategies for special populations.</p> <p>(K) Establishing an online portal for career and technical education students, including special populations, preparing for postsecondary career and technical education, which may include opportunities for mentoring, gaining financial literacy skills, and identifying career opportunities and interests, and a platform to establish online savings accounts to be used exclusively for postsecondary CTE programs and programs of study.</p> <p>(L) Developing and implementing a pay for success initiative.</p> <p>(8) EVALUATION.—Each eligible entity, eligible institution, or eligible recipient receiving a grant under this subsection shall provide for an independent evaluation of the activities carried out using such</p>	<p>Requires recipients of the grant to submit an annual report to the Secretary that includes an independent evaluation of the activities the grant supported.</p>
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		<p>grant and submit to the Secretary an annual report that includes—</p> <ul style="list-style-type: none"> <li>(A) a description of how funds received under this paragraph were used;</li> <li>(B) the performance of the eligible entity, eligible institution, or eligible recipient with respect to, at a minimum, the performance indicators described under section 113, as applicable, and disaggregated by— <ul style="list-style-type: none"> <li>(i) subgroups of students described in section 1111(c)(2)(B) of the Elementary and Secondary Education Act of 1965;</li> <li>(ii) special populations; and</li> <li>(iii) as appropriate, each career and technical education program and program of study; and</li> </ul> </li> <li>(C) a quantitative analysis of the effectiveness of the project carried out under this paragraph.</li> </ul>	
<p><b>Authorization of Appropriations</b></p>	<p>(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for each of fiscal years 2007 through 2012.</p>	<p>(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—</p> <ul style="list-style-type: none"> <li>(1) \$7,651,051 for fiscal year 2019;</li> <li>(2) \$7,758,166 for fiscal year 2020;</li> <li>(3) \$7,866,780 for fiscal year 2021;</li> <li>(4) \$7,976,915 for fiscal year 2022;</li> </ul>	<p>Maintains a funding stream for National Activities that is separate from the Basic State Grant, and now includes specific authorization levels for these activities.</p>

		<p>(5) \$8,088,592 for fiscal year 2023; and (6) \$8,201,832 for fiscal year 2024.</p>	
<p><b>Assistance for the Outlying Areas</b></p>	<p>(a) OUTLYING AREAS.—From funds reserved pursuant to section 111(a)(1)(A), the Secretary shall—</p> <ul style="list-style-type: none"> <li>(1) make a grant in the amount of \$660,000 to Guam;</li> <li>(2) make a grant in the amount of \$350,000 to each of American Samoa and the Commonwealth of the Northern Mariana Islands; and</li> <li>(3) make a grant of \$160,000 to the Republic of Palau, subject to subsection (d).</li> </ul> <p>(b) REMAINDER.—</p> <ul style="list-style-type: none"> <li>(1) FIRST YEAR.—Subject to subsection (a), for the first fiscal year following the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, the Secretary shall make a grant of the remainder of funds reserved pursuant to section 111(a)(1)(A) to the Pacific Region Educational Laboratory in Honolulu, Hawaii, to make grants for career and technical education and training in Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, for the purpose of providing direct career and technical educational services, including—</li> </ul>	<p>(a) OUTLYING AREAS.—From funds reserved pursuant to section 111(a)(1)(A), the Secretary shall—</p> <ul style="list-style-type: none"> <li>(1) make a grant in the amount of \$660,000 to Guam;</li> <li>(2) make a grant in the amount of \$350,000 to each of American Samoa and the Commonwealth of the Northern Mariana Islands; and</li> <li>(3) make a grant of \$160,000 to the Republic of Palau, subject to subsection (b).</li> </ul> <p>(b) RESTRICTION.—The Republic of Palau shall cease to be eligible to receive funding under this section upon entering into an agreement for an extension of United States educational assistance under the Compact of Free Association, unless otherwise provided in such agreement.</p>	<p>Removes details about how funds to outlying areas should be distributed and used if such amounts exceed the .13 percent allocated in Section 111(a)(1)(A). Removes provision in Perkins IV that allowed the remainder of the funds to go to the Pacific Region Educational Laboratory via grants.</p>

	<p>(A) teacher and counselor training and retraining;          (B) curriculum development; and          (C) the improvement of career and technical education and training programs in secondary schools and institutions of higher education, or improving cooperative education programs involving secondary schools and institutions of higher education.</p> <p>(2) SUBSEQUENT YEARS.— Subject to subsection (a), for the second fiscal year following the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, and each subsequent year, the Secretary shall make a grant of the remainder of funds reserved pursuant to section 111(a)(1)(A) and subject to subsection (a), in equal proportion, to each of Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, to be used to provide direct career and technical educational services as described in subparagraphs (A) through (C) of paragraph (1).</p>		
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	<p>(c) LIMITATION.—The Pacific Region Educational Laboratory may use not more than 5 percent of the funds received under subsection (b)(1) for administrative costs.</p> <p>(d) RESTRICTION.—The Republic of Palau shall cease to be eligible to receive funding under this section upon entering into an agreement for an extension of United States educational assistance under the Compact of Free Association, unless otherwise provided in such agreement.</p>		
<p><b>Native American Programs</b></p>	<p>(a) DEFINITIONS.—In this section:</p> <p>(1) ALASKA NATIVE.—The term “Alaska Native” means a Native as such term is defined in section 3 of the Alaska Native Claims Settlement Act (43 U.S.C. 1602).</p> <p>(2) BUREAU-FUNDED SCHOOL.—The term “Bureau-funded school” has the meaning given the term in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021).</p> <p>(3) INDIAN, INDIAN TRIBE, AND TRIBAL ORGANIZATION.—The terms “Indian”, “Indian tribe”, and “tribal organization” have the meanings given the terms in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b).</p> <p>(4) NATIVE HAWAIIAN.—The term “Native Hawaiian” means any individual any of whose</p>	<p>(a) DEFINITIONS.—In this section:</p> <p>(1) ALASKA NATIVE.—The term “Alaska Native” means a Native as such term is defined in section 3 of the Alaska Native Claims Settlement Act (43 U.S.C. 1602).</p> <p>(2) BUREAU-FUNDED SCHOOL.—The term “Bureau-funded school” has the meaning given the term in section 1141 of the Education Amendments of 1978 (25 U.S.C. 2021).</p> <p>(3) NATIVE HAWAIIAN.—The term “Native Hawaiian” means any individual any of whose ancestors</p>	<p>Removes the definition of “Indian, Indian Tribe and Tribal Organization” from this section; the term is defined in Section 3 in Perkins V. Updates these references to the “Bureau of Indian Education” and the Director of this Bureau (which was formerly the Bureau of Indian Affairs).</p>

	<p>ancestors were natives, prior to 1778, of the area which now comprises the State of Hawaii.  <b>(5) NATIVE HAWAIIAN ORGANIZATION.</b>—The term “Native Hawaiian organization” has the meaning given the term in section 7207 of the Native Hawaiian Education Act (20 U.S.C. 7517).</p> <p><b>(b) PROGRAM AUTHORIZED.</b>—</p> <p><b>(1) AUTHORITY.</b>—From funds reserved under section 111(a)(1)(B)(i), the Secretary shall make grants to or enter into contracts with Indian tribes, tribal organizations, and Alaska Native entities to carry out the authorized programs described in subsection (c), except that such grants or contracts shall not be awarded to secondary school programs in Bureau-funded schools.</p> <p><b>(2) INDIAN TRIBES AND TRIBAL ORGANIZATIONS.</b>—The grants or contracts described in this section that are awarded to any Indian tribe or tribal organization shall be subject to the terms and conditions of section 102 of the Indian Self-Determination Act (25 U.S.C. 450f) and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934 (25 U.S.C. 455–</p>	<p>were natives, prior to 1778, of the area which now comprises the State of Hawaii.  <b>(4) NATIVE HAWAIIAN ORGANIZATION.</b>—The term “Native Hawaiian organization” has the meaning given the term in section 6207 of the Native Hawaiian Education Act (20 U.S.C. 7517).</p> <p><b>(b) PROGRAM AUTHORIZED.</b>—</p> <p><b>(1) AUTHORITY.</b>—From funds reserved under section 111(a)(1)(B)(i), the Secretary shall make grants to or enter into contracts with Indian Tribes, Tribal organizations, and Alaska Native entities to carry out the authorized programs described in subsection (c), except that such grants or contracts shall not be awarded to secondary school programs in Bureau-funded schools.</p> <p><b>(2) INDIAN TRIBES AND TRIBAL ORGANIZATIONS.</b>—The grants or contracts described in this section that are awarded to any Indian Tribe or Tribal organization shall be subject to the terms and conditions of section 102 of the Indian Self-Determination Act (25 U.S.C.5321) and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934 (25 U.S.C. 5345-</p>	
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	<p>457), which are relevant to the programs administered under this subsection.</p> <p>(3) SPECIAL AUTHORITY RELATING TO SECONDARY SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN AFFAIRS.— An Indian tribe, a tribal organization, or an Alaska Native entity, that receives funds through a grant made or contract entered into under paragraph (1) may use the funds to provide assistance to a secondary school operated or supported by the Bureau of Indian Affairs to enable such school to carry out career and technical education programs.</p> <p>(4) MATCHING.—If sufficient funding is available, the Bureau of Indian Affairs shall expend an amount equal to the amount made available under this subsection, relating to programs for Indians, to pay a part of the costs of programs funded under this subsection. During each fiscal year the Bureau of Indian Affairs shall expend not less than the amount expended during the prior fiscal year on career and technical education programs, services, and technical activities administered directly by, or under contract with, the Bureau of Indian Affairs, except that in no</p>	<p>5347), which are relevant to the programs administered under this subsection.</p> <p>(3) SPECIAL AUTHORITY RELATING TO SECONDARY SCHOOLS OPERATED OR SUPPORTED BY THE BUREAU OF INDIAN EDUCATION.—An Indian Tribe, a Tribal organization, or an Alaska Native entity, that receives funds through a grant made or contract entered into under paragraph (1) may use the funds to provide assistance to a secondary school operated or supported by the Bureau of Indian Education to enable such school to carry out career and technical education programs.</p> <p>(4) MATCHING.—If sufficient funding is available, the Bureau of Indian Education shall expend an amount equal to the amount made available under this subsection, relating to programs for Indians, to pay a part of the costs of programs funded under this subsection. During each fiscal year the Bureau of Indian Education shall expend not less than the amount expended during the prior fiscal year on career and technical education programs, services, and technical activities administered directly by, or under contract with, the Bureau</p>	
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	<p>year shall funding for such programs, services, and activities be provided from accounts and programs that support other Indian education programs. The Secretary and the Assistant Secretary of the Interior for Indian Affairs shall prepare jointly a plan for the expenditure of funds made available and for the evaluation of programs assisted under this subsection. Upon the completion of a joint plan for the expenditure of the funds and the evaluation of the programs, the Secretary shall assume responsibility for the administration of the program, with the assistance and consultation of the Bureau of Indian Affairs.</p> <p>(5) REGULATIONS.—If the Secretary promulgates any regulations applicable to paragraph (2), the Secretary shall—</p> <ul style="list-style-type: none"><li>(A) confer with, and allow for active participation by, representatives of Indian tribes, tribal organizations, and individual tribal members; and</li><li>(B) promulgate the regulations under subchapter III of chapter 5 of title 5, United States Code, commonly known as</li></ul>	<p>of Indian Education, except that in no year shall funding for such programs, services, and activities be provided from accounts and programs that support other Indian education programs. The Secretary and the Director of the Bureau of Indian Education shall prepare jointly a plan for the expenditure of funds made available and for the evaluation of programs assisted under this subsection. Upon the completion of a joint plan for the expenditure of the funds and the evaluation of the programs, the Secretary shall assume responsibility for the administration of the program, with the assistance and consultation of the Bureau of Indian Education.</p> <p>(5) REGULATIONS.—If the Secretary promulgates any regulations applicable to paragraph (2), the Secretary shall—</p> <ul style="list-style-type: none"><li>(A) confer with, and allow for active participation by, representatives of Indian Tribes, Tribal organizations, and individual Tribal members; and</li><li>(B) promulgate the regulations under subchapter III of chapter 5 of title 5, United States Code, commonly known as the “Negotiated Rulemaking Act of 1990”.</li></ul>	
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	<p>the “Negotiated Rulemaking Act of 1990”.</p> <p>(6) APPLICATION.—Any Indian tribe, tribal organization, or Bureau-funded school eligible to receive assistance under this subsection may apply individually or as part of a consortium with another such Indian tribe, tribal organization, or Bureau-funded school.</p> <p>(c) AUTHORIZED ACTIVITIES.—</p> <p>(1) AUTHORIZED PROGRAMS.—Funds made available under this section shall be used to carry out career and technical education programs consistent with the purpose of this Act.</p> <p>(2) STIPENDS.—</p> <p>(A) IN GENERAL.—Funds received pursuant to grants or contracts awarded under subsection (b) may be used to provide stipends to students who are enrolled in career and technical</p>	<p>(6) APPLICATION.—Any Indian Tribe, Tribal organization, or Bureau-funded school eligible to receive assistance under this subsection may apply individually or as part of a consortium with another such Indian Tribe, Tribal organization, or Bureau-funded school.</p> <p>(c) AUTHORIZED ACTIVITIES.—</p> <p>(1) AUTHORIZED PROGRAMS.—Funds made available under this section shall be used to carry out career and technical education programs consistent with the purpose of this Act.</p> <p>(2) SPECIAL RULE.—<b>Notwithstanding section 3(5)(A)(iii), funds made available under this section may be used to provide preparatory, refresher, and remedial education services that are designed to enable students to achieve success in career and technical education programs or programs of study.</b></p> <p>(3) STIPENDS.—</p> <p>(A) In general.—Funds received pursuant to grants or contracts awarded under subsection (b) may be used to provide stipends to students who are enrolled in career and technical education programs and who have acute</p>	<p>Adds that funds provided under this section may be used for remedial education services for students in CTE programs or programs of study.</p>
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	<p>education programs and who have acute economic needs which cannot be met through work-study programs.          (B) AMOUNT.—Stipends described in subparagraph (A) shall not exceed reasonable amounts as prescribed by the Secretary.</p> <p>(d) GRANT OR CONTRACT APPLICATION.—In order to receive a grant or contract under this section, an organization, tribe, or entity described in subsection (b) shall submit an application to the Secretary that shall include an assurance that such organization, tribe, or entity shall comply with the requirements of this section.</p> <p>(e) RESTRICTIONS AND SPECIAL CONSIDERATIONS.—The Secretary may not place upon grants awarded or contracts entered into under subsection (b) any restrictions relating to programs other than restrictions that apply to grants made to or contracts entered into with States pursuant to allotments under section 111(a). The Secretary, in awarding grants and entering into contracts under this section, shall ensure that the grants and contracts will improve career and technical education programs, and shall give special consideration to—</p>	<p>economic needs which cannot be met through work-study programs.          (B) AMOUNT.—Stipends described in subparagraph (A) shall not exceed reasonable amounts as prescribed by the Secretary.</p> <p>(d) GRANT OR CONTRACT APPLICATION.—In order to receive a grant or contract under this section, an organization, Tribe, or entity described in subsection (b) shall submit an application to the Secretary that shall include an assurance that such organization, Tribe, or entity shall comply with the requirements of this section.</p> <p>(e) RESTRICTIONS AND SPECIAL CONSIDERATIONS.—The Secretary may not place upon grants awarded or contracts entered into under subsection (b) any restrictions relating to programs other than restrictions that apply to grants made to or contracts entered into with States pursuant to allotments under section 111(a). The Secretary, in awarding grants and entering into contracts under this section, shall ensure that the grants and contracts will improve career and technical education programs, and shall give special consideration to—</p> <p>(1) programs that involve, coordinate with, or encourage</p>	
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	<p>(1) programs that involve, coordinate with, or encourage tribal economic development plans; and                  (2) applications from tribally controlled colleges or universities that—</p> <p style="padding-left: 40px;">(A) are accredited or are candidates for accreditation by a nationally recognized accreditation organization as an institution of postsecondary career and technical education; or                  (B) operate career and technical education programs that are accredited or are candidates for accreditation by a nationally recognized accreditation organization, and issue certificates for completion of career and technical education programs.</p> <p>(f) CONSOLIDATION OF FUNDS.— Each organization, tribe, or entity receiving assistance under this section may consolidate such assistance with assistance received from related programs in accordance with the provisions of the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.).</p> <p>(g) NONDUPLICATIVE AND NONEXCLUSIVE SERVICES.—Nothing in this section shall be construed—</p>	<p>Tribal economic development plans; and                  (2) applications from tribally controlled colleges or universities that—</p> <p style="padding-left: 40px;">(A) are accredited or are candidates for accreditation by a nationally recognized accreditation organization as an institution of postsecondary career and technical education; or                  (B) operate career and technical education programs that are accredited or are candidates for accreditation by a nationally recognized accreditation organization, and issue certificates for completion of career and technical education programs.</p> <p>(f) CONSOLIDATION OF FUNDS.— Each organization, Tribe, or entity receiving assistance under this section may consolidate such assistance with assistance received from related programs in accordance with the provisions of the Indian Employment, Training and Related Services Demonstration Act of 1992 (25 U.S.C. 3401 et seq.).</p> <p>(g) NONDUPLICATIVE AND NONEXCLUSIVE SERVICES.—Nothing in this section shall be construed—</p>	
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	<p>(1) to limit the eligibility of any organization, tribe, or entity described in subsection (b) to participate in any activity offered by an eligible agency or eligible recipient under this title; or                  (2) to preclude or discourage any agreement, between any organization, tribe, or entity described in subsection (b) and any eligible agency or eligible recipient, to facilitate the provision of services by such eligible agency or eligible recipient to the population served by such eligible agency or eligible recipient.</p> <p>(h) NATIVE HAWAIIAN PROGRAMS.—From the funds reserved pursuant to section 111(a)(1)(B)(ii), the Secretary shall award grants to or enter into contracts with community-based organizations primarily serving and representing Native Hawaiians to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the provisions of this section for the benefit of Native Hawaiians.</p>	<p>(1) to limit the eligibility of any organization, Tribe, or entity described in subsection (b) to participate in any activity offered by an eligible agency or eligible recipient under this title; or                  (2) to preclude or discourage any agreement, between any organization, Tribe, or entity described in subsection (b) and any eligible agency or eligible recipient, to facilitate the provision of services by such eligible agency or eligible recipient to the population served by such eligible agency or eligible recipient.</p> <p>(h) NATIVE HAWAIIAN PROGRAMS.—From the funds reserved pursuant to section 111(a)(1)(B)(ii), the Secretary shall award grants to or enter into contracts with community-based organizations primarily serving and representing Native Hawaiians to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the provisions of this section for the benefit of Native Hawaiians.</p>	
<p><b>Tribally Controlled Postsecondary Career and Technical Institutions</b></p>	<p>(a) GRANT PROGRAM.—Subject to the availability of appropriations, the Secretary shall make grants under this section, to provide basic support for the education and training of Indian students, to tribally controlled postsecondary career and technical institutions that are not receiving Federal assistance as of the date on which</p>	<p>(a) GRANT PROGRAM.—Subject to the availability of appropriations, the Secretary shall make grants under this section, to provide basic support for the education and training of Indian students, to tribally controlled postsecondary career and technical institutions that are not receiving Federal assistance as of the date on which</p>	<p>Removes the definition of “Indian, Indian Tribe and Tribal Organization” from this section; the term is defined in Section 3 in Perkins V. Updates references to the Navajo Community College Act.</p>

	<p>the grant is provided under—</p> <p>(1) title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1802 et seq.); or</p> <p>(2) the Navajo Community College Act (25 U.S.C. 640a et seq.).</p> <p>(b) USES OF GRANTS.—Amounts made available under this section shall be used for career and technical education programs for Indian students and for the institutional support costs of the grant, including the expenses described in subsection (e).</p> <p>(c) AMOUNT OF GRANTS.—</p> <p>(1) IN GENERAL.—If the sums appropriated for any fiscal year for grants under this section are not sufficient to pay in full the total amount which approved applicants are eligible to receive under this section for such fiscal year, the Secretary shall first allocate to each such applicant who received funds under this part for the preceding fiscal year an amount equal to 100 percent of the product of the per capita payment for the preceding fiscal year and such applicant’s Indian student count for the current program year, plus an amount equal to the actual cost of any increase to the per capita figure resulting from inflationary increases to necessary</p>	<p>the grant is provided under—</p> <p>(1) title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1802 et seq.); or</p> <p>(2) the Navajo Community College Act (Public Law 92-189; 85 Stat. 646).</p> <p>(b) USES OF GRANT FUNDS.—Amounts made available under this section shall be used for career and technical education programs for Indian students and for the institutional support costs of the grant, including the expenses described in subsection (e).</p> <p>(c) AMOUNT OF GRANTS.—</p> <p>(1) IN GENERAL.—If the sums appropriated for any fiscal year for grants under this section are not sufficient to pay in full the total amount which approved applicants are eligible to receive under this section for such fiscal year, the Secretary shall first allocate to each such applicant who received funds under this part for the preceding fiscal year an amount equal to 100 percent of the product of the per capita payment for the preceding fiscal year and such applicant’s Indian student count for the current program year, plus an amount equal to the actual cost of any increase to the per capita figure resulting from inflationary increases to necessary</p>	
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	<p>costs beyond the institution's control.</p> <p>(2) PER CAPITA DETERMINATION.—For the purposes of paragraph (1), the per capita payment for any fiscal year shall be determined by dividing the amount available for grants to tribally controlled postsecondary career and technical institutions under this section for such program year by the sum of the Indian student counts of such institutions for such program year. The Secretary shall, on the basis of the most accurate data available from the institutions, compute the Indian student count for any fiscal year for which such count was not used for the purpose of making allocations under this section.</p> <p>(3) INDIRECT COSTS.—Notwithstanding any other provision of law or regulation, the Secretary shall not require the use of a restricted indirect cost rate for grants issued under this section.</p> <p>(d) APPLICATIONS.—To be eligible to receive a grant under this section, a tribally controlled postsecondary career and technical institution that is not receiving Federal assistance under title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1802 et seq.) or the Navajo</p>	<p>costs beyond the institution's control.</p> <p>(2) PER CAPITA DETERMINATION.—For the purposes of paragraph (1), the per capita payment for any fiscal year shall be determined by dividing the amount available for grants to tribally controlled postsecondary career and technical institutions under this section for such program year by the sum of the Indian student counts of such institutions for such program year. The Secretary shall, on the basis of the most accurate data available from the institutions, compute the Indian student count for any fiscal year for which such count was not used for the purpose of making allocations under this section.</p> <p>(3) INDIRECT COSTS.—Notwithstanding any other provision of law or regulation, the Secretary shall not require the use of a restricted indirect cost rate for grants issued under this section.</p> <p>(d) APPLICATIONS.—To be eligible to receive a grant under this section, a tribally controlled postsecondary career and technical institution that is not receiving Federal assistance under title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1802 et seq.) or the Navajo</p>	
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	<p>Community College Act (25 U.S.C. 640a et seq.) shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require.</p> <p>(e) EXPENSES.—</p> <p>(1) IN GENERAL.—The Secretary shall, subject to the availability of appropriations, provide for each program year to each tribally controlled postsecondary career and technical institution having an application approved by the Secretary, an amount necessary to pay expenses associated with—</p> <p>(A) the maintenance and operation of the program, including development costs, costs of basic and special instruction (including special programs for individuals with disabilities and academic instruction), materials, student costs, administrative expenses, boarding costs, transportation, student services, daycare and family support programs for students and their families (including contributions to the costs of education for dependents), and student stipends;</p>	<p>Community College Act (Public Law 92-189; 85 Stat. 646) shall submit to the Secretary an application at such time, in such manner, and containing such information as the Secretary may require.</p> <p>(e) EXPENSES.—</p> <p>(1) IN GENERAL.—The Secretary shall, subject to the availability of appropriations, provide for each program year to each tribally controlled postsecondary career and technical institution having an application approved by the Secretary, an amount necessary to pay expenses associated with—</p> <p>(A) the maintenance and operation of the program, including development costs, costs of basic and special instruction (including special programs for individuals with disabilities and academic instruction), materials, student costs, administrative expenses, boarding costs, transportation, student services, daycare and family support programs for students and their families (including contributions to the costs of education for dependents), and student stipends;</p> <p>(B) capital expenditures, including operations and maintenance, and minor</p>	
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	<p>(B) capital expenditures, including operations and maintenance, and minor improvements and repair, and physical plant maintenance costs, for the conduct of programs funded under this section;</p> <p>(C) costs associated with repair, upkeep, replacement, and upgrading of the instructional equipment; and</p> <p>(D) institutional support of career and technical education.</p> <p>(2) ACCOUNTING.—Each institution receiving a grant under this section shall provide annually to the Secretary an accurate and detailed accounting of the institution’s operating and maintenance expenses and such other information concerning costs as the Secretary may reasonably require.</p> <p>(f) OTHER PROGRAMS.—</p> <p>(1) IN GENERAL.—Except as specifically provided in this Act, eligibility for assistance under this section shall not preclude any tribally controlled postsecondary career and technical institution from receiving Federal financial assistance under any program authorized under the Higher</p>	<p>improvements and repair, and physical plant maintenance costs, for the conduct of programs funded under this section;</p> <p>(C) costs associated with repair, upkeep, replacement, and upgrading of the instructional equipment; and</p> <p>(D) institutional support of career and technical education.</p> <p>(2) ACCOUNTING.—Each institution receiving a grant under this section shall provide annually to the Secretary an accurate and detailed accounting of the institution’s operating and maintenance expenses and such other information concerning costs as the Secretary may reasonably require.</p> <p>(f) OTHER PROGRAMS.—</p> <p>(1) IN GENERAL.- Except as specifically provided in this Act, eligibility for assistance under this section shall not preclude any tribally controlled postsecondary career and technical institution from receiving Federal financial assistance under any program authorized under the Higher Education Act of 1965, or under any other applicable program for the benefit of institutions of higher education or career and technical</p>	
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	<p>Education Act of 1965, or under any other applicable program for the benefit of institutions of higher education or career and technical education.</p> <p>(2) PROHIBITION ON ALTERATION OF GRANT AMOUNT.—The amount of any grant for which tribally controlled postsecondary career and technical institutions are eligible under this section shall not be altered because of funds allocated to any such institution from funds appropriated under the Act of November 2, 1921 (commonly known as the “Snyder Act”) (25 U.S.C. 13).</p> <p>(3) PROHIBITION ON CONTRACT DENIAL.—No tribally controlled postsecondary career and technical institution for which an Indian tribe has designated a portion of the funds appropriated for the tribe from funds appropriated under the Act of November 2, 1921 (25 U.S.C. 13), may be denied a contract for such portion under the Indian Self-Determination and Education Assistance Act (except as provided in that Act), or denied appropriate contract support to administer such portion of the appropriated funds.</p> <p>(g) COMPLAINT RESOLUTION PROCEDURE.—The Secretary shall</p>	<p>education.</p> <p>(2) PROHIBITION ON ALTERATION OF GRANT AMOUNT.—The amount of any grant for which tribally controlled postsecondary career and technical institutions are eligible under this section shall not be altered because of funds allocated to any such institution from funds appropriated under the Act of November 2, 1921 (commonly known as the “Snyder Act”) (25 U.S.C. 13).</p> <p>(3) PROHIBITION ON CONTRACT DENIAL.—No tribally controlled postsecondary career and technical institution for which an Indian Tribe has designated a portion of the funds appropriated for the Tribe from funds appropriated under the Act of November 2, 1921 (25 U.S.C. 13), may be denied a contract for such portion under the Indian Self-Determination and Education Assistance Act (except as provided in that Act), or denied appropriate contract support to administer such portion of the appropriated funds.</p> <p>(g) COMPLAINT RESOLUTION PROCEDURE.—The Secretary shall establish (after consultation with tribally controlled postsecondary career and technical institutions) a complaint resolution procedure for grant</p>	
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	<p>establish (after consultation with tribally controlled postsecondary career and technical institutions) a complaint resolution procedure for grant determinations and calculations under this section for tribally controlled postsecondary career and technical institutions.</p> <p>(h) DEFINITIONS.—In this section:</p> <p>(1) INDIAN; INDIAN TRIBE.—The terms “Indian” and “Indian tribe” have the meanings given the terms in section 2 of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801).</p> <p>(2) INDIAN STUDENT COUNT.—</p> <p>(A) IN GENERAL.—The term “Indian student count” means a number equal to the total number of Indian students enrolled in each tribally controlled postsecondary career and technical institution, as determined in accordance with subparagraph (B).</p> <p>(B) DETERMINATION.—</p> <p>(i) ENROLLMENT.—For each academic year, the Indian student count shall be determined on the basis of the enrollments of Indian students as in effect at the conclusion of—</p>	<p>determinations and calculations under this section for tribally controlled postsecondary career and technical institutions.</p> <p>(h) DEFINITIONS.—In this section:</p> <p>(1) INDIAN; INDIAN TRIBE.—The terms “Indian” and “Indian Tribe” have the meanings given the terms “Indian” and “Indian tribe”, respectively, in section 2 of the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801).</p> <p>(2) INDIAN STUDENT COUNT.—</p> <p>(A) IN GENERAL.—The term “Indian student count” means a number equal to the total number of Indian students enrolled in each tribally controlled postsecondary career and technical institution, as determined in accordance with subparagraph (B).</p> <p>(B) DETERMINATION.—</p> <p>(i) ENROLLMENT.—For each academic year, the Indian student count shall be determined on the basis of the enrollments of Indian students as in effect at the conclusion of—</p> <p>(I) in the case of the fall term, the third week of the fall term; and</p> <p>(II) in the case of the spring</p>	
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	<p>(I) in the case of the fall term, the third week of the fall term; and                  (II) in the case of the spring term, the third week of the spring term.</p> <p>(ii) CALCULATION.—For each academic year, the Indian student count for a tribally controlled postsecondary career and technical institution shall be the quotient obtained by dividing—</p> <p>(I) the sum of the credit hours of all Indian students enrolled in the tribally controlled postsecondary career and technical institution (as determined under clause (i)); by                  (II) 12.</p> <p>(iii) SUMMER TERM.—Any credit earned in a class offered during a summer term shall be counted in the determination of the Indian student count for the succeeding fall term.</p> <p>(iv) STUDENTS WITHOUT SECONDARY SCHOOL DEGREES.—</p> <p>(I) IN GENERAL.—A credit earned at a tribally controlled postsecondary career and technical institution by any Indian student that has not obtained</p>	<p>term, the third week of the spring term.</p> <p>(ii) CALCULATION.—For each academic year, the Indian student count for a tribally controlled postsecondary career and technical institution shall be the quotient obtained by dividing—</p> <p>(I) the sum of the credit hours of all Indian students enrolled in the tribally controlled postsecondary career and technical institution (as determined under clause (i)); by                  (II) 12.</p> <p>(iii) SUMMER TERM.—Any credit earned in a class offered during a summer term shall be counted in the determination of the Indian student count for the succeeding fall term.</p> <p>(iv) STUDENTS WITHOUT SECONDARY SCHOOL DEGREES.—</p> <p>(I) IN GENERAL.—A credit earned at a tribally controlled postsecondary career and technical institution by any Indian student that has not obtained a secondary school degree (or the recognized equivalent of such a degree) shall be counted toward the</p>	
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	<p>a secondary school degree (or the recognized equivalent of such a degree) shall be counted toward the determination of the Indian student count if the institution at which the student is enrolled has established criteria for the admission of the student on the basis of the ability of the student to benefit from the education or training of the institution.</p> <p>(II) PRESUMPTION.—The institution shall be presumed to have established the criteria described in subclause (I) if the admission procedures for the institution include counseling or testing that measures the aptitude of a student to successfully complete a course in which the student is enrolled.</p> <p>(III) CREDITS TOWARD SECONDARY SCHOOL DEGREE.— No credit earned by an Indian student for the purpose of obtaining a secondary school degree (or the recognized equivalent of such a degree) shall be counted toward the</p>	<p>determination of the Indian student count if the institution at which the student is enrolled has established criteria for the admission of the student on the basis of the ability of the student to benefit from the education or training of the institution.</p> <p>(II) PRESUMPTION.—The institution shall be presumed to have established the criteria described in subclause (I) if the admission procedures for the institution include counseling or testing that measures the aptitude of a student to successfully complete a course in which the student is enrolled.</p> <p>(III) CREDITS TOWARD SECONDARY SCHOOL DEGREE.—No credit earned by an Indian student for the purpose of obtaining a secondary school degree (or the recognized equivalent of such a degree) shall be counted toward the determination of the Indian student count under this clause.</p> <p>(v) CONTINUING EDUCATION</p>	
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	<p>determination of the Indian student count under this clause.</p> <p>(v) CONTINUING EDUCATION PROGRAMS.—Any credit earned by an Indian student in a continuing education program of a tribally controlled postsecondary career and technical institution shall be included in the determination of the sum of all credit hours of the student if the credit is converted to a credit hour basis in accordance with the system of the institution for providing credit for participation in the program.</p>	<p>PROGRAMS.—Any credit earned by an Indian student in a continuing education program of a tribally controlled postsecondary career and technical institution shall be included in the determination of the sum of all credit hours of the student if the credit is converted to a credit hour basis in accordance with the system of the institution for providing credit for participation in the program.</p>	
	<p>(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section such sums as may be necessary for each of fiscal years 2007 through 2012.</p>	<p>(i) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section—</p> <ul style="list-style-type: none"> <li>(1) \$9,762,539 for fiscal year 2019;</li> <li>(2) \$9,899,215 for fiscal year 2020;</li> <li>(3) \$10,037,804 for fiscal year 2021;</li> <li>(4) \$10,178,333 for fiscal year 2022;</li> <li>(5) \$10,320,829 for fiscal year 2023; and</li> <li>(6) \$10,465,321 for fiscal year 2024.</li> </ul>	<p>Maintains a separate funding stream for Tribally Controlled Postsecondary Career and Technical Institutions and now includes specific authorization levels for these activities.</p>
<p><b>Occupational and Employment Information</b></p>	<p>See Carl D. Perkins Career and Technical Education Act of 2006.</p>	<p>No similar provision.</p>	<p>Eliminates Section 118, known as the Occupational and Employment Information program.</p>

<p><b>State Administration</b></p>	<p>(a) ELIGIBLE AGENCY RESPONSIBILITIES.—The responsibilities of an eligible agency under this title shall include—</p> <p>(1) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this title, including preparation for non-traditional fields;</p> <p>(2) consultation with the Governor and appropriate agencies, groups, and individuals including parents, students, teachers, teacher and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients, State and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under this title;</p> <p>(3) convening and meeting as an eligible agency (consistent with State law and procedure for the conduct of such meetings) at such time as the eligible agency determines necessary to carry out the eligible agency’s responsibilities under this title, but not less than 4 times annually; and</p>	<p>(a) ELIGIBLE AGENCY RESPONSIBILITIES.—The responsibilities of an eligible agency under this title shall include—</p> <p>(1) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this title, including preparation for non-traditional fields;</p> <p>(2) consultation with the Governor and appropriate agencies, groups, and individuals including teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders (consistent with State law), employers, representatives of business (including small businesses), labor organizations, eligible recipients, local program administrators, State and local officials, Indian Tribes or Tribal organizations present in the State, parents, students, and community organizations;</p> <p>(3) convening and meeting as an eligible agency (consistent with State law and procedure for the conduct of such meetings) at such time as the eligible agency</p>	<p>Updates the list of stakeholder groups by adding: specialized instructional support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders (consistent with State law), employers, Indian Tribes or Tribal organizations present in the State and community organizations.</p> <p>Removes teacher and faculty preparation programs (instead listing “teachers” and “faculty”) from the list of stakeholder groups and removes the qualifier that local program administrators must be “involved in the planning, administration, evaluation and coordination of programs funded under this title.”</p>
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	<p>(4) the adoption of such procedures as the eligible agency considers necessary to—</p> <p>(A) implement State level coordination with the activities undertaken by the State boards under section 111 of Public Law 105–220; and</p> <p>(B) make available to the service delivery system under section 121 of Public Law 105–220 within the State a listing of all school dropout, postsecondary education, and adult programs assisted under this title.</p> <p>(b) EXCEPTION.—Except with respect to the responsibilities set forth in subsection (a), the eligible agency may delegate any of the other responsibilities of the eligible agency that involve the administration, operation, or supervision of activities assisted under this title, in whole or in part, to 1 or more appropriate State agencies.</p>	<p>determines necessary to carry out the eligible agency’s responsibilities under this title, but not less than 4 times annually; and</p> <p>(4) the adoption of such procedures as the eligible agency considers necessary to—</p> <p>(A) implement State level coordination with the activities undertaken by the State boards under section 101 of the Workforce Innovation and Opportunity Act; and</p> <p>(B) make available to the one-stop delivery system under section 121 of the Workforce Innovation and Opportunity Act within the State a listing of all school dropout, postsecondary education, and adult programs assisted under this title.</p> <p>(b) EXCEPTION.—Except with respect to the responsibilities set forth in subsection (a), the eligible agency may delegate any of the other responsibilities of the eligible agency that involve the administration, operation, or supervision of activities assisted under this title, in whole or in part, to 1 or more appropriate State agencies.</p>	
<b>State Plan</b>	<p>(a) STATE PLAN.—</p> <p>(1) IN GENERAL.—Each eligible agency desiring assistance under this title for any fiscal year shall</p>	<p>(a) STATE PLAN.—</p> <p>(1) IN GENERAL.—Each eligible agency desiring assistance under this title for any fiscal year shall</p>	<p>Changes the length of the state plan from six years to four years. Maintains that eligible agencies have the option to submit a one-year transition plan for the first full fiscal</p>



	<p>prepare and submit to the Secretary a State plan for a 6-year period, together with such annual revisions as the eligible agency determines to be necessary, except that, during the period described in section 4, each eligible agency may submit a transition plan that shall fulfill the eligible agency’s obligation to submit a State plan under this section for the first fiscal year following the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.</p>	<p>prepare and submit to the Secretary a State plan for a <b>4-year</b> period, consistent with subsection (b) and paragraph (5), together with such annual revisions as the eligible agency determines to be necessary, except that, during the period described in section 4, each eligible agency may submit a transition plan that shall fulfill the eligible agency’s obligation to submit a State plan under this section for the first fiscal year following the date of enactment of the Strengthening Career and Technical Education for the 21st Century Act.</p>	<p>year of the Act. References the provision below that specifies that at the end of the first four-year state plan, eligible agencies have the option to submit another four-year plan or submit annual revisions at the end of that four-year period.</p>
	<p>(2) REVISIONS.—Each eligible agency—                  (A) may submit such annual revisions of the State plan to the Secretary as the eligible agency determines to be necessary; and                  (B) shall, after the second year of the 6-year period, conduct a review of activities assisted under this title and submit any revisions of the State plan that the eligible agency determines necessary to the Secretary.</p>	<p>(2) REVISIONS.—Each eligible agency—                  (A) may submit such annual revisions of the State plan to the Secretary as the eligible agency determines to be necessary; and                  (B) shall, after the second year of the <b>4-year</b> period, conduct a review of activities assisted under this title and submit any revisions of the State plan that the eligible agency determines necessary to the Secretary.</p>	<p>Changes the reference to the length of the state plan from six years to four years.</p>
	<p>(3) HEARING PROCESS.—The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers</p>	<p>(3) HEARING PROCESS.—The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including teachers, faculty, specialized instructional</p>	<p>Maintains the hearing process, but adds to the list of groups specifically called out in the statute for the opportunity to present their view during this process:</p> <ul style="list-style-type: none"> <li>• teachers;</li> <li>• faculty;</li> <li>• specialized instructional support</li> </ul>

	<p>consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the eligible agency’s response to such recommendations shall be included in the State plan.</p>	<p>support personnel, paraprofessionals, school leaders, authorized public chartering agencies and charter school leaders (consistent with State law), employers, labor organizations, parents, students, Indian Tribes and Tribal organizations that may be present in the State, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the eligible agency’s response to such recommendations shall be included in the State plan.</p>	<p>personnel;</p> <ul style="list-style-type: none"> <li>• paraprofessionals;</li> <li>• school leaders; and</li> <li>• Indian Tribes and Tribal organizations that may be present in the State.</li> </ul>
<p>No similar provision.</p>	<p>No similar provision.</p>	<p>(4) PUBLIC COMMENT.—Each eligible agency shall make the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval under this subsection. In the plan the eligible agency files under this subsection, the eligible agency shall provide an assurance that public comments were taken into account in the development of the State plan.</p>	<p>Specifies that the public comment period for the state plan must be at least 30 days. This public comment period must occur after the eligible agency makes the state determined levels of performance available for public comment, as required by section 113 (details above); responses to the public comments must be incorporated into the state plan.</p>
<p>No similar provision.</p>	<p>No similar provision.</p>	<p>(5) OPTIONAL SUBMISSION OF SUBSEQUENT PLANS.—An eligible agency may, after the first 4-year State plan is submitted under this section, submit subsequent 4-year plans not later than 120 days prior to the end of the 4-year period covered by the preceding State plan or, if an eligible agency chooses not to submit a State plan for a subsequent 4-year period,</p>	<p>Introduces a new option for the eligible agency to submit a second four-year state plan to the Secretary 120 days prior to the end of the initial four-year plan submitted under this Act. Eligible agencies retain the option to submit annual revisions after the first four-year plan has expired, as they do under Perkins IV. For example, in 2024, when most state plans will expire, eligible</p>

		<p>the eligible agency shall submit, and the Secretary shall approve, annual revisions to the State determined levels of performance in the same manner as revisions submitted and approved under section 113(b)(3)(A)(ii).</p>	<p>agencies will have the option to develop a new four-year state plan or submit annual revisions to the plan that expired in 2024.</p>
	<p>(d) PLAN OPTIONS.—                  (1) SINGLE PLAN.—An eligible agency not choosing to consolidate funds under section 202 shall fulfill the plan or application submission requirements of this section, and section 201(c), by submitting a single State plan. In such plan, the eligible agency may allow recipients to fulfill the plan or application submission requirements of section 134 and subsections (a) and (b) of section 204 by submitting a single local plan.                  (2) PLAN SUBMITTED AS PART OF 501 PLAN.—The eligible agency may submit the plan required under this section as part of the plan submitted under section 501 of Public Law 105–220, if the plan submitted pursuant to the requirement of this section meets the requirements of this Act.</p>	<p>(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).                  (2) NOTICE TO SECRETARY.—The eligible agency shall inform the Secretary of whether the eligible agency intends to submit a combined plan described in paragraph (1) or a single plan.</p>	<p>Retains the two options to submit a plan—a “single plan” which is to submit a Perkins plan to USDE or a “combined state plan” as outlined in WIOA. The decision to incorporate the Perkins V plan into a combined state plan with WIOA resides with the Perkins eligible agency. Lists the “combined plan” first under the options for submitting a state plan, however this does not have meaningful impact or signal a preference.</p>
	<p>(b) PLAN DEVELOPMENT.—                  (1) IN GENERAL.—The eligible agency shall—                  (A) develop the State plan in consultation with—</p>	<p>(c) PLAN DEVELOPMENT.—                  (1) IN GENERAL.—The eligible agency shall—                  (A) develop the State plan in consultation with—</p>	<p>Maintains the requirement to consult with a number of entities within the state, including the Governor, on state plan development in Perkins V. Adds the following to the list of those specifically</p>

	<p>(i) academic and career and technical education teachers, faculty, and administrators;</p> <p>(ii) career guidance and academic counselors;</p> <p>(iii) eligible recipients;</p> <p>(iv) charter school authorizers and organizers consistent with State law;</p> <p>(v) parents and students;</p> <p>(vi) institutions of higher education;</p> <p>(vii) the State tech prep coordinator and representatives of tech prep consortia (if applicable);</p> <p>(viii) entities participating in activities described in section 111 of Public Law 105–220;</p> <p>(ix) interested community members (including parent and community organizations);</p>	<p>(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 tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and</p>	<p>called out for consultation:</p> <ul style="list-style-type: none"> <li>• representatives of two-year minority-serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence</li> <li>• adult career and technical education providers</li> <li>• specialized instructional support personnel</li> <li>• members of special populations</li> <li>• representatives of agencies serving out-of-school youth, homeless children and youth and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths</li> <li>• representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State</li> <li>• individuals with disabilities</li> <li>• the heads of other State agencies with authority for career and technical education programs that are not the eligible agency</li> </ul>
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	<p>(x) representatives of special populations; (xi) representatives of business and industry (including representatives of small business); and (xii) representatives of labor organizations in the State; and (B) consult the Governor of the State with respect to such development.</p>	<p>paraprofessionals; (ii) interested community representatives, including parents, students and community organizations; (iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”); (iv) members and 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</p>	
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		<p>of labor organizations in the State;</p> <p>(vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));</p> <p>(vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and</p> <p>(viii) individuals with disabilities; and</p> <p>(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</p>	
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		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.	(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.		No change.
No similar provision.	(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur— (A) during the development of such plan; and (B) prior to submission of the plan to the Secretary.		Maintains the requirement to consult with the Governor during the development of the state plan (as stated above). Adds a new requirement for the eligible agency to meet with officials from the Governor’s office <i>during</i> the development of the state plan and <i>prior to the submission</i> of the state plan.
(c) PLAN CONTENTS.—The State plan shall include information that—	(d) PLAN CONTENTS.—The State plan shall include—		Changes some of the content requirements for the state plan. The number of state plan components is reduced from 20 to 14, but many components are expanded in scope, as detailed below.
No similar provision.	(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 and address the education and skill needs of the employers in the State identified by the State board;		New requirement: Adds a specific component to the state plan requiring that a summary of the State’s workforce development activities be included as well as a determination of how aligned the State’s CTE programs and programs of study are to the needs of employers (as identified by the state workforce board established under WIOA).

	<p>(16) describes how career and technical education relates to State and regional occupational opportunities;</p>	<p>(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 existing and emerging 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;</p>	<p>Specifies that the state plan should include a vision and goals for preparing an educated and skilled workforce and for meeting the skilled workforce needs of employers and how CTE will help meet those goals.</p>
	<p>(8) describes how the eligible agency will annually evaluate the effectiveness of such career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other Federal programs                  (17) describes the methods proposed for the joint planning and coordination of programs carried out under this title with other Federal education programs;                  (20) contains the description and information specified in sections 112(b)(8) and 121(c) of Public Law 105–220 concerning the provision of services only for postsecondary students and school dropouts.</p>	<p>(3) a strategy for any joint planning, alignment, coordination, and leveraging of funds                  (A) between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in paragraph (2), including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and                  (B) for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and Higher Education Act of 1965;</p>	<p>Requires a strategy for the coordination, alignment and leveraging of funds across WIOA, ESSA and HEA and specifically calls out the relationship between CTE and the workforce development system and the core programs in WIOA.</p>
	<p>(1) describes the career and technical education activities to be assisted that are</p>	<p>(4) a description of the career and technical education programs or programs of study</p>	<p>Requires a description of the programs or programs of study to be supported,</p>



	<p>designed to meet or exceed the State adjusted levels of performance, including a description of—</p> <p>(A) the career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—</p> <p>(i) incorporate secondary education and postsecondary education elements;</p> <p>(ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;</p> <p>(iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment</p>	<p>that will be supported, developed, or improved at the State level, including descriptions of—</p> <p>(A) the programs of study to be developed at the State level and made available for adoption by eligible recipients;</p> <p>(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 the criteria to assess the extent to which the local application under section 132 will—</p> <p>(i) promote continuous improvement in academic achievement and technical skill attainment;</p> <p>(ii) expand access to career and technical education for special populations; and</p> <p>(iii) support the inclusion of employability skills in programs of study and career pathways;</p> <p>(C) how the eligible agency will—</p> <p>(i) make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early</p>	<p>developed or improved at the state level, including:</p> <ul style="list-style-type: none"> <li>• State-developed programs of study available for local adoption;</li> <li>• the process and criteria for approving locally developed programs of study;</li> <li>• how the eligible agency will make information available about programs of study. Expands this list to include information about career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources. Also specifies to whom this information would need to be made available and details that to the extent practicable, such information should be made available in a language students, parents, and educators can understand.</li> </ul>
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	<p>programs or other ways to acquire postsecondary education credits; and (iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;</p> <p>(B) how the eligible agency, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in subparagraph (A);</p> <p>(C) how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;</p> <p>(D) how the eligible agency will make available information about career and technical programs of study offered by eligible recipients;</p> <p>(E) the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, and expand access to appropriate technology in career and technical education programs;</p>	<p>college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;</p> <p>(ii) facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;</p> <p>(iii) use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand sectors and occupations identified by the State board, and to align</p>	<p>Clause (ii) requires a description of how the eligible agency will facilitate collaboration among eligible recipients around CTE programs and programs of study and career pathways. Perkins IV required the eligible agency to facilitate coordination among eligible recipients (including tech prep recipients) to improve program quality and student achievement.</p> <p>New requirement: Clause (iii) requires a description of how the eligible agency will use labor market data to determine alignment of local programs of study to the needs of the state, regional or local economy. Also requires coordination with the State workforce board to support the local development of career pathways, as appropriate.</p>
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	<p>(G) how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;</p> <p>(H) how such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;</p> <p>(J) how the eligible agency will facilitate and coordinate communication on best practices among successful recipients of tech prep program grants under title II and eligible recipients to improve program quality and student achievement;</p> <p>(L) how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration;</p> <p>(4) describes efforts to facilitate the transition of subbaccalaureate career and</p>	<p>career and technical education with such needs, as appropriate;</p> <p>(iv) ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;</p> <p>(v) coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;</p> <p>(vi) support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and</p> <p>(vii) improve outcomes and reduce performance gaps for</p>	<p>Clause (iv) requires a description of to how the eligible agency will ensure equal access to CTE programs of study and activities for special populations (in lieu of clause (G) in Perkins IV, which included a description of how CTE programs will prepare special populations to receive a diploma).</p> <p>Clause (v) requires a description of how the eligible agency will work with the State workforce board on developing career pathways, whereas Perkins IV required a description of how CTE programs would prepare students for postsecondary education or high-skill-high-wage or high-demand occupations.</p> <p>Clause (vi) shifts the focus of the description of the collaboration between secondary and postsecondary (clause four in Perkins IV about transitions from subbaccalaureate to baccalaureate degree programs) to how this collaboration will provide students with understanding of all aspects of an industry.</p> <p>Clause (vii) requires a description of how performance gaps will be reduced.</p> <p>Removes clauses (F), (J), (L) in Perkins IV from required components of the state plan.</p>
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	<p>technical education students into baccalaureate degree programs at institutions of higher education;</p>	<p>CTE concentrators, including those who are members of special populations; and          (D) how the eligible agency may include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency based education;</p>	<p>Clause (D) retains a similar intent to Perkins IV, but changes the language from ‘transition to subbaccalaureate to baccalaureate’ to ‘opportunities for dual or concurrent enrollment.’</p>
	<p>(1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—          (F) the criteria that will be used by the eligible agency to approve eligible recipients for funds under this Act, including criteria to assess the extent to which the local plan will—          (i) promote continuous improvement in academic achievement;          (ii) promote continuous improvement of technical skill attainment; and          (iii) identify and address current or emerging occupational opportunities;</p>	<p>(5) a description of the criteria <b>and process</b> 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 comprehensive needs assessment under section 134(c) takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations;</p>	<p>Maintains the requirement to describe criteria for how eligible recipients are approved for funds, but adds a description of the process used to do so.</p>
	<p>(2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and</p>	<p>(6) a description of how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school</p>	<p>Consolidates elements addressing the recruitment and preparation of CTE teachers and faculty and their professional development (which Perkins V now defines</p>

	<p>technical education teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—</p> <ul style="list-style-type: none"> <li>(A) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for the appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;</li> <li>(B) increases the percentage of teachers that meet teacher certification or licensing requirements;</li> <li>(C) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;</li> <li>(D) encourages applied learning that contributes to the academic and career and technical knowledge of the student;</li> <li>(E) provides the knowledge and skills needed to work with and improve instruction for special populations;</li> <li>(F) assists in accessing and utilizing data, including data provided under</li> </ul>	<p>principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations;</p>	<p>in Section 3). Removes the components relating to retention of CTE educators and counselors and the transition to teaching from business and industry.</p>
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	<p>section 118, student achievement data, and data from assessments; and                  (G) promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;</p> <p>(3) describes efforts to improve—                  (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and                  (B) the transition to teaching from business and industry, including small business;</p>		
	<p>(1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—                  (I) how funds will be used to improve or develop new career and technical education courses—                  (i) at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards</p>	<p>(7) a description of how the eligible agency will use State leadership funds under section 124;</p>	<p>Specifically requires a description of how State leadership funds will be used.</p>

	<p>adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;</p> <p>(ii) at the postsecondary level that are relevant and challenging; and</p> <p>(iii) that lead to employment in high skill, high wage, or high demand occupations;</p> <p>(K) how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and</p> <p>(18) describes how funds will be used to promote preparation for high skill, high wage, or high demand occupations and non-traditional fields;</p>		
	<p>(6) describes how funds received by the eligible agency through the allotment made under section 111 will be allocated—</p> <p>(A) among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation; and</p> <p>(B) among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated</p>	<p>(8) a description of how funds received by the eligible agency through the allotment made under section 111 will be distributed—</p> <p>(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</p>	<p>Maintains the requirement to share how Perkins funds will be distributed to eligible recipients.</p>

	<p>among the members of the consortia, including the rationale for such allocation;</p>	<p>(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;</p>	
	<p>(7) describes how the eligible agency will—</p> <ul style="list-style-type: none"> <li>(A) improve the academic and technical skills of students participating in career and technical education programs, including strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in— <ul style="list-style-type: none"> <li>(i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and</li> <li>(ii) career and technical education subjects;</li> </ul> </li> <li>(B) provide students with strong experience in, and understanding of, all aspects of an industry; and</li> <li>(C) ensure that students who participate in such career and technical education programs are</li> </ul>	<p>No similar provision.</p>	<p>Removes the description of how the eligible agency will provide CTE students with academic and technical skills and an understanding of all aspects of an industry and ensure that they are taught to the same proficiencies as other students from the state plan.</p>



	<p>taught to the same challenging academic proficiencies as are taught to all other students;</p>		
	<p>(9) describes the eligible agency’s program strategies for special populations, including a description of how individuals who are members of the special populations—                  (A) will be provided with equal access to activities assisted under this Act;                  (B) will not be discriminated against on the basis of their status as members of the special populations; and                  (C) will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage, or high demand occupations;                  (14) describes how the eligible agency will adequately address the needs of students in alternative education programs, if appropriate;</p>	<p>(9) a description of the eligible agency’s program strategies for special populations, including a description of how individuals who are members of the special populations—                  (A) will be provided with equal access to activities assisted under this Act;                  (B) will not be discriminated against on the basis of status as a member of a special population;                  (C) will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;                  (D) will be provided with appropriate accommodations; and                  (E) will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment;</p>	<p>Expands the current requirement to now include a description of how individuals who are members of the special populations will be provided with appropriate accommodations and provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment (a term that is not defined in Perkins V).</p>
	<p>(10) describes—                  (A) the eligible agency’s efforts to ensure that eligible recipients are given the opportunity to provide</p>	<p>(10) a description of the procedure the eligible agency will adopt for determining State determined levels of performance described in section 113, which, at a</p>	<p>Consistent with changes made to Section 113, requires the eligible agency to articulate its process for setting State determined levels of performance and to</p>

	<p>input in determining the State adjusted levels of performance described in section 113; and                  (B) how the eligible agency, in consultation with eligible recipients, will develop a process for the negotiation of local adjusted levels of performance under section 113(b)(4) if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3);</p>	<p>minimum, shall include—                  (A) a description of the process for public comment under section 113(b)(3)(B) as part of the development of the State determined levels of performance under section 113(b);                  (B) an explanation of the State determined levels of performance; and                  (C) a description of how the state determined levels of performance set by the eligible agency align with the levels, goals, and objectives of other Federal and State laws;</p>	<p>require the submission of such targets in the state plan.</p>
	<p>(13) describes how the eligible agency will report data relating to students participating in career and technical education in order to adequately measure the progress of the students, including special populations, and how the eligible agency will ensure that the data reported to the eligible agency from local educational agencies and eligible institutions under this title and the data the eligible agency reports to the Secretary are complete, accurate, and reliable;</p>	<p>(11) a description of how the eligible agency will address disparities or gaps in performance, as described in section 113(b)(3)(C)(ii)(II), in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps;</p>	<p>Shifts the focus to a description of the process that the eligible agency will use to identify and address disparities or gaps in performance in the data on the performance indicators and the actions that will be taken to close such gaps.</p>
	<p>(5) describes how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and</p>	<p>(12) describes how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, <b>and representatives of Indian Tribes and Tribal organizations, as appropriate</b>, in the planning,</p>	<p>Adds representatives of Indian Tribes and Tribal organizations, as appropriate, to the list of who must be involved in the planning, development, implementation and evaluation of CTE programs.</p>

	<p>evaluation of such career and technical education programs;</p>	<p>development, implementation, and evaluation of such career and technical education programs; and</p>	
	<p>(11) provides assurances that 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;</p> <p>(12) provides assurances that 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;</p> <p>(19) describes how funds will be used to serve individuals in State correctional institutions</p> <p>(15) describes how the eligible agency will provide local educational agencies, area career and technical education schools, and</p>	<p>(13) assurances that—</p> <p>(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;</p> <p>(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;</p> <p>(C) the eligible agency will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the eligible agency;</p> <p><b>(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,</b></p>	<p>Combines multiple elements of Perkins IV into one category of assurances that must be addressed in the state plan. Most remain unchanged, but in some cases, Perkins V specifies content that must be covered as described below.</p> <p>(D) requires an explanation of how funds are used to implement CTE programs and programs of study in State correctional institutions rather than Perkins IV’s requirement to just “serve” individuals in State correctional institutions as was</p>

	<p>eligible institutions in the State with technical assistance;</p>	<p><b>including juvenile justice facilities;</b> 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, <b>including technical assistance on how to close gaps in student participation and performance in career and technical education programs;</b> and</p>	<p>required under Perkins IV.                   (E) Continues the requirement of the eligible agency to provide eligible recipients with technical assistance, but now specifies that the technical assistance must include support for closing gaps in student participation and performance in CTE programs.</p>
	<p>No similar provision.</p>	<p>(14) a description of the opportunities for the public to comment in person and in writing on the State plan under this subsection.</p>	<p>New requirement: Describe how the eligible agency will meet the Act’s public comment requirements.</p>
<p><b>Consultation</b></p>	<p>(3) CONSULTATION.—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, tech prep education, and secondary career and technical education after consultation with the 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, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file such objections with the eligible agency.</p>	<p>(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—                  (A) the State agency responsible for supervision of community colleges, technical institutes, other 2-year postsecondary institutions primarily engaged in providing postsecondary career and</p>	<p>Maintains that the eligible agency determines the “split” between secondary, postsecondary and adult CTE. Maintains that eligible agencies must consult with the State education agency and the State agency responsible for overseeing two-year postsecondary institutions when determining this split of funds. Adds that the State agency responsible for adult education must also be consulted about this split of funds.</p>

	<p>The eligible agency shall respond to any objections of the State agency in the State plan submitted to the Secretary.</p>	<p>technical education, or, where applicable, institutions of higher education that are engaged in providing postsecondary career and technical education as part of their mission;            (B) the State agency responsible for secondary education; and  <b>(C) the State agency responsible for adult education.</b></p> <p>(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.</p> <p>(3) JOINT SIGNATURE AUTHORITY.—A Governor shall have 30 days prior to the eligible agency submitting the State plan to the Secretary to sign such plan. If the Governor has not signed the plan within 30 days of delivery by the eligible agency to the Governor, the eligible agency shall submit the plan to the Secretary without such signature.</p>	<p>New requirement: The eligible agency must deliver the state plan to the Governor for signature 30 days before submitting the state plan to the Secretary. If the Governor does not sign the plan within 30 days of receiving it, the eligible agency must submit the plan without the Governor’s signature.</p>
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<p><b>Plan Approval</b></p>	<p>(e) PLAN APPROVAL.—</p> <p>(1) IN GENERAL.—The Secretary shall approve a State plan, or a revision to an approved State plan, unless the Secretary determines that—</p> <p style="padding-left: 40px;">(A) the State plan, or revision, respectively, does not meet the requirements of this Act; or</p> <p style="padding-left: 40px;">(B) the State’s levels of performance on the core indicators of performance consistent with section 113 are not sufficiently rigorous to meet the purpose of this Act.</p> <p>(2) DISAPPROVAL.—The Secretary shall not finally disapprove a State plan, except after giving the eligible agency notice and an opportunity for a hearing.</p> <p>(4) TIMEFRAME.—A State plan shall be deemed approved by the Secretary if the Secretary has not responded to the eligible agency regarding the State plan within 90 days of the date the Secretary receives the State plan.</p>	<p>(f) PLAN APPROVAL.—</p> <p>(1) IN GENERAL.—Not later than <b>120</b> days after the eligible agency submits its State plan, the Secretary shall approve such state plan, or a revision of the plan under subsection (a)(2) (including a revision of State determined levels of performance in accordance with section 113(b)(3)(A)(iii)), if the Secretary determines that the State has submitted in its State plan State determined levels of performance that meet the criteria established in section 113(b)(3), including the minimum requirements described in 113(b)(3)(A)(i)(III), unless the Secretary —</p> <p style="padding-left: 40px;">(A) determines that the State plan does not meet the requirements of this Act, including the minimum requirements as described in section 113(b)(3)(A)(i)(III); and</p> <p style="padding-left: 40px;">(B) meets the requirements of paragraph (2) with respect to such plan.</p> <p>(2) DISAPPROVAL.—The Secretary—</p> <p style="padding-left: 40px;">(A) shall have the authority to disapprove a State plan only if the Secretary—</p> <p style="padding-left: 80px;">(i) determines how the State plan fails to</p>	<p>Maintains that the Secretary is required to approve the state plan so long as it “meets the requirements of the Act,” but now has 120 days, rather than 90, to do so.</p> <p>Retains the Secretary’s ability to disapprove a state plan if it does not meet the requirements of the Act. Despite the removal of the Federal-to-State performance negotiation process, the Secretary would also still have the authority to disapprove state plans based on the State determined levels of performance included in such plans. This is because the State determined levels of performance are considered to be part of the “requirements of the Act” and, as such, are in the purview of reasons why the Secretary may choose to disapprove a state plan.</p> <p>Maintains that if the Secretary elects to disapprove the state plan for any reason, USDE must notify the eligible agency in writing, provide justification for its disapproval, and grant the eligible agency a hearing.</p>
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		<p>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) shall 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.</p>	
<p><b>State Program Improvement</b></p>	<p>(a) STATE PROGRAM IMPROVEMENT.—  (1) PLAN.—If a State fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3), the eligible agency shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(c)(2)) in consultation with the appropriate agencies, individuals, and organizations during the first</p>	<p>(a) STATE PROGRAM IMPROVEMENT.—  (1) PLAN.—If a State fails to meet at least 90 percent of the State determined level of performance for any of the core indicators of performance described in section 113(b)(2) for all CTE concentrators the eligible agency shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps identified under section 113(b)(3)(C)(ii)(II), <b>and actions that will be taken to address such gaps</b>) in</p>	<p>Maintains that if a State fails to meet at least 90 percent of its State determined level of performance for any of the core indicators, it must implement an improvement plan during the first program year following the year for which the State failed to meet is target.   Specifies that the improvement plan must include an analysis of the disparities or gaps in performance and action taken to address them.</p>

	<p>program year succeeding the program year for which the eligible agency failed to so meet the State adjusted level of performance for any of the core indicators of performance.</p>	<p>consultation with the appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible agency failed to so meet the State determined level of performance for any of the core indicators of performance.</p>	
	<p>(2) TECHNICAL ASSISTANCE.—If the Secretary determines that an eligible agency is not properly implementing the eligible agency’s responsibilities under section 122, or is not making substantial progress in meeting the purposes of this Act, based on the State’s adjusted levels of performance, the Secretary shall work with the eligible agency to implement the improvement activities consistent with the requirements of this Act.</p>	<p>(2) TECHNICAL ASSISTANCE.—If the Secretary determines that an eligible agency is not properly implementing the eligible agency’s responsibilities under section 122, or is not making substantial progress in meeting the purposes of this section, <b>including after implementation of the improvement plan described in paragraph (1)</b>, based on the State determined levels of performance, the Secretary shall work with the eligible agency to implement the improvement activities consistent with the requirements of this Act.</p>	<p>Specifies that the Secretary must provide technical assistance if the eligible agency is not making substantial progress in meeting its State determined levels of performance; technical assistance may be provided when under an improvement plan or not.</p>
	<p>(3) SUBSEQUENT ACTION.—                  (A) IN GENERAL.—The Secretary may, after notice and opportunity for a hearing, withhold from an eligible agency all, or a portion, of the eligible agency’s allotment under paragraphs (2) and (3) of section 112(a) if the eligible agency—                  (i) fails to implement an improvement plan as described in paragraph (1);</p>	<p>(3) SUBSEQUENT ACTION.—                  (A) IN GENERAL.—The Secretary may, after notice and opportunity for a hearing, withhold from an eligible agency all, or a portion, of the eligible agency’s allotment under paragraphs (2) and (3) of section 112(a) if the eligible agency—                  (i) fails to implement an improvement plan as described in paragraph (1); or                  (ii) with respect to any specific</p>	<p>Sanction language is functionally no different between Perkins IV and V, which is that USDE may withhold funding from a State that fails to implement an improvement plan or if the State had been implementing an improvement plan for any specific indicator and fails to meet at least 90 percent of the State determined level of performance for that indicator for two consecutive years <b>after being identified for improvement</b>.</p>



	<p>(ii) fails to make any improvement in meeting any of the State adjusted levels of performance for the core indicators of performance identified under paragraph (1) within the first program year of implementation of its improvement plan described in paragraph (1); or</p> <p>(iii) fails to meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for 3 consecutive years.</p> <p><b>(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—</b>The Secretary may waive the sanction in subparagraph (A) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.</p>	<p>core indicator of performance that was identified in a program improvement plan under paragraph (1), fails to meet at least 90 percent of a State determined level of performance for such core indicator for 2 consecutive years after the eligible agency has been identified for improvement under such paragraph.</p> <p><b>(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—</b>The Secretary may waive the sanction in subparagraph (A) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.</p>	
	<p><b>(4) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—</b>The Secretary shall use funds withheld under paragraph (3) for a State served by an eligible agency to provide technical assistance, to assist in the development of an improved State improvement plan, or for other improvement activities consistent</p>	<p><b>(4) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—</b>The Secretary shall use funds withheld under paragraph (3) for a State served by an eligible agency to provide technical assistance, to assist in the development of an improved State improvement plan, or for other improvement activities consistent with the requirements of this Act for such</p>	<p>No change.</p>

	with the requirements of this Act for such State.	State.	
	No similar provision.	(5) ADJUSTMENTS PROHIBITED.—An eligible agency shall not be eligible to adjust performance levels while executing an improvement plan under this section.	New requirement: Prohibits eligible agencies from adjusting the State determined level of performance for any indicator for which they are under an improvement plan.
<b>Local Program Improvement</b>	(b) LOCAL PROGRAM IMPROVEMENT.— (1) LOCAL EVALUATION.—Each eligible agency shall evaluate annually, using the local adjusted levels of performance described in section 113(b)(4), the career and technical education activities of each eligible recipient receiving funds under this title.	(b) LOCAL PROGRAM IMPROVEMENT.— (1) LOCAL EVALUATION.—Each eligible agency shall evaluate annually, using the <b>local levels of performance</b> described in section 113(b)(4), the career and technical education activities of each eligible recipient receiving funds under this title.	Updates references to “local adjusted levels of performance” to “local levels of performance” throughout this section.
<b>Improvement Plan Development</b>	(2) PLAN.—If, after reviewing the evaluation in paragraph (1), the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section 113(b)(4)(C)(ii)(II)) in consultation with the eligible agency, appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local adjusted levels	(2) PLAN.—If, after reviewing the evaluation in paragraph (1), the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local level of performance for any of the core indicators of performance described in section 113(b)(4) for all CTE concentrators, the eligible recipient shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps identified under section 113(b)(3)(C)(ii)(II), and actions that will be taken to address such gaps) in consultation with local stakeholders described in section 134(d)(1), the eligible agency, and appropriate agencies, individuals, and organizations during the first program year	Maintains that if an eligible recipient fails to meet at least 90 percent of its local level of performance for any of the core indicators, it must implement an improvement plan.  Specifies that the improvement plan must include an analysis of the disparities or gaps in performance and action taken to address them.  Specifies that the improvement plan must be developed in consultation with the local stakeholders involved in the local needs assessment.

	<p>of performance for any of the core indicators of performance.</p>	<p>succeeding the program year for which the eligible recipient failed to so meet any of the local levels of performance for any of the core indicators of performance.</p>	
	<p>(3) TECHNICAL ASSISTANCE.—If the eligible agency determines that an eligible recipient is not properly implementing the eligible recipient’s responsibilities under section 134, or is not making substantial progress in meeting the purposes of this Act, based on the local adjusted levels of performance, the eligible agency shall work with the eligible recipient to implement improvement activities consistent with the requirements of this Act.</p>	<p>(3) TECHNICAL ASSISTANCE.—If the eligible agency determines that an eligible recipient is not properly implementing the eligible recipient’s responsibilities under section 134, or is not making substantial progress in meeting the purposes of this Act, based on the local levels of performance, the eligible agency shall work with the eligible recipient to implement improvement activities consistent with the requirements of this Act.</p>	<p>No change.</p>
	<p>(4) SUBSEQUENT ACTION.—                  (A) IN GENERAL.—The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient’s allotment under this title if the eligible recipient—                  (i) fails to implement an improvement plan as described in paragraph (2);                  (ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance identified under paragraph (2) within the first program year of implementation of its</p>	<p>(4) SUBSEQUENT ACTION.—                  (A) IN GENERAL.—The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient’s allotment under this title if the eligible recipient—                  (i) fails to implement an improvement plan as described in paragraph (2); or                  (ii) with respect to any specific core indicator of performance that was identified in a program improvement plan under paragraph (2), fails to meet at least 90 percent of a local level of performance for such core indicator for 2 consecutive years</p>	<p>No change.</p>

	<p>improvement plan described in paragraph (2); or                  (iii) fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.</p> <p><b>(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—</b>In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—</p> <ul style="list-style-type: none"> <li>(i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient;</li> <li>(ii) based on the impact on the eligible recipient’s reported performance of the small size of the career and technical education program operated by the eligible recipient.</li> </ul>	<p>after the eligible recipient has been identified for improvement under such paragraph.</p> <p><b>(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—</b>In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—</p> <ul style="list-style-type: none"> <li>(i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient;</li> <li>(ii) based on the impact on the eligible recipient’s reported performance of the small size of the career and technical education program operated by the eligible recipient; or</li> <li><b>(iii) in response to a public request from an eligible recipient, if the eligible agency determines that the requirements described in clause (i) or (ii) have been met.</b></li> </ul>	<p>Adds that the eligible agency may waive the sanctions for an eligible recipient in response to a public request.</p>
	<p><b>(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—</b>The eligible agency shall use funds withheld under paragraph (4) from an eligible recipient to provide (through alternative</p>	<p><b>(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—</b>The eligible agency shall use funds withheld under paragraph (4) from an eligible recipient to provide (through alternative</p>	<p>No change.</p>

	arrangements) services and activities to students within the area served by such recipient to meet the purposes of this Act.	arrangements) services and activities to students within the area served by such recipient to meet the purposes of this Act.	
	No similar provision.	(6) ADJUSTMENTS PROHIBITED.—An eligible recipient shall not be eligible to adjust performance levels while executing an improvement plan under this section.	New requirement: Prohibits eligible recipients from adjusting the local level of performance for any indicator for which they are under an improvement plan.
<b>State Leadership Activities</b>	(a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall conduct State leadership activities. (b) REQUIRED USES OF FUNDS.—The State leadership activities described in subsection (a) shall include—	(a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall (1) conduct State leadership activities to improve career and technical education, which shall include support for –	Maintains the 10 percent set-aside for State Leadership activities, but substantially changes the required and permissible uses of funds as identified below (Perkins IV had nine required activities; Perkins V has five).
	REQUIRED USE OF STATE LEADERSHIP FUNDS: (5) providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations; (8) support for programs for special populations that lead to high skill, high wage, or high demand occupations;	REQUIRED USE OF STATE LEADERSHIP FUNDS: (A) preparation for non-traditional fields in current and emerging professions, <b>programs for special populations</b> , and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;	Adds “programs for special populations” to the stem of this use of funds, which incorporates ideas from two required uses of funds in Perkins IV.
	REQUIRED USE OF STATE LEADERSHIP FUNDS: (7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities;	REQUIRED USE OF STATE LEADERSHIP FUNDS: (B) individuals in State institutions, such as State correctional institutions, <b>including juvenile justice facilities, and educational</b> institutions that serve individuals with disabilities;	Specifies that this use of funds could be used for individuals in “juvenile justice facilities.”
	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (16) improving— (A) the recruitment and retention of career and technical education	REQUIRED USE OF STATE LEADERSHIP FUNDS: (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or	Maintains professional development as a required (and also permissible) use of funds. Shifts recruitment and preparation activities to a required use of funds, whereas a similar

	<p>teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and                  (B) the transition to teaching from business and industry, including small business;</p> <p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b>                  (3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and—</p> <p style="padding-left: 40px;">(A) provide in-service and preservice training in career and technical education programs—</p> <p style="padding-left: 80px;">(i) on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;</p> <p style="padding-left: 80px;">(ii) on effective teaching skills based on research that includes promising practices;</p> <p style="padding-left: 80px;">(iii) on effective practices to improve parental and</p>	<p>paraprofessionals, such as preservice, professional development, or leadership development programs; and</p>	<p>use of funds was permissible under Perkins IV.</p>
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	<p>community involvement; and (iv) on effective use of scientifically based research and data to improve instruction;</p> <p>(B) are high quality, sustained, intensive, and classroom- focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom, and are not 1-day or short-term workshops or conferences;</p> <p>(C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113;</p> <p>(D) will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that teachers and personnel—</p> <ul style="list-style-type: none"><li>(i) stay current with the needs, expectations, and methods of industry;</li><li>(ii) can effectively develop rigorous and challenging, integrated academic and career and technical</li></ul>		
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	<p>education curricula jointly with academic teachers, to the extent practicable;                  (iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and                  (iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and                  (E) are coordinated with the teacher certification or licensing and professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;</p>		
	<p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b> (9) technical assistance for eligible recipients.</p>	<p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b> (D) technical assistance for eligible recipients; and</p>	<p>No change.</p>
	<p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b> (1) an assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further</p>	<p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b> (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).</p>	<p>Requires the eligible agency to look at the effectiveness of funds in achieving the goals and levels of performance in the state plan and reducing performance gaps.</p>



	<p>training, or for high skill, high wage, or high demand occupations;</p>		
	<p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b> (2) developing, improving, or expanding the use of technology in career and technical education that may include—                  (A) training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology, including distance learning;                  (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields, including non-traditional fields; or                  (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs;</p>	<p>No similar provision.</p>	<p>Eliminates the permissible use of State leadership funds related to developing, improving or expanding the use of technology. However, this activity could be covered by the “catch all” last permissive use of State leadership funds.</p>
	<p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b> (4) supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and</p>	<p>No similar provision.</p>	<p>Removes supporting CTE programs that improve the academic and career and technical skills of students participating in the required uses of State leadership funds, but improving the academic and career and technical skills of students is included as one component of a permissible use of state leadership funds as noted below.</p>

	<p>technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in—                  (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and                  (B) career and technical education subjects;</p>		
	<p><b>REQUIRED USE OF STATE LEADERSHIP:</b> (6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);</p>	<p>No similar provision included as a required use of funds.</p>	<p>Shifts partnership development from a required to a permissible use of funds (see use of funds number four below).</p>
<p><b>State Leadership Activities</b></p>	<p>(c) <b>PERMISSIBLE USES OF FUNDS.</b>— The leadership activities described in subsection (a) may include—</p>	<p>(b) <b>PERMISSIBLE USES OF FUNDS.</b>— The State leadership activities described in subsection (a) may include—</p>	<p>Maintains the current 10 percent set-aside for State Leadership activities and details 25 permissible uses of funds compared to 17 permissible uses of funds in Perkins IV.</p>
	<p>No similar provision.</p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;</p>	<p>Specifically calls out that State leadership funds <b>can</b> be used on programs of study.</p>

	<p>No similar provision.</p>	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);</p>	<p>Specifically calls out that State leadership funds <b>can</b> be used to approve locally developed programs of study.</p>
	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (2) establishment of agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students participating in such career and technical education programs, such as tech prep programs;</p>	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (3) establishing statewide articulation agreements aligned to approved programs of study;</p>	<p>Removes the reference to tech prep programs.</p>
	<p>REQUIRED USE OF FUNDS IN PERKINS IV:                  (6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);</p> <p>REQUIRED USE OF FUNDS IN PERKINS IV:                  (4) supporting career and technical education programs that improve the</p>	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—                  (A) develop and implement programs of study aligned to State and local economic and education needs, including as appropriate, in-demand industry sectors and occupations;                  (B) facilitate the establishment, expansion, and integration of</p>	<p>Makes establishing partnerships a permissible (rather than required, as under Perkins IV) use of funds.</p> <p>Adds Indian Tribes and Tribal organizations and removing intermediaries.</p> <p>Adds specific examples of what such partnerships may do (i.e., develop and implement programs of study, establish or expand opportunities for students to complete coursework that integrates technical and academic instruction or earn a recognized postsecondary credential, facilitate work-based learning opportunities), instead of a general focus on enabling students to achieve state academic standards, CTE skills and complete CTE programs of study.</p>

	<p>academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in—</p> <p>(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and</p> <p>(B) career and technical education subjects;</p>	<p>opportunities for students at the secondary level to—</p> <p>(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; and</p> <p>(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student’s family; and</p> <p>(C) facilitate work-based learning opportunities (including, internships, externships, and simulated-work environments) into programs of study;</p>	<p>Incorporates the idea of students successfully completing courses that integrate challenging academic and technical instruction in the context of partnerships, whereas Perkins IV included this as a separate, required use of funds.</p>
	<p><b>REQUIRED USE OF FUNDS IN PERKINS IV:</b></p> <p>(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty,</p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b></p> <p>(5) for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional</p>	<p>Adds professional development activities as a permissible uses of funds (in addition to required); Perkins IV included it only as a required use of funds.</p>

	<p>administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and—</p> <p>(A) provide in-service and preservice training in career and technical education programs—</p> <ul style="list-style-type: none"> <li>(i) on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;</li> <li>(ii) on effective teaching skills based on research that includes promising practices;</li> <li>(iii) on effective practices to improve parental and community involvement;</li> <li>and</li> <li>(iv) on effective use of scientifically based research and data to improve instruction;</li> </ul> <p>(B) are high quality, sustained, intensive, and classroom- focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom, and are not 1-day or short-term workshops or conferences;</p>	<p>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 and title II of the Higher Education Act of 1965), including programming that—</p> <ul style="list-style-type: none"> <li>(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 and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;</li> <li>(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, multi-tier systems of</li> </ul>	
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	<p>(C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113;</p> <p>(D) will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that teachers and personnel—</p> <ul style="list-style-type: none"><li>(i) stay current with the needs, expectations, and methods of industry;</li><li>(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;</li><li>(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and</li><li>(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and</li></ul>	<p>supports, and positive behavioral interventions and support; and</p> <p>(C) increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;</p>	
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	<p>(E) are coordinated with the teacher certification or licensing and professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;</p>		
<p>See required uses of funds number nine above.</p>	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (6) supporting eligible recipients in eliminating inequities in student access to—                  (A) high-quality programs of study that provide skill development; and                  (B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;</p>	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (6) supporting eligible recipients in eliminating inequities in student access to—                  (A) high-quality programs of study that provide skill development; and                  (B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;</p>	<p>Specifies technical assistance related to eliminating inequities in student access to programs of study and effective educators as a permissible use of State leadership funds.</p>
	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (10) 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 levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;                  (ii) eligible recipients effectively developing</p>	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (7) 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 level of performance on a core indicator of performance established under section 113(b)(4)(A) in a manner that reflects sustained or significant improvement;</p>	<p>Maintains the ability for the eligible agency to issue incentive grants out of the State leadership funds; substantially similar to Perkins IV.</p>

	<p>connections between secondary education and postsecondary education and training;                  (iii) the adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;                  (iv) eligible recipients' progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; 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)(19);</p>	<p>(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);</p>	
<p>No similar provision.</p>		<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (8) providing support for—                  (A) the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized</p>	<p>Specifies that adoption and integration of recognized postsecondary credentials and work-based learning into programs of study (and data collection related to this) is a permissible use of State leadership funds.</p>



		<p>postsecondary credentials and employment outcomes; or                  (B) consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—                  (i) pose an unwarranted barrier to entry into the workforce for career and technical education students, and                  (ii) do not protect the health, safety, or welfare of consumers;</p>	<p>New permissible use of State leadership funds: Coordination and consultation with other State agencies that are in charge of licensing and credentials to examine and identify unwarranted barriers to entry into the workforce for CTE students and those that do not protect the health, safety or welfare of consumers.</p>
No similar provision.	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (9) the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;</p>	<p>New permissible use of State leadership funds: Support for pay for success initiatives.</p>	
<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (12) providing career and technical education programs for adults and school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;</p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (10) 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;</p>	<p>Updates terminology from “school dropouts” to “out-of-school youth” and broadens the focus to programs that may be offered in educational settings outside of a school.</p>	
No similar provision.	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (11) the creation, evaluation, and support of competency-based curricula;</p>	<p>New permissible use of State leadership funds: Support for competency-based curricula.</p>	
No similar provision.	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b></p>	<p>New permissible use of state leadership funds: Specifically calls out support for</p>	

		(12) 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);	programs of study or career pathways for areas declared to be in a state of emergency as a permissible uses of State leadership funds.
	<b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b> (8) support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;	<b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b> (13) partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;	Shifts the focus of the support for intermediaries. Perkins IV noted that this support could include cooperative education and adjunct faculty arrangements, whereas Perkins V specifies that partnerships with intermediaries should support specific activities (e.g., capacity-building).
	<b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b> (1) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including— (A) encouraging secondary and postsecondary students to graduate with a diploma or degree; and (B) exposing students to high skill, high wage occupations and non-traditional fields;	<b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b> (14) 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;	Refocuses career guidance and academic counseling programs on helping students make informed decisions about their educational paths and the related financial implications of those decisions.
	No similar provision.	<b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b> (15) support for the integration of employability skills into career and technical education programs and programs of study;	New permissible use of State leadership funds: Support for the integration of employability skills into CTE programs and programs of study.

	<p><b>REQUIRED USE OF STATE LEADERSHIP FUNDS:</b>                  (2) developing, improving, or expanding the use of technology in career and technical education that may include—                  (A) training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology, including distance learning;                  (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields, including non-traditional fields; or                  (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs;</p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, 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;</p>	<p>Focuses more broadly on increasing student access and success in STEM fields (instead of just technology). Adds support for other activities such as the integration of arts and design skills and hands-on learning, 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.</p>
	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (4) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;</p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (17) support for career and technical student organizations, especially with respect to efforts to increase the participation of <b>students in nontraditional fields</b> and students who are members of special populations;</p>	<p>Maintains supporting CTSOs as a permissible use of State leadership funds and adds a focus on increasing participation of students in nontraditional fields.</p>
	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b></p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b></p>	<p>Specifies support for establishing and expanding work-based learning</p>

	(6) support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;	(18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;	opportunities aligned to CTE programs and programs of study. While “all aspects of an industry” is no longer specified, this has no meaningful effect because it is included in the definition of CTE in Section 3.
	No similar provision.	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (19) integrating and aligning programs of study and career pathways;	New permissible use of State leadership funds: Support for aligning programs of study and career pathways.
	No similar provision.	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) or local workforce development boards;	New permissible use of state leadership funds: Support for CTE programs or programs of study aligned to state, regional, or local high-skill, high-wage or in-demand industry sectors or occupations as a permissible uses of State leadership funds.
	No similar provision.	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (21) making all forms of instructional content widely available, which may include use of open educational resources;	New permissible use of State leadership funds: Support for making all forms of instructional content widely available.
	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (14) developing valid and reliable assessments of technical skills; PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (15) developing and enhancing data systems to collect and analyze data on	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;	Maintains support for assessments and enhancing data systems as a permissible use of State leadership funds.

	<p>secondary and postsecondary academic and employment outcomes;</p>		
	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (3) support for initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—                  (A) statewide articulation agreements between associate degree granting career and technical postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;                  (B) postsecondary dual and concurrent enrollment programs;                  (C) academic and financial aid counseling; and                  (D) other initiatives—                      (i) to encourage the pursuit of a baccalaureate degree; and                      (ii) to overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b>                  (23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965, in the case of any such program that is part of a career and technical education program of study;</p>	<p>Maintains support for dual and concurrent enrollment programs identified here through the ESSA definition of accelerated learning programs (pasted below for reference): “accelerated learning programs that provide—                  (aa) postsecondary level courses accepted for credit at institutions of higher education, including dual or concurrent enrollment programs, and early college high schools; or                  (bb) postsecondary level instruction and examinations that are accepted for credit at institutions of higher education, including Advanced Placement and International Baccalaureate programs.”</p>
	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b></p>	<p><b>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</b></p>	<p>Focuses this use of funds on career academies and their curriculum.</p>

	<p>(9) support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations;</p>	<p>(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 134(c);</p>	
	<p>PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (5) support for public charter schools operating career and technical education programs;                  PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (7) support for family and consumer sciences programs;                  PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (11) providing for activities to support entrepreneurship education and training;                  PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:                  (13) providing assistance to individuals, who have participated in services and activities under this title, in continuing the individuals' education or training or finding appropriate jobs, such as through referral to the system established under section 121 of Public Law 105–220;                  PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:</p>	<p>(25) other State leadership activities that improve career and technical education.</p>	<p>Provides the eligible agency the flexibility to support other activities not specified in the Act.</p>

	<p>(17) support for occupational and employment information resources, such as those described in section 118.</p>		
	<p>(d) RESTRICTION ON USES OF FUNDS.—An eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs.</p>	<p>(c) RESTRICTION ON USES OF FUNDS.—An eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs, <b>unless expressly authorized under subsection (a).</b></p>	<p>Maintains the restriction on State leaderships funds being used for administrative costs, but clarifies that activities authorized in the list of required uses of State leadership funds are exempt from this restriction (e.g. technical assistance, State reporting on data, etc.)</p>
<p><b>Distribution of Funds to Secondary Education Programs</b></p>	<p>(a) DISTRIBUTION RULES.—Except as provided in section 133 and as otherwise provided in this section, each eligible agency shall distribute the portion of funds made available under section 112(a)(1) to carry out this section to local educational agencies within the State as follows:                  (1) THIRTY PERCENT.—Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year, as determined on the basis of the most recent satisfactory—                  (A) data provided to the Secretary by the Bureau of</p>	<p>(a) DISTRIBUTION RULES.—Except as provided in section 133 and as otherwise provided in this section, each eligible agency shall distribute the portion of funds made available under section 112(a)(1) to carry out this section to local educational agencies within the State as follows:                  (1) THIRTY PERCENT.—Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year, as determined on the basis of the most recent satisfactory—                  (A) data provided to the Secretary by the Bureau of</p>	<p>Updates references to the Bureau of Indian Affairs in Perkins IV to the Bureau of Indian Education and adds references to “programs of study” in addition to “programs” in two places: in reference to the waiver described under the “Minimum Allocation” clause and under the “Data” clause. This has no meaningful effect.</p>

	<p>the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965; or (B) student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.</p> <p>(2) SEVENTY PERCENT.— Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.</p> <p>(3) ADJUSTMENTS.—Each eligible agency, in making the allocations under paragraphs (1)</p>	<p>the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965; or (B) student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.</p> <p>(2) SEVENTY PERCENT.— Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.</p> <p>(3) ADJUSTMENTS.—Each eligible agency, in making the allocations under paragraphs (1)</p>	
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	<p>and (2), shall adjust the data used to make the allocations to—</p> <p>(A) reflect any change in school district boundaries that may have occurred since the data were collected; and</p> <p>(B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.</p> <p>(b) <b>WAIVER FOR MORE EQUITABLE DISTRIBUTION.</b>—The Secretary may waive the application of subsection (a) in the case of any eligible agency that submits to the Secretary an application for such a waiver that—</p> <p>(1) demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) to local educational agencies within the State than the formula described in subsection (a); and</p> <p>(2) includes a proposal for such an alternative formula.</p> <p>(c) <b>MINIMUM ALLOCATION.</b>—</p>	<p>and (2), shall adjust the data used to make the allocations to—</p> <p>(A) reflect any change in school district boundaries that may have occurred since the data were collected; and</p> <p>(B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian <b>Education.</b></p> <p>(b) <b>WAIVER FOR MORE EQUITABLE DISTRUBTION.</b> - The Secretary may waive the application of subsection (a) in the case of any eligible agency that submits to the Secretary an application for such a waiver that—</p> <p>(1) demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) to local educational agencies within the State than the formula described in subsection (a); and</p> <p>(2) includes a proposal for such an alternative formula.</p>	
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	<p>(1) IN GENERAL.—Except as provided in paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement of this paragraph.</p> <p>(2) WAIVER.—The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency—</p> <ul style="list-style-type: none"> <li>(A)(i) is located in a rural, sparsely populated area; or</li> <li>(ii) is a public charter school operating secondary school career and technical education programs; and</li> <li>(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.</li> </ul> <p>(3) REDISTRIBUTION.—Any amounts that are not allocated by reason of paragraph (1) or paragraph (2) shall be redistributed to local educational agencies that meet the requirements of paragraph</p>	<p>(c) MINIMUM ALLOCATION.—</p> <p>(1) IN GENERAL. - Except as provided in paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement of this paragraph.</p> <p>(2) WAIVER.—The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency—</p> <ul style="list-style-type: none"> <li>(A)(i) is located in a rural, sparsely populated area; or</li> <li>(ii) is a public charter school operating secondary school career and technical education programs or <b>programs of study;</b> and</li> <li>(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.</li> </ul> <p>(3) Redistribution.—Any amounts that are not allocated by reason of paragraph (1) or paragraph (2) shall be redistributed to local educational</p>	
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	<p>(1) or (2) in accordance with the provisions of this section.</p> <p><b>(d) LIMITED JURISDICTION AGENCIES.—</b></p> <p>(1) <b>IN GENERAL.</b>—In applying the provisions of subsection (a), no eligible agency receiving assistance under this title shall allocate funds to a local educational agency that serves only elementary schools, but shall distribute such funds to the local educational agency or regional educational agency that provides secondary school services to secondary school students in the same attendance area.</p> <p>(2) <b>SPECIAL RULE.</b>—The amount to be allocated under paragraph (1) to a local educational agency that has jurisdiction only over secondary schools shall be determined based on the number of students that entered such secondary schools in the previous year from the elementary schools involved.</p> <p><b>(e) ALLOCATIONS TO AREA CAREER AND TECHNICAL EDUCATION SCHOOLS AND EDUCATIONAL SERVICE AGENCIES.—</b></p> <p>(1) <b>IN GENERAL.</b>—Each eligible agency shall distribute the portion of funds made available under section 112(a)(1) for any fiscal year by such eligible agency for career and technical education activities at</p>	<p>agencies that meet the requirements of paragraph (1) or (2) in accordance with the provisions of this section.</p> <p><b>(d) LIMITED JURISDICTION AGENCIES.—</b></p> <p>(1) <b>IN GENERAL.</b>—In applying the provisions of subsection (a), no eligible agency receiving assistance under this title shall allocate funds to a local educational agency that serves only elementary schools, but shall distribute such funds to the local educational agency or regional educational agency that provides secondary school services to secondary school students in the same attendance area.</p> <p>(2) <b>SPECIAL RULE.</b>—The amount to be allocated under paragraph (1) to a local educational agency that has jurisdiction only over secondary schools shall be determined based on the number of students that entered such secondary schools in the previous year from the elementary schools involved.</p> <p><b>(e) ALLOCATIONS TO AREA CAREER AND TECHNICAL EDUCATION SCHOOLS AND EDUCATIONAL SERVICE AGENCIES.—</b></p> <p>(1) <b>IN GENERAL.</b>—Each eligible agency shall distribute the portion of funds made available under section 112(a)(1) for any fiscal year</p>	
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	<p>the secondary level under this section to the appropriate area career and technical education school or educational service agency in any case in which the area career and technical education school or educational service agency, and the local educational agency concerned—</p> <p>(A) have formed or will form a consortium for the purpose of receiving funds under this section; or</p> <p>(B) have entered into or will enter into a cooperative arrangement for such purpose.</p> <p>(2) ALLOCATION BASIS.—If an area career and technical education school or educational service agency meets the requirements of paragraph (1), then the amount that would otherwise be distributed to the local educational agency shall be allocated to the area career and technical education school, the educational service agency, and the local educational agency based on each school, agency or entity’s relative share of students who are attending career and technical education programs (based, if practicable, on the average enrollment for the preceding 3 years).</p>	<p>by such eligible agency for career and technical education activities at the secondary level under this section to the appropriate area career and technical education school or educational service agency in any case in which the area career and technical education school or educational service agency, and the local educational agency concerned—</p> <p>(A) have formed or will form a consortium for the purpose of receiving funds under this section; or</p> <p>(B) have entered into or will enter into a cooperative arrangement for such purpose.</p> <p>(2) ALLOCATION BASIS.—If an area career and technical education school or educational service agency meets the requirements of paragraph (1), then the amount that would otherwise be distributed to the local educational agency shall be allocated to the area career and technical education school, the educational service agency, and the local educational agency based on each school, agency or entity’s relative share of students who are attending career and technical education programs (based, if practicable, on the average</p>	
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	<p>(3) APPEALS PROCEDURE.— The eligible agency shall establish an appeals procedure for resolution of any dispute arising between a local educational agency and an area career and technical education school or an educational service agency with respect to the allocation procedures described in this section, including the decision of a local educational agency to leave a consortium or terminate a cooperative arrangement.</p> <p>(f) CONSORTIUM REQUIREMENTS.— (1) ALLIANCE.—Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 is encouraged to—              (A) form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135;              (B) transfer such allocation to the area career and technical education school or educational service agency; and</p>	<p>enrollment for the preceding 3 years).</p> <p>(3) APPEALS PROCEDURE.— The eligible agency shall establish an appeals procedure for resolution of any dispute arising between a local educational agency and an area career and technical education school or an educational service agency with respect to the allocation procedures described in this section, including the decision of a local educational agency to leave a consortium or terminate a cooperative arrangement.</p> <p>(f) CONSORTIUM REQUIREMENTS.— (1) ALLIANCE.—Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 is encouraged to—              (A) form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135;              (B) transfer such allocation to the area career and technical education school</p>	
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	<p>(C) operate programs that are of sufficient size, scope, and quality to be effective.</p> <p>(2) FUNDS TO CONSORTIUM.—Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.</p> <p>(g) DATA.—The Secretary shall collect information from eligible agencies regarding the specific dollar allocations made available by the eligible agency for career and technical education programs under subsections (a), (b), (c), (d), and (e) and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies, within the State in accordance with this section.</p> <p>(h) SPECIAL RULE.—Each eligible agency distributing funds under this section shall treat a secondary school funded by the Bureau of Indian Affairs within the State as if such school were a local educational agency within the State for the purpose of receiving a distribution under this section.</p>	<p>or educational service agency; and</p> <p>(C) operate programs that are of sufficient size, scope, and quality to be effective.</p> <p>(2) FUNDS TO CONSORTIUM.—Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.</p> <p>(g) DATA.—The Secretary shall collect information from eligible agencies regarding the specific dollar allocations made available by the eligible agency for career and technical education programs and <b>programs of study</b> under subsections (a), (b), (c), (d), and (e) and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies, within the State in accordance with this section.</p> <p>(h) Special Rule.—Each eligible agency distributing funds under this section shall treat a secondary school funded by the Bureau of Indian <b>Education</b> within the State as if such school were a local</p>	
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		<p>educational agency within the State for the purpose of receiving a distribution under this section.</p>	
<p><b>Distribution of Funds to Postsecondary Education Programs</b></p>	<p>(a) ALLOCATION.—                  (1) IN GENERAL.—Except as provided in subsections (b) and (c) and section 133, each eligible agency shall distribute the portion of the funds made available under section 112(a)(1) to carry out this section for any fiscal year to eligible institutions or consortia of eligible institutions within the State.                  (2) FORMULA.—Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the State for such year.                  (3) CONSORTIUM REQUIREMENTS.—</p>	<p>(a) ALLOCATION.—                  (1) IN GENERAL.—Except as provided in subsections (b) and (c) and section 133, each eligible agency shall distribute the portion of the funds made available under section 112(a)(1) to carry out this section for any fiscal year to eligible institutions or consortia of eligible institutions within the State.                  (2) FORMULA.—Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any fiscal year as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the State for such year.                  (3) CONSORTIUM REQUIREMENTS.—</p>	<p>No change.</p>

	<p>(A) IN GENERAL.—In order for a consortium of eligible institutions described in paragraph (2) to receive assistance pursuant to such paragraph, such consortium shall operate joint projects that—</p> <ul style="list-style-type: none"> <li>(i) provide services to all postsecondary institutions participating in the consortium; and</li> <li>(ii) are of sufficient size, scope, and quality to be effective.</li> </ul> <p>(B) FUNDS TO CONSORTIUM.—Funds allocated to a consortium formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.</p>	<p>(A) In general.—In order for a consortium of eligible institutions described in paragraph (2) to receive assistance pursuant to such paragraph, such consortium shall operate joint projects that—</p> <ul style="list-style-type: none"> <li>(i) provide services to all postsecondary institutions participating in the consortium; and</li> <li>(ii) are of sufficient size, scope, and quality to be effective.</li> </ul> <p>(B) FUNDS TO CONSORTIUM.—Funds allocated to a consortium formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.</p>	
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	<p>(4) WAIVER.—The eligible agency may waive the application of paragraph (3)(A)(i) in any case in which the eligible institution is located in a rural, sparsely populated area.</p> <p>(b) WAIVER FOR MORE EQUITABLE DISTRIBUTION.—The Secretary may waive the application of subsection (a) if an eligible agency submits to the Secretary an application for such a waiver that—</p> <p>(1) demonstrates that the formula described in subsection (a) does not result in a distribution of funds to the eligible institutions or consortia within the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution; and</p> <p>(2) includes a proposal for such an alternative formula.</p> <p>(c) MINIMUM GRANT AMOUNT.—</p> <p>(1) IN GENERAL.—No institution or consortium shall receive an allocation under this section in an amount that is less than \$50,000.</p> <p>(2) REDISTRIBUTION.—Any amounts that are not distributed by reason of paragraph (1) shall be redistributed to eligible institutions or consortia in accordance with this section.</p>	<p>(4) WAIVER.—The eligible agency may waive the application of paragraph (3)(A)(i) in any case in which the eligible institution is located in a rural, sparsely populated area.</p> <p>(b) WAIVER FOR MORE EQUITABLE DISTRIBUTION.—The Secretary may waive the application of subsection (a) if an eligible agency submits to the Secretary an application for such a waiver that—</p> <p>(1) demonstrates that the formula described in subsection (a) does not result in a distribution of funds to the eligible institutions or consortia within the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution; and</p> <p>(2) includes a proposal for such an alternative formula.</p> <p>(c) MINIMUM GRANT AMOUNT.—</p> <p>(1) IN GENERAL.—No institution or consortium shall receive an allocation under this section in an amount that is less than \$50,000.</p> <p>(2) REDISTRIBUTION.—Any amounts that are not distributed by reason of paragraph (1) shall be redistributed to eligible institutions or consortia in accordance with this section.</p>	
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<p><b>Special Rules for Career and Technical Education</b></p>	<p>(a) SPECIAL RULE FOR MINIMAL ALLOCATION.—</p> <p>(1) GENERAL AUTHORITY.— Notwithstanding the provisions of sections 131 and 132 and in order to make a more equitable distribution of funds for programs serving the areas of greatest economic need, for any program year for which a minimal amount is made available by an eligible agency for distribution under section 131 or 132, such eligible agency may distribute such minimal amount for such year—</p> <p>(A) on a competitive basis; or</p> <p>(B) through any alternative method determined by the eligible agency.</p> <p>(2) MINIMAL AMOUNT.—For purposes of this section, the term “minimal amount” means not more than 15 percent of the total amount made available for distribution under section 112(a)(1).</p> <p>(b) REDISTRIBUTION.—</p> <p>(1) IN GENERAL.—In any academic year that an eligible recipient does not expend all of the amounts the eligible recipient is allocated for such year under section 131 or 132, such eligible recipient shall return any</p>	<p>(a) SPECIAL RULE FOR MINIMAL ALLOCATION.—</p> <p>(1) GENERAL AUTHORITY.— Notwithstanding the provisions of sections 131 and 132 and in order to make a more equitable distribution of funds for programs serving the areas of greatest economic need, for any program year for which a minimal amount is made available by an eligible agency for distribution under section 131 or 132, such eligible agency may distribute such minimal amount for such year—</p> <p>(A) on a competitive basis; or</p> <p>(B) through any alternative method determined by the eligible agency.</p> <p>(2) MINIMAL AMOUNT.—For purposes of this section, the term “minimal amount” means not more than 15 percent of the total amount made available for distribution under section 112(a)(1).</p> <p>(b) REDISTRIBUTION.—</p> <p>(1) IN GENERAL.—In any academic year that an eligible recipient does not expend all of the amounts the eligible recipient is allocated for such year under section 131 or 132, such eligible recipient shall return any</p>	<p>Adds references to “programs of study” in addition to “programs;” no meaningful effect.</p>
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	<p>unexpended amounts to the eligible agency to be reallocated under section 131 or 132, as appropriate.</p> <p>(2) REDISTRIBUTION OF AMOUNTS RETURNED LATE IN AN ACADEMIC YEAR.—In any academic year in which amounts are returned to the eligible agency under section 131 or 132 and the eligible agency is unable to reallocate such amounts according to such sections in time for such amounts to be expended in such academic year, the eligible agency shall retain such amounts for distribution in combination with amounts provided under section 112(a)(1) for the following academic year.</p> <p>(c) CONSTRUCTION.—Nothing in section 131 or 132 shall be construed—</p> <p>(1) to prohibit a local educational agency or a consortium thereof that receives assistance under section 131, from working with an eligible institution or consortium thereof that receives assistance under section 132, to carry out career and technical education programs at the secondary level in accordance with this title;</p> <p>(2) to prohibit an eligible institution or consortium thereof that receives assistance under section 132, from working with a local educational</p>	<p>unexpended amounts to the eligible agency to be reallocated under section 131 or 132, as appropriate.</p> <p>(2) REDISTRIBUTION OF AMOUNTS RETURNED LATE IN AN ACADEMIC YEAR.—In any academic year in which amounts are returned to the eligible agency under section 131 or 132 and the eligible agency is unable to reallocate such amounts according to such sections in time for such amounts to be expended in such academic year, the eligible agency shall retain such amounts for distribution in combination with amounts provided under section 112(a)(1) for the following academic year.</p> <p>(c) CONSTRUCTION.—Nothing in section 131 or 132 shall be construed—</p> <p>(1) to prohibit a local educational agency or a consortium thereof that receives assistance under section 131, from working with an eligible institution or consortium thereof that receives assistance under section 132, to carry out career and technical education programs <b>or programs of study</b> at the secondary level in accordance with this title;</p> <p>(2) to prohibit an eligible institution or consortium thereof that receives assistance under section 132, from</p>	
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	<p>agency or consortium thereof that receives assistance under section 131, to carry out postsecondary and adult career and technical education programs in accordance with this title; or                  (3) to require a charter school, that provides career and technical education programs and is considered a local educational agency under State law, to jointly establish the charter school’s eligibility for assistance under this title unless the charter school is explicitly permitted to do so under the State’s charter school statute.                  (d) CONSISTENT APPLICATION.—For purposes of this section, the eligible agency shall provide funds to charter schools offering career and technical education programs in the same manner as the eligible agency provides those funds to other schools. Such career and technical education programs within a charter school shall be of sufficient size, scope, and quality to be effective.</p>	<p>working with a local educational agency or consortium thereof that receives assistance under section 131, to carry out postsecondary and adult career and technical education programs <b>or programs of study</b> in accordance with this title; or                  (3) to require a charter school, that provides career and technical education programs <b>or programs of study</b> and is considered a local educational agency under State law, to jointly establish the charter school’s eligibility for assistance under this title unless the charter school is explicitly permitted to do so under the State’s charter school statute.                  (d) CONSISTENT APPPLICATION.—For purposes of this section, the eligible agency shall provide funds to charter schools offering career and technical education programs <b>or programs of study</b> in the same manner as the eligible agency provides those funds to other schools. Such career and technical education programs or programs of study within a charter school shall be of sufficient size, scope, and quality to be effective.</p>	
<p><b>Local Plan Required</b></p>	<p>(a) LOCAL PLAN REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as</p>	<p>(a) LOCAL APPLICATION REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational</p>	<p>Changes the local plan as it exists in Perkins IV to the “local application” for purposes of Perkins V and restructures it into three pieces: the actual application components, the comprehensive needs assessment and consultation requirements. A note on</p>

	the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.	training entities as the eligible agency determines to be appropriate) submit a local <b>application</b> to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.	terminology: This is an important signaling change - by replacing the term “local plan” with “local application;” this suggests that while funding may be allocated to an eligible recipient via the formula, the funds are not a guarantee. The eligible recipient must complete an application that minimally responds to the provisions in Section 134, including the local needs assessment and continue to meet the requirements of the Act (e.g., needs assessment, reporting requirements, accountability provisions, etc.). Maintains that the eligible agency establishes the requirements for the local application and may include additional components beyond what is included in the Act.
<b>Local Plan Contents</b>	(b) CONTENTS.—The eligible agency shall determine the requirements for local plans, except that each local plan shall—	(b) CONTENTS.—The eligible agency shall determine the requirements for <b>local applications</b> , except that each local application shall contain—	Updates the reference from “local plan” to “local application.” Maintains that the eligible agency may choose to require additional elements as part of the local application, including parameters about minimums and caps on how much funding may be dedicated toward certain purposes or priorities, such as programs of study.
	No similar provision.	(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);	Introduces the concept of the local needs assessment.
	(1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title. (3) describe how the eligible recipient will—	(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 State-approved programs of study approved by a State under section 124(b)(2), including—	Maintains the requirement that local eligible recipients <b>must</b> implement at least one program of study to be eligible to receive funds. Specifies that the local application should include how the local needs assessment informed the selection of such program(s) of study.

	<p>(A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);</p> <p>(B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—</p> <ul style="list-style-type: none"><li>(i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and</li><li>(ii) career and technical education subjects;</li></ul> <p>(C) provide students with strong experience in, and understanding of, all aspects of an industry;</p> <p>(D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and</p> <p>(E) encourage career and technical education students at the secondary</p>	<p>(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;</p> <p>(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and</p> <p>(C) how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study;</p>	
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	<p>level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);</p>		
	<p>No similar provision.</p>	<p>(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—          (A) career exploration and career development coursework, activities, or services;          (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment in subsection (c); 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;</p>	<p>New requirement: Address how the eligible recipient will collaborate with local workforce partners.</p>
	<p>No similar provision.</p>	<p>(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such</p>	<p>New requirement: Address how the eligible recipient will improve the academic and technical skills of CTE students.</p>

		<p>programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);</p>	
	<p>(8) describe how the eligible recipient will—                  (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;                  (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and                  (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;                  (9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;                  (10) describe how funds will be used to promote preparation for non-traditional fields;</p>	<p>(5) 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;                  (B) prepare CTE participants for non-traditional fields;                  (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and                  (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;</p>	<p>Maintains that the local application should address how the eligible recipient will prepare special populations for high-skill, high-wage or in-demand occupations and prepare CTE participants for non-traditional fields.</p>



	<p>No similar provision.</p>	<p>(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in the career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;</p>	<p>New requirement: Describe how the eligible recipient will provide work-based learning opportunities for CTE students.</p>
	<p>No similar provision.</p>	<p>(7) a description of how the eligible recipient will provide students participation in career and technical education programs with an opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;</p>	<p>New requirement: Describe the CTE programs that provide opportunities for students to gain postsecondary credit while in high school.</p>
	<p>(12) describe efforts to improve—                  (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and                  (B) the transition to teaching from business and industry.                  (4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and</p>	<p>(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements obtained through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and</p>	<p>Maintains that the local application <b>must</b> address how the eligible recipient will support the recruitment, preparation, retention, and professional development for CTE educators.</p>

	<p>relevant career and technical education (including curriculum development);</p>		
	<p>(2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113; (7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;</p>	<p>(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate these disparities or gaps.</p>	<p>Shifts the focus to a description of the process that the eligible recipient will use to identify and address disparities or gaps in performance in the data on the performance indicators and the actions that will be taken to close such gaps.</p>
<p><b>Local Needs Assessment</b></p>	<p>No similar provision.</p>	<p>(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 include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.</p>	<p>New requirement: The comprehensive needs assessment is the largest addition to this section of the law. This new process <b>must</b> be completed by the eligible recipient at the beginning of the grant period (upon submission of the local application) and updated at least once every two years. Some of the elements that must be addressed in the local needs assessment were items that were part of the local plan under Perkins IV as noted below.</p>
		<p>(2) REQUIREMENTS.— The comprehensive local needs assessment described in paragraph (1) shall include each of the following— (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113,</p>	<p>Maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V).</p>

	<p><b>LOCAL PLAN COMPONENT IN PERKINS IV:</b>          (6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;</p>	<p>including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.          (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, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or              (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.          (C) An evaluation of progress toward the implementation of career and technical education programs</p>	
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		<p>and programs of study.</p> <p>(D) 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 guidance and academic counselors, including individuals in groups underrepresented in such professions.</p> <p>(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study, for all students including —</p> <ul style="list-style-type: none"> <li>(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</li> <li>(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and</li> <li>(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</li> </ul>	
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<p><b>Consultation for Local Application and Needs Assessment</b></p>	<p>FROM THE LOCAL PLAN REQUIREMENTS:                  (5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;</p>	<p>(d) CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum —</p> <ul style="list-style-type: none"> <li>(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;</li> <li>(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;</li> <li>(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;</li> <li>(4) parents and students;</li> <li>(5) representatives of special populations;</li> <li>(6) representatives of regional or 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);</li> <li>(7) representatives of Indian Tribes and Tribal organizations in the State, where</li> </ul>	<p>New requirement: Eligible recipients <b>must</b> consult with the following groups during the needs assessment process and the development of the local application (which is an expansion of the consultation process that is included in Perkins IV related to the local plan):</p> <ul style="list-style-type: none"> <li>• secondary and postsecondary educators, administrators and other support staff;</li> <li>• State or local workforce development boards;</li> <li>• business and industry representatives;</li> <li>• parents and students;</li> <li>• representatives of special populations;</li> <li>• representatives of agencies serving out-of-school youth, homeless children and youth and at-risk youth;</li> <li>• representatives of Indian Tribes and Tribal organizations in the State (where applicable); and</li> <li>• any other stakeholders required by the eligible agency.</li> </ul> <p>Requires continued consultation with the stakeholder groups involved in the local needs assessment, with specific parameters determined by the eligible agency.</p>
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		<p>applicable; and</p> <p>(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.</p> <p>(e) CONTINUED CONSULTATION.— An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—</p> <p>(1) provide input on annual updates to the comprehensive needs assessment required under subsection (c)(1)(B);</p> <p>(2) ensure programs of study are—</p> <p>(A) responsive to community employment needs;</p> <p>(B) aligned with employment priorities in the State, regional, tribal, 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;</p> <p>(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));</p> <p>(D) designed to meet current, intermediate, or long-term labor market projections; and</p>	
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		<p>(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;</p> <p>(3) identify and encourage opportunities for work-based learning; and</p> <p>(4) ensure funding under this part is used in a coordinated manner with other local resources.</p>	
<b>Local General Authority</b>	(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.	(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).	New requirement: Requires that the allocation of resources be aligned with the results of the local needs assessment.
<b>Local Required Uses of Funds</b>	(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— <b>REQUIRED USE OF LOCAL FUNDS:</b> (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and	(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, that—	Streamlines the local uses of funds list. The majority of the uses of funds in Perkins IV are still covered in Perkins V, although some have fewer explicit clauses. Maintains the requirement for funds to be used to support CTE programs that are of sufficient size, scope and quality, but instead embeds this in the “requirements for uses of funds” clause. There are also no longer discrete

			<p>“required” and “permissible” uses of funds subsections, but instead, many of the former “permissible” uses in Perkins IV are included as options under required activities in Perkins V and these are noted below.</p>
	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—                  (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and                  (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;</p>	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>                  (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, 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—  <b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;  <b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (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, local, or tribal (as applicable) economic priorities; and                  (iv) employment sectors;</p>	<p>Maintains that local funds <b>must</b> be used to provide career guidance and academic counseling.</p>



		<p>PERMISSIBLE USE OF LOCAL FUNDS:                  (C) programs and activities related to the development of student graduation and career plans;                  PERMISSIBLE USE OF LOCAL FUNDS:                  (D) career guidance and academic counselors that provide information on postsecondary education and career options;</p>	
	<p>PERMISSIBLE USE OF LOCAL FUNDS:                  (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS:                  (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields;                  or</p>	<p>Maintains that local funds <b>can</b> be used for activities that advance knowledge of non-traditional fields.</p>
	<p>REQUIRED USE OF LOCAL FUNDS:                  (3) provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS:                  (F) provide students with strong experience in, and comprehensive understanding of, all aspects of industry;</p>	<p>Maintains that local funds <b>can</b> be used for providing students with an understanding of all aspects of industry. “All aspects of an industry” is also included in the definition of CTE in Section 3.</p>
	<p>REQUIRED USE OF LOCAL FUNDS:                  (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—                  (A) in-service and preservice training on—                  (i) effective integration and use of challenging academic and career and technical education</p>	<p>REQUIRED USE OF LOCAL FUNDS:                  (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—                  PERMISSIBLE USE OF LOCAL FUNDS:                  (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and</p>	<p>Maintains that local funds <b>must</b> be used for professional development activities.</p>

	<p>provided jointly with academic teachers to the extent practicable;</p> <p>(ii) effective teaching skills based on research that includes promising practices;</p> <p>(iii) effective practices to improve parental and community involvement; and</p> <p>(iv) effective use of scientifically based research and data to improve instruction;</p> <p>(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;</p> <p>(C) internship programs that provide relevant business experience; and</p> <p>(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;</p>	<p>career and technical education standards and curriculum;</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b></p> <p>(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b></p> <p>(C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b></p> <p>(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders;</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b></p> <p>(E) supporting the implementation of strategies to improve student achievement and close gaps in</p>	
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		<p>student participation and performance in career and technical education programs;</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>          (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate 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;</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>          (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>          (H) training teachers, faculty,</p>	
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		<p>specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or</p> <p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>          (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;</p>	
	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>          (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.</p>	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>          (3) provide within career and technical education the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;</p>	<p>Maintains that local funds <b>must</b> be used to support CTE activities for special populations.</p>
	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>          (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical</p>	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>          (4) support integration of academic skills into career and technical education programs and programs of study to support—          (A) CTE participants at the secondary school level in meeting the challenging State academic</p>	<p>Maintains that local funds <b>must</b> be used for supporting the integration of academic and career and technical skills.</p>

	<p>education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—</p> <p>(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and</p> <p>(B) career and technical education subjects;</p>	<p>standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and</p> <p>(B) CTE participants at the postsecondary level in achieving academic skills;</p>	
	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>                  (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);</p>	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>                  (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—</p>	<p>Maintains that local funds <b>must</b> be used for supporting at least one program of study.</p>
	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (20) to support other career and technical education activities that are consistent with the purpose of this Act.</p>	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (A) curriculum aligned with the requirements for a program of study;</p>	<p>Specifically states that local funds <b>can</b> be used for curriculum aligned with the requirements for a program of study.</p>
	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;</p>	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (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, and in collaboration with business outreach staff in one-stop career centers, as defined in section 3 of the</p>	<p>Maintains that local funds <b>can</b> be used for partnerships with local stakeholders to support CTE programs.</p>

		Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;	
	PERMISSIBLE USE OF LOCAL FUNDS: (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;	PERMISSIBLE USE OF LOCAL FUNDS: (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as 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)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;	Maintains that local funds <b>can</b> be used for supporting dual and concurrent enrollment opportunities.
	PERMISSIBLE USE OF LOCAL FUNDS: (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement; REQUIRED USE OF LOCAL FUNDS: (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;	PERMISSIBLE USE OF LOCAL FUNDS: (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;	Maintains that local funds <b>can</b> be used for equipment, technology and materials for CTE.
	PERMISSIBLE USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS: (E) a continuum of work-based learning opportunities, including simulated work	Maintains that local funds <b>can</b> be used to support work-based learning activities.

	<p>(3) for local education and business (including small business) partnerships, including for—</p> <ul style="list-style-type: none"> <li>(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;</li> <li>(B) adjunct faculty arrangements for qualified industry professionals; and</li> <li>(C) industry experience for teachers and faculty;</li> </ul>	<p>environments;</p>	
	<p>PERMISSIBLE USE OF LOCAL FUNDS: (20) to support other career and technical education activities that are consistent with the purpose of this Act.</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS: (F) industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;</p>	<p>Specifies that local funds <b>can</b> be used on industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential.</p>
	<p>PERMISSIBLE USE OF LOCAL FUNDS: (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS: (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;</p>	<p>Maintains that local funds <b>can</b> be used to recruit and retain CTE educators.</p>
	<p>PERMISSIBLE USE OF LOCAL FUNDS: (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS: (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</p>	<p>Maintains that local funds <b>can</b> be used to coordinate with other programs (such as WIOA, IDEA, etc.) supported by federal funds.</p>

	Public Law 105–220 (29 U.S.C. 2801 et seq.);	laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
	PERMISSIBLE USE OF LOCAL FUNDS: (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;	PERMISSIBLE USE OF LOCAL FUNDS: (I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;	Maintains that local funds <b>can</b> be used to expand opportunities for distance education for CTE.
	PERMISSIBLE USE OF LOCAL FUNDS: (20) to support other career and technical education activities that are consistent with the purpose of this Act.	PERMISSIBLE USE OF LOCAL FUNDS: (J) expanding opportunities for students to participate in competency-based education programs;	Specifies that local funds <b>can</b> be used for competency-based education.
	PERMISSIBLE USE OF LOCAL FUNDS: (10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including— <ul style="list-style-type: none"> <li>(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;</li> <li>(B) postsecondary dual and concurrent enrollment programs;</li> <li>(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises</li> </ul>	PERMISSIBLE USE OF LOCAL FUNDS: (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;	Maintains that local funds <b>can</b> be used for education and financial aid counseling.



	<p>the students on how to meet any transfer requirements; and                  (D) other initiatives—                  (i) to encourage the pursuit of a baccalaureate degree; and                  (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p>		
	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (14) to provide support for family and consumer sciences programs;</p>	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;</p>	<p>Specifies that local funds <b>can</b> be used for the integration of employability skills into CTE programs and programs of study.</p>
	<p><b>REQUIRED USE OF LOCAL FUNDS:</b>                  (4) develop, improve, or expand the use of technology in career and technical education, which may include—                  (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;                  (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or</p>	<p><b>PERMISSIBLE USE OF LOCAL FUNDS:</b>                  (M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;</p>	<p>Shifts the focus from developing, improving and expanding the use of technology in CTE to supporting programs and activities that increase student access, engagement and success in STEM fields.</p>

	<p>(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;</p>		
	<p>PERMISSIBLE USE OF LOCAL FUNDS: (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS: (N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;</p>	<p>Maintains that local funds <b>can</b> be used to provide CTE to adults and out-of-school youth.</p>
	<p>PERMISSIBLE USE OF LOCAL FUNDS: (5) to assist career and technical student organizations;</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS: (O) supporting 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>	<p>Maintains that local funds <b>can</b> be used to support CTSOs and specifies that such funds can be used for student preparation for and participation in technical skills competitions aligned with CTE program standards and curriculum.</p>
	<p>PERMISSIBLE USE OF LOCAL FUNDS: (20) to support other career and technical education activities that are consistent with the purpose of this Act.</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS: (P) making all forms of instructional content widely available, which may include use of open educational resources;                  PERMISSIBLE USE OF LOCAL FUNDS: (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;                  PERMISSIBLE USE OF LOCAL FUNDS: (R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-</p>	<p>Specifies that local funds <b>can</b> be used to support making instructional content widely available, the integration of arts and design skills into CTE programs and programs of study and partnering with qualified intermediaries.</p>

	<p>PERMISSIBLE USE OF LOCAL FUNDS: (4) to provide programs for special populations;</p>	<p>quality career and technical education; PERMISSIBLE USE OF LOCAL FUNDS: (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or</p>	<p>Maintains that local funds <b>can</b> be used to provide program for special populations.</p>
	<p>PERMISSIBLE USE OF LOCAL FUNDS: (6) for mentoring and support services; PERMISSIBLE USE OF LOCAL FUNDS: (11) to provide activities to support entrepreneurship education and training; PERMISSIBLE USE OF LOCAL FUNDS: (13) to develop and support small, personalized career themed learning communities; PERMISSIBLE USE OF LOCAL FUNDS: (18) to provide support for training programs in automotive technologies; PERMISSIBLE USE OF LOCAL FUNDS: (20) to support other career and technical education activities that are consistent with the purpose of this Act.</p>	<p>PERMISSIBLE USE OF LOCAL FUNDS: (T) other activities to improve career and technical education programs; and</p>	<p>Removes some local permissible uses of funds, but also maintains that eligible recipients have the flexibility to dedicate local funds to other activities that improve CTE so long as they are aligned with the results of the local needs assessment.</p>
	<p>REQUIRED USE OF LOCAL FUNDS: (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;</p>	<p>REQUIRED USE OF LOCAL FUNDS: (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)(B).</p>	<p>Maintains that local funds <b>must</b> be used to develop and implement evaluation of the activities carried out with funds received. Specifies that local funds <b>can</b> be spent on the cost associated with the local needs assessment.</p>

	<p>(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—</p> <ul style="list-style-type: none"> <li>(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;</li> <li>(B) establishing, enhancing, or supporting systems for— <ul style="list-style-type: none"> <li>(i) accountability data collection under this Act; or</li> <li>(ii) reporting data under this Act;</li> </ul> </li> <li>(C) implementing career and technical programs of study described in section 122(c)(1)(A); or</li> <li>(D) implementing technical assessments; and</li> </ul>	<p>(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 one or more eligible recipients <b>to support implementation of programs of study through the activities described in subsection (b)(2).</b></p>	<p>Maintains pooling option, but now limits the activity for the purpose of professional development.</p>
<b>Local Admin Costs</b>	<p>(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.</p>	<p>(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.</p>	<p>Maintains the five percent limit on administrative costs at the local level.</p>
<b>Title II: Tech Prep Education</b>	<p>See Carl D. Perkins Career and Technical Education Act of 2006.</p>	<p>No similar provisions.</p>	<p>Removes Title II and all references to Tech Prep as they appeared in Perkins IV. It has not been funded in recent years. Title II becomes what was previously Title III in Perkins IV: General Provisions.</p>
	<p>(a) Supplement Not Supplant.—Funds made available under this Act for career</p>	<p>(a) SUPPLEMENT NOT SUPPLANT.—Funds made available under this Act for</p>	<p>Removes the reference to “tech prep program activities” in Perkins IV.</p>

<b>Fiscal Requirements</b>	and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities.	career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.	
	(b) Maintenance of Effort.— (1) Determination.— (A) In general.—Except as provided in subparagraphs (B) and (C), no payments shall be made under this Act for any fiscal year to a State for career and technical education programs or tech prep programs unless the Secretary determines that the fiscal effort per student or the aggregate expenditures of such State for career and technical education programs for the fiscal year preceding the fiscal year for which the determination is made, equaled or exceeded such effort or expenditures for career and technical education programs for the second fiscal year preceding the fiscal year for which the determination is made.	(b) MAINTENANCE OF EFFORT.— (1) DETERMINATION.— (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.	No change.
	(B) Computation.—In computing the fiscal effort or aggregate expenditures pursuant to subparagraph (A), the Secretary shall exclude capital expenditures, special 1-time project costs, and the cost of pilot programs.	(B) COMPUTATION.—In computing the fiscal effort or aggregate expenditures pursuant to subparagraph (A), the Secretary 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.	Expands the list of CTE-related expenditures that can be excluded from the maintenance of effort calculation to now include competitive or incentive-based programs (in addition to capital expenditures, special one-time project costs, and the cost of pilot programs that were allowed under Perkins IV). It is important to

			note that it is at the eligible agency’s discretion to include or exclude any of these expenditures.
(C) Decrease in federal support.—If the amount made available for career and technical education programs under this Act for a fiscal year is less than the amount made available for career and technical education programs under this Act for the preceding fiscal year, then the fiscal effort per student or the aggregate expenditures of a State required by subparagraph (A) for the preceding fiscal year shall be decreased by the same percentage as the percentage decrease in the amount so made available.	(C) DECREASE IN FEDERAL SUPPORT.—If the amount made available for career and technical education programs under this Act for a fiscal year is less than the amount made available for career and technical education programs under this Act for the preceding fiscal year, then the fiscal effort per student or the aggregate expenditures of a State required by subparagraph (A) for the preceding fiscal year shall be decreased by the same percentage as the percentage decrease in the amount so made available.		No change.
No similar provision.	(D) ESTABLISHING THE STATE BASELINE.—For purposes of applying subparagraph (A) for years which require the calculation of 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 date of enactment of the Strengthening Career and Technical Education for the 21st Century Act, the State may determine the State’s fiscal effort per student, or aggregate expenditures of such State, with respect to career and technical education for such first full fiscal year by— (i) continuing to use the State’s fiscal effort per student, or aggregate expenditures of such State, with respect to career and		New option: Affords eligible agencies a single opportunity to “reset” their maintenance of effort baseline level for the first full fiscal year following the law’s enactment date (which would be FY20). If reset, the new baseline must be at least 95 percent of prior year expenditures. Eligible agencies may elect to maintain their existing baseline.

		<p>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</p> <p>(ii) establishing 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 95 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.</p>	
	<p>No similar provision.</p>	<p>(2) FAILURE TO MEET.—</p> <p>(A) IN GENERAL.—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.</p> <p>(B) Special rule. – No such lesser amount shall be used for computing</p>	<p>New requirement: Allows for proportional reduction of a state’s Basic State Grant allocation if a state fails to meet maintenance of effort.</p>

		the effort required under paragraph (1) for subsequent years.	
	(2) Waiver.—The Secretary may waive the requirements of this section, with respect to not more than 5 percent of expenditures by any eligible agency for 1 fiscal year only, on making a determination that such waiver would be equitable due to exceptional or uncontrollable circumstances affecting the ability of the eligible agency to meet such requirements, such as a natural disaster or an unforeseen and precipitous decline in financial resources. No level of funding permitted under such a waiver may be used as the basis for computing the fiscal effort or aggregate expenditures required under this section for years subsequent to the year covered by such waiver. The fiscal effort or aggregate expenditures for the subsequent years shall be computed on the basis of the level of funding that would, but for such waiver, have been required.	(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) such as a natural disaster or an unforeseen and precipitous decline in financial resources. No level of funding permitted under such a waiver may be used as the basis for computing the fiscal effort or aggregate expenditures required under this section for years subsequent to the year covered by such waiver. The fiscal effort or aggregate expenditures for the subsequent years shall be computed on the basis of the level of funding that would, but for such waiver, have been required.	Maintains maintenance of effort waivers but removes the five percent limit on such waivers. Maintains that if a waiver is granted, the level of funding permitted under the waiver cannot be used in determining the fiscal effort or aggregate expenditures for the maintenance of effort calculation in future years.
<b>Authority to Make Payments</b>	Any authority to make payments or to enter into contracts under this Act shall be available only to such extent or in such amounts as are provided in advance in appropriation Acts.	Any authority to make payments or to enter into contracts under this Act shall be available only to such extent or in such amounts as are provided in advance in appropriation Acts.	No change.
<b>Construction</b>	Nothing in this Act shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be	Nothing in this Act shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be	No change.



	construed to bar students attending private, religious, or home schools from participation in programs or services under this Act.	construed to bar students attending private, religious, or home schools from participation in programs or services under this Act.	
<b>Voluntary Selection and Participation</b>	No funds made available under this Act shall be used— (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.	No funds made available under this Act shall be used— (1) to require any secondary school student to choose or pursue a specific <b>career pathway or program of study</b> ; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.	Clarifies the reference to “career path or major” to “career pathway or program of study,” which are terms that are now defined in Section 3.
<b>Limitation for Certain Students</b>	No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.	No funds received under this Act may be used to provide career and technical education programs or <b>programs of study</b> to students prior <b>to the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965), except that equipment and facilities purchased with funds under this Act may be used by such students.</b>	Removes the Perkins IV restriction that prohibited funding to provide CTE programs to students below the seventh grade. Replaces with a prohibition on funding below the “middle grades,” which is defined as it is in ESSA. The ESSA definition of middle grades includes grades 5-8.
<b>Federal Laws Guaranteeing Civil Rights</b>	Nothing in this Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services.	Nothing in this Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services.	No change.

<p><b>Participation of Private School Personnel and Children</b></p>	<p>(a) Personnel.—An eligible agency or eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.</p> <p>(b) Student Participation.—</p> <p>(1) Student participation.—Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.</p> <p>(2) Consultation.—An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the</p>	<p>(a) PERSONNEL.—An eligible agency or eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.</p> <p>(b) STUDENT PARTICIPATION.—</p> <p>(1) STUDENT PARTICIPATION.—Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities, <b>including programs of study</b>, receiving funding under this Act, of secondary school students attending nonprofit private schools in areas served by the eligible recipient.</p> <p>(2) CONSULTATION.—An eligible recipient shall consult, upon written request, in a timely and meaningful manner with</p>	<p>Adds the term “programs of study.” Updates references from “geographical areas” to “areas,” which has no meaningful effect.</p>
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	geographical area served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.	representatives of nonprofit private schools in <b>areas</b> served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in career and technical education programs and activities, <b>including programs of study</b> , receiving funding under this Act, of secondary school students attending nonprofit private schools.	
<b>Limitation on Federal Regulations</b>	The Secretary may issue regulations under this Act only to the extent necessary to administer and ensure compliance with the specific requirements of this Act.	The Secretary may issue regulations under this Act only to the extent necessary to administer and ensure compliance with the specific requirements of this Act.	No change.
<b>Study on Programs of Study Aligned to High-Skill, High-Wage Occupations</b>	No similar provision.	(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 special population or specific subgroup of students identified in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 in pursuing and completing programs of study aligned to	Requires the Government Accountability Office (GAO) to conduct a study to evaluate the “strategies, components, policies, and practices” used by eligible agencies and local eligible recipients to ensure that all students, including specific subpopulations, are able to pursue and complete CTE programs of study aligned to high-skill, high-wage occupations. The study would assess challenges associated with the replication of these approaches, and require a specific focus on subgroups that may be underrepresented in such occupations. In conducting this study, the GAO must consult with stakeholders, including eligible agencies. The study would be submitted to the House Committee on Education and the Workforce and the Senate HELP Committee and would not be binding.

		<p>high-skill, high-wage occupations in fields in which such special population or subgroup is underrepresented; and</p> <p>(2) any challenges associated with replication of such strategies, components, policies, and practices.</p> <p>(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—</p> <ul style="list-style-type: none"> <li>(1) students and parents;</li> <li>(2) eligible agencies and eligible recipients;</li> <li>(3) teachers, faculty, specialized instructional support personnel, and paraprofessionals, including those with expertise in preparing career and technical education students for non-traditional fields;</li> <li>(4) Indian Tribes and Tribal organizations;</li> <li>(5) special populations; and</li> <li>(6) representatives of business and industry.</li> </ul> <p>(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</p>	
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		the Senate.	
<b>Joint Funding</b>	<p>(a) General Authority.—Funds made available to eligible agencies under this Act may be used to provide additional funds under an applicable program if—</p> <ul style="list-style-type: none"> <li>(1) such program otherwise meets the requirements of this Act and the requirements of the applicable program;</li> <li>(2) such program serves the same individuals that are served under this Act;</li> <li>(3) such program provides services in a coordinated manner with services provided under this Act; and</li> <li>(4) such funds are used to supplement, and not supplant, funds provided from non-Federal sources.</li> </ul> <p>(b) Applicable Program.—For the purposes of this section, the term “applicable program” means any program under any of the following provisions of law:</p> <ul style="list-style-type: none"> <li>(1) Chapters 2 and 3 of subtitle B of title I of the Workforce Innovation and Opportunity Act.</li> <li>(2) The Wagner-Peyser Act.</li> </ul> <p>(c) Use of Funds as Matching Funds.—For the purposes of this section, the term “additional funds” does not include funds used as matching funds.</p>	<p>(a) GENERAL AUTHORITY.—Funds made available to eligible agencies under this Act may be used to provide additional funds under an applicable program if—</p> <ul style="list-style-type: none"> <li>(1) such program otherwise meets the requirements of this Act and the requirements of the applicable program;</li> <li>(2) such program serves the same individuals that are served under this Act;</li> <li>(3) such program provides services in a coordinated manner with services provided under this Act; and</li> <li>(4) such funds are used to supplement, and not supplant, funds provided from non-Federal sources.</li> </ul> <p>(b) Applicable Program.—For the purposes of this section, the term “applicable program” means any program under any of the following provisions of law:</p> <ul style="list-style-type: none"> <li>(1) Chapters 2 and 3 of subtitle B of title I of the Workforce Innovation and Opportunity Act.</li> <li>(2) The Wagner-Peyser Act.</li> </ul> <p>(c) Use of Funds as Matching Funds.—For the purposes of this section, the term “additional funds” does not include funds used as matching funds.</p>	No change.
<b>Prohibition on Use of Funds to Induce Out-</b>	No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one	No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one	No change.

<p><b>of-State Relocation of Business</b></p>	<p>State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.</p>	<p>State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.</p>	
<p><b>State Administrative Costs</b></p>	<p>(a) General Rule.—Except as provided in subsection (b), for each fiscal year for which an eligible agency receives assistance under this Act, the eligible agency shall provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.                  (b) Exception.—If the amount made available from Federal sources for the administration of programs under this Act for a fiscal year (referred to in this section as the “determination year”) is less than the amount made available from Federal sources for the administration of programs under this Act for the preceding fiscal year, then the amount the eligible agency is required to provide from non-Federal sources for costs the eligible agency incurs for the administration of programs under this Act for the determination year under subsection (a) shall bear the same ratio to the amount the eligible agency provided from non-Federal sources for such costs for the preceding fiscal year, as the amount made available from Federal sources for the administration of programs under this</p>	<p>(a) GENERAL RULE.—Except as provided in subsection (b), for each fiscal year for which an eligible agency receives assistance under this Act, the eligible agency shall provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year.                  (b) EXCEPTION.—If the amount made available from Federal sources for the administration of programs under this Act for a fiscal year (referred to in this section as the “determination year”) is less than the amount made available from Federal sources for the administration of programs under this Act for the preceding fiscal year, then the amount the eligible agency is required to provide from non-Federal sources for costs the eligible agency incurs for the administration of programs under this Act for the determination year under subsection (a) shall bear the same ratio to the amount the eligible agency provided from non-Federal sources for such costs for the preceding fiscal year, as the amount made available from Federal sources for the administration of programs under this</p>	<p>No change.</p>

	<p>Act for the determination year bears to the amount made available from Federal sources for the administration of programs under this Act for the preceding fiscal year.</p>	<p>Act for the determination year bears to the amount made available from Federal sources for the administration of programs under this Act for the preceding fiscal year.</p>	
<p><b>Student Assistance and Other Federal Programs</b></p>	<p>(a) Attendance Costs Not Treated as Income or Resources.—The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds.</p> <p>(b) Attendance Costs.—The attendance costs described in this subsection are—</p> <ul style="list-style-type: none"> <li>(1) tuition and fees normally assessed a student carrying an academic workload as determined by the institution, and including costs for rental or purchase of any equipment, materials, or supplies required of all students in that course of study; and</li> <li>(2) an allowance for books, supplies, transportation, dependent care, and miscellaneous personal expenses for a student attending the institution on at least a half-time basis, as determined by the institution.</li> </ul> <p>(c) Costs of Career and Technical Education Services.—Funds made available under this Act may be used to pay for the costs of career and technical education services required in an</p>	<p>(a) ATTENDANCE COSTS NOT TREATED AS INCOME OR RESOURCES.—The portion of any student financial assistance received under this Act that is made available for attendance costs described in subsection (b) shall not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds.</p> <p>(b) ATTENDANCE COSTS.—The attendance costs described in this subsection are—</p> <ul style="list-style-type: none"> <li>(1) tuition and fees normally assessed a student carrying an academic workload as determined by the institution, and including costs for rental or purchase of any equipment, materials, or supplies required of all students in that course of study; and</li> <li>(2) an allowance for books, supplies, transportation, dependent care, and miscellaneous personal expenses for a student attending the institution on at least a half-time basis, as determined by the institution.</li> </ul> <p>(c) COSTS OF CAREER AND TECHNICAL EDUCATION SERVICES.—Funds made available under</p>	<p>No change.</p>

	<p>individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to meet the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.</p>	<p>this Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to meet the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education.</p>	
<p><b>Title III: Amendments to Other Laws</b></p>	<p>No similar provision.</p>	<p>SEC. 301. AMENDMENTS TO THE WAGNER-PEYSER ACT. 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</p>	<p>The Workforce and Labor Market Information System under the Wagner-Peyser Act is amended through Perkins V to ensure that the labor market information produced under the Act can be readily accessed and used by the Perkins eligible agency.</p> <p>Adds the Perkins eligible agency to the list of who must be consulted about workforce and labor market information that would 1) meet the needs of secondary and postsecondary students who seek such information and 2) inform the development and implementation of programs of study and career pathways in Perkins V (which was added as a purpose through this amendment).</p> <p>Adds that the eligible agency must be provided with the following data: (A) statistical data from cooperative statistical survey and projection programs and data from administrative reporting systems that, taken together, enumerate,</p>



		<p>Career and Technical Education Act of 2006 (20 U.S.C. 2302), and career pathways;”;</p> <p>(2) in subparagraph (G), by striking “and” after the semicolon;</p> <p>(3) in subparagraph (H), by striking the period at the end and inserting “; and”; and</p> <p>(4) by adding at the end the following:</p> <p>“(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).”</p>	<p>estimate, and project employment opportunities and conditions at national, State, and local levels in a timely manner, including statistics on-</p> <p>(i) employment and unemployment status of national, State, and local populations, including self-employed, part-time, and seasonal workers;</p> <p>(ii) industrial distribution of occupations, as well as current and projected employment opportunities, wages, benefits (where data is available), and skill trends by occupation and industry, with particular attention paid to State and local conditions;</p> <p>(iii) the incidence of, industrial and geographical location of, and number of workers displaced by, permanent layoffs and plant closings; and</p> <p>(iv) employment and earnings information maintained in a longitudinal manner to be used for research and program evaluation;</p> <p>(B) information on State and local employment opportunities, and other appropriate statistical data related to labor market dynamics, which-</p> <p>(i) shall be current and comprehensive;</p> <p>(ii) shall meet the needs identified through the consultations described in subparagraphs (A) and (B) of</p>
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			<p>subsection (e)(2); and (iii) shall meet the needs for the information identified in section 134(d) of WIOA</p>
	<p>No similar provision.</p>	<p><b>SEC. 302. AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.</b>            (1) Section 1111(h)(1)(C)(xiv) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(C)(xiv)) is amended by striking “attaining career and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c))” and inserting “meeting State determined levels of performance for core indicators, as defined by section 113(b)(3)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)(3)(A)), and reported by states only in a manner consistent with section 113(b)(3)(C) of such Act (20 U.S.C. 2323(b)(3)(C))”.            (2) Section 6115(b)(6) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7425(b)(6) is amended by striking “tech-prep education, mentoring,” and inserting “mentoring”.            (3) Section 6304(a)(3)(K) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7544(a)(3)(K)) is amended by striking “tech-prep,”.</p>	<p>Amends ESSA’s reference to the secondary academic achievement core indicator under Perkins IV and updates it to reference Perkins V. Also amends ESSA to remove references to Tech Prep, which has been eliminated under Perkins V.</p>

	No similar provision.	<p><b>SEC. 303. AMENDMENTS TO THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.</b></p> <p>Section 134(c)(2)(A)(vii) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3174(c)(2)(A)(vii)) is amended by striking “school dropouts” and inserting “out-of-school youth”.</p>	Amends WIOA’s reference from “school dropouts” to “out-of-school youth” in WIOA’s “Use of Funds for Employment and Training Activities.”
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