Торіс	Perkins IV	Perkins V	Analysis
Title	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.
Purpose	skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by— (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;	postsecondary education students who elect to enroll in career and technical education programs and programs of study , by— (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 in-demand occupations in current or emerging professions;	 "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). 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).
	education for participating career and	 (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; (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education; 	No change. Removes reference to "tech prep education." Tech Prep was eliminated under Perkins V.

Perkins Side-by-Side

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

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

not fewer than 5 different	not fewer than 3 different fields that	
occupational fields to individuals	are available to all students,	
who are available for study in	especially in high-skill, high-wage,	
preparation for entering the labor	or in-demand industry sectors or	
market;	occupations;	
(C) a public or nonprofit technical	(C) a public or nonprofit technical	
institution or career and technical	institution or career and technical	
education school used exclusively	education school used exclusively	
or principally for the provision of	or principally for the provision of	
career and technical education to	career and technical education to	
individuals who have completed or	individuals who have completed or	
left secondary school and who are	left secondary school and who are	
available for study in preparation	available for study in preparation	
for entering the labor market, if the	for entering the labor market, if the	
institution or school admits, as	institution or school admits, as	
regular students, individuals who	regular students, individuals who	
have completed secondary school	have completed secondary school	
and individuals who have left	and individuals who have left	
secondary school; or	secondary school; or	
(D) the department or division of an	(D) the department or division of an	
institution of higher education, that	institution of higher education, that	
operates under the policies of the	operates under the policies of the	
eligible agency and that provides	eligible agency and that provides	
career and technical education in	career and technical education in	
not fewer than 5 different	not fewer than 3 different	
occupational fields leading to	occupational fields leading to	
immediate employment but not	immediate employment but not	
necessarily leading to a	necessarily leading to a	
baccalaureate degree, if the	baccalaureate degree, if the	
department or division admits, as	department or division admits, as	
regular students, both individuals	regular students, both individuals	
who have completed secondary	who have completed secondary	
school and individuals who have	school and individuals who have	
left secondary school.	left secondary school.	

(4) ARTICULATION AGREEMENT.—	(4) ARTICULATION AGREEMENT.—	No change.
The term "articulation agreement" means	The term "articulation agreement" means a	
a written commitment—	written commitment—	
(A) that is agreed upon at the State	(A) that is agreed upon at the State	
level or approved annually by the	level or approved annually by the	
lead administrators of—	lead administrators of—	
(i) a secondary institution	(i) a secondary institution	
and a postsecondary	and a postsecondary	
educational institution; or	educational institution; or	
(ii) a subbaccalaureate	(ii) a subbaccalaureate	
degree granting	degree granting	
postsecondary educational	postsecondary educational	
institution and a	institution and a	
baccalaureate degree	baccalaureate degree	
granting postsecondary	granting postsecondary	
educational institution; and	educational institution; and	
(B) to a program that is—	(B) to a program that is—	
(i) designed to provide	(i) designed to provide	
students with a	students with a	
nonduplicative sequence of	nonduplicative sequence of	
progressive achievement	progressive achievement	
leading to technical skill	leading to technical skill	
proficiency, a credential, a	proficiency, a credential, a	
certificate, or a degree; and	certificate, or a degree; and	
(ii) linked through credit	(ii) linked through credit	
transfer agreements between	transfer agreements between	
the 2 institutions described	the 2 institutions described	
in clause (i) or (ii) of	in clause (i) or (ii) of	
subparagraph (A) (as the	subparagraph (A) (as the	
case may be).	case may be).	
(5) CAREER AND TECHNICAL	(5) CAREER AND TECHNICAL	Changes the definition of "Career and
EDUCATION.—The term "career and	EDUCATION.—The term "career and	Technical Education," and, as with Perkins
technical education" means organized	technical education" means organized	IV, this definition determines which
educational activities that—	educational activities that—	activities can be funded.
(A) offer a sequence of courses	(A) offer a sequence of courses	

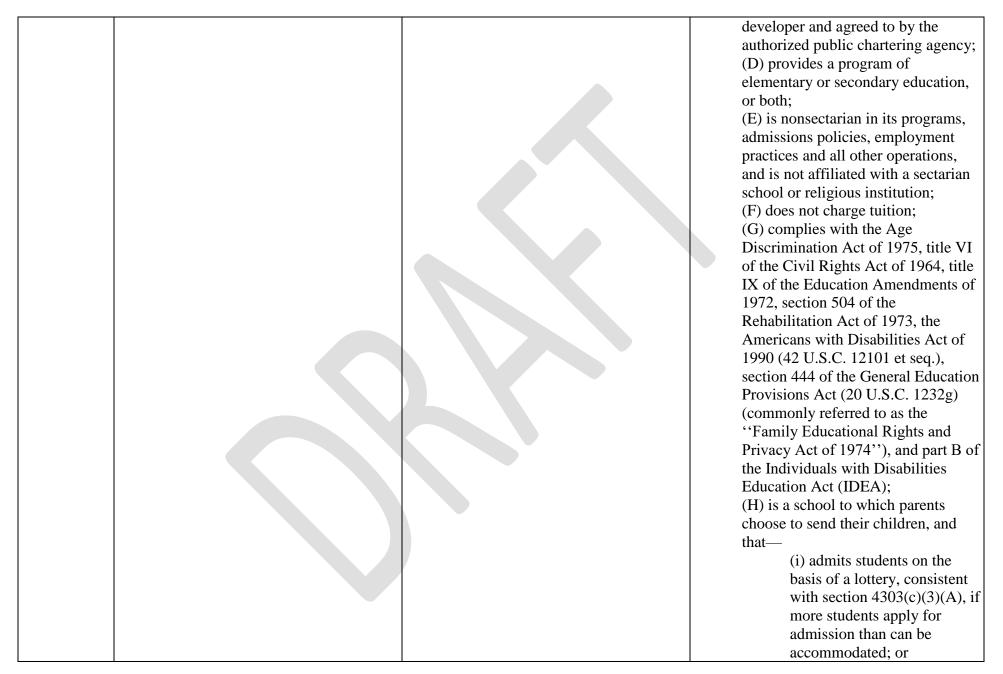
that—	that—	• Specifies that content must be
(i) provides individuals with	(i) provides individuals with	aligned with the Every Student
coherent and rigorous	rigorous academic content	Succeeds Act's (ESSA) state-
content aligned with	and relevant technical	identified academic standards at the
challenging academic	knowledge and skills	secondary level and with rigorous
standards and relevant	needed to prepare for further	academic standards at the
technical knowledge and	education and careers in	postsecondary level.
skills needed to prepare for	current or emerging	• Adds new emphasis on "in-demand"
further education and	professions, which may	industry sectors and occupations,
careers in current or	include high-skill, high-	although this does not constitute a
emerging professions;	wage, or in-demand industry	new requirement.
(ii) provides technical skill	sectors or occupations,	References the WIOA term
proficiency, an industry-	which shall be, at the	"recognized postsecondary
recognized credential, a	secondary level, aligned	credential," which includes a
certificate, or an associate	with the challenging State	spectrum of credentials, but limits
degree; and	academic standards adopted	the list for the purposes of this law to
(iii) may include	by a State under section	industry-recognized credentials,
prerequisite courses (other	1111(b)(1) of the	certificates or associate degrees to
than a remedial course) that	Elementary and Secondary	ensure funding remains focused on
meet the requirements of	Education Act of 1965;	sub-baccalaureate credentials.
this subparagraph; and	(ii) provides technical skill	• Adds new references to work-based
(B) include competency-based	proficiency or a recognized	learning, career exploration and
applied learning that contributes to	postsecondary credential,	secondary-postsecondary
the academic knowledge, higher-	which may include an	connections, although none are
order reasoning and problem-	industry-recognized	specifically required.
solving skills, work attitudes,	credential, a certificate, or	
general employability skills,	an associate degree; and	
technical skills, and occupation-	(iii) may include	
specific skills, and knowledge of all	prerequisite courses (other	
aspects of an industry, including	than a remedial course) that	
entrepreneurship, of an individual.	meet the requirements of	
	this subparagraph;	
	(B) include competency-based,	
	work-based, or other applied	
	learning that supports the	

	 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; (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 (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). 	
(6) CAREER AND TECHNICAL	(6) CAREER AND TECHNICAL	No change.
	STUDENT ORGANIZATION.—	
(A) IN GENERAL.—The term "career	(A) In general.—The term "career and	
and technical student organization'' means an organization for individuals	technical student organization" means an organization for individuals enrolled	
enrolled in a career and technical	in a career and technical education	
education program that engages in	program that engages in career and	
career and technical education	technical education activities as an	
	integral part of the instructional	

activities as an integral part of the instructional program. (B) STATE AND NATIONAL UNITS.—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.	program. (B) State and national units.—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.	
ACADEMIC COUNSELING.—The term "career guidance and academic	 (7) CAREER GUIDANCE AND ACADEMIC COUNSELING.—The term "career guidance and academic counseling" means guidance and counseling that— (A) provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual's occupational and academic future; (B) provides information to students (and, as appropriate, parents and out-of-school youth) 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 persist in and complete career and 	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. 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. Adds that career guidance and academic counseling may also include providing assistance for special populations through

	technical advaction and accord ()	diverse are and a service of the ser
	technical education, programs of study,	direct support services that would support
	or career pathways.	persistence and completion of CTE,
		programs of study or career pathways.
No similar term.	(8) CAREER PATHWAYS.—The term	New definition: Term as defined in WIOA
	'career pathways' has the meaning given	as follows:
	the term in section 3 of the Workforce	The term "career pathway" means a
	Innovation and Opportunity Act (29 U.S.C.	combination of rigorous and high-quality
	3102).	education, training, and other services
		that—
		(A) aligns with the skill needs of
		industries in the
		economy of the State or regional
		economy involved;
		(B) prepares an individual to be
		successful in any
		of a full range of secondary <u>or</u>
		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);
		(C) includes counseling to support
		an individual in achieving the
		individual's education and career
		goals;
		(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;
		,

the	charter school'' has the meaning given e term in section 5210 of the Elementary	(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.	 (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; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster. Updates reference to the term as it is defined in ESSA, which is: —The term "charter school" means a public school that— (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; (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; (C) operates in pursuit of a specific set of educational objectives determined by the school's
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	(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);
	(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;
	(J) meets all applicable Federal,
	State and local health and safety
	requirements;
	(K) operates in accordance with
	State law;
	(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

days, full days, weeks, or other periods of time in fulfilling the cooperative program.days, full days, weeks, or other periods of time in fulfilling the cooperative program.(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).	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	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	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. No change.
(10) DISPLACED HOMEMAKER.—The See "out-of-workforce individual" Removes this definition, but the content of it definition. is contained within the definition of an "out-	days, full days, weeks, or other periods of time in fulfilling the cooperative	days, full days, weeks, or other periods of time in fulfilling the cooperative	
	(10) DISPLACED HOMEMAKER.—The term "displaced homemaker" means an	See "out-of-workforce individual"	is contained within the definition of an "out-

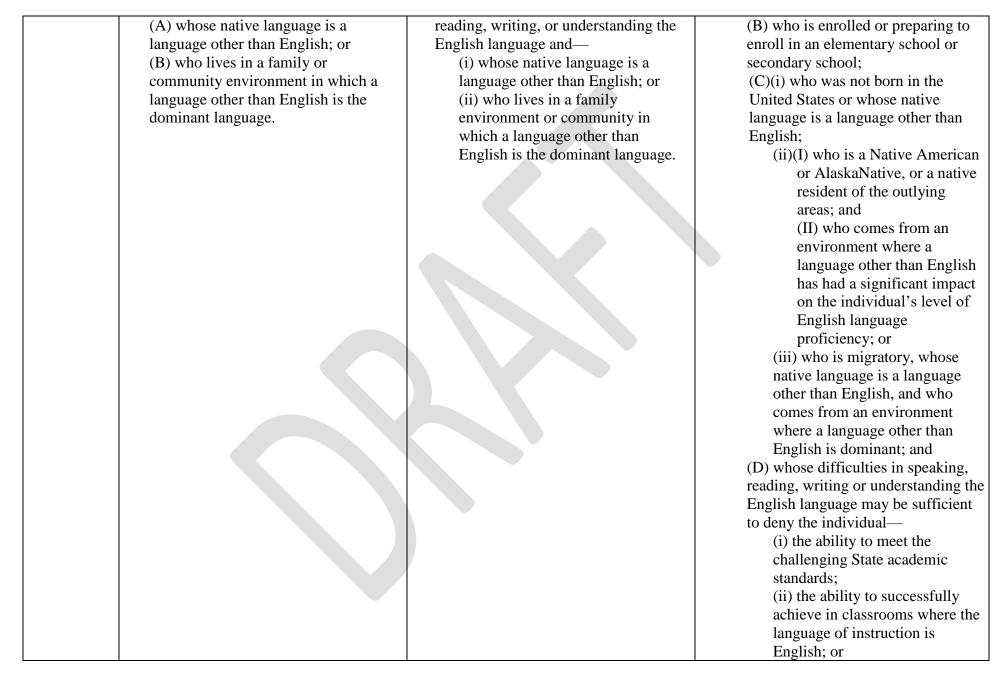
 (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest 		
dependent child will become 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		
	(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 transcripted 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.	New definition: Encompasses formal agreements among and between secondary and postsecondary education institutions that grant transcripted 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. This definition is referenced within the definition of an articulation agreement and in the secondary performance indicator of program quality.

(11) EDUCATIONAL SERVICE	(17) EDUCATIONAL SERVICE	Updates reference to the term as it is defined
AGENCY.—The term "educational	AGENCY.—The term "educational service	in ESSA, which is: The term "educational
service agency" has the meaning given the	agency" has the meaning given the term in	service agency" means a regional public
term in section 9101 of the Elementary and	0.00	multiservice agency authorized by State
Secondary Education Act of 1965.	Secondary Education Act of 1965.	statute to develop, manage and
		provide services or programs to local
		educational agencies.
No similar term.	(12) CTE CONCENTRATOR.—The term	New definition: Under Perkins IV, eligible
	'CTE concentrator' means—	agencies determined how they defined a
	(A) at the secondary school level, a	CTE concentrator.
	student served by an eligible recipient	
	who has completed at least 2 courses in	A CTE concentrator is the primary unit of
	a single career and technical education	analysis for Perkins V's accountability
	program or program of study; and	requirements.
	(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	
No. sincilar tang	12 credits or the equivalent in total.	Normala finitions This definition is not see d
No similar term.	(13) CTE PARTICIPANT.—The term	New definition: This definition is not used
	'CTE participant' means an individual who completes not less than one course in a	with regard to accountability requirements. It is referred to in the reserve fund, national
	career and technical education program or	activities, and elements of the local
	program of study of an eligible recipient.	application and local uses of funds.
(12) ELIGIBLE AGENCY.—The term	(18) ELIGIBLE AGENCY.—The term	No change.
"eligible agency" means a State board	"eligible agency" means a State board	No change.
designated or created consistent with State	designated or created consistent with State	
law as the sole State agency responsible	law as the sole State agency responsible for	
U I		
I for the administration of career and	The administration of career and technical	
for the administration of career and technical education in the State or for the	the administration of career and technical education in the State or for the supervision	

	1	
supervision of the administration of career	technical education in the State.	
and technical education in the State.		
(13) ELIGIBLE INSTITUTION.—The	(20) ELIGIBLE INSTITUTION.—The	
term "eligible institution" means—	term "eligible institution" means—	
(A) a public or nonprofit private	(A) a consortium of 2 or more of the	Re-orders the listing of entities under the
institution of higher education that	entities described in subparagraphs (B)	"eligible institution" definition to list
offers career and technical education	through (F);	consortia at the beginning of the list rather
courses that lead to technical skill	(B) a public or nonprofit private	than at the end, this change has no
proficiency, an industry recognized	institution of higher education that	meaningful effect other than to more
credential, a certificate, or a degree;	offers and will use funds provided	directly highlight consortia as an option.
(B) a local educational agency	under this title in support of career and	
providing education at the	technical education courses that lead to	
postsecondary level;	technical skill proficiency or a	
(C) an area career and technical	recognized postsecondary credential,	
education school providing education	including an industry-recognized	
at the postsecondary level;	credential, a certificate, or an associate	
(D) a postsecondary educational	degree;	
institution controlled by the Bureau of	(C) a local educational agency	
Indian Affairs or operated by or on	providing education at the	
behalf of any Indian tribe that is	postsecondary level;	
eligible to contract with the Secretary	(D) an area career and technical	
of the Interior for the administration of	education school providing education at	
programs under the Indian Self-	the postsecondary level;	
Determination and Education	(E) an Indian Tribe, Tribal	Clause (E) adds Indian Tribes, Tribal
Assistance Act (25 U.S.C. 450 et seq.)	organization, or Tribal education	organizations, and Tribal educational
or the Act of April 16, 1934 (25 U.S.C.	agency that operates a school or may	agencies along with tribally controlled
452 et seq.);	be present in the State;	colleges or universities.
(E) an educational service agency; or	(F) a postsecondary educational	
(F) a consortium of 2 or more of the	institution controlled by the Bureau of	
entities described in subparagraphs (A)	Indian Education or operated by or on	
through (E).	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. 5301 et seq.)	
		or the Act of April 16, 1934 (25 U.S.C.	
		5342 et seq.);	
		(G) a tribally controlled college or	
		university; or	
		(H) an educational service agency.	
No similar	r term	(14) DIRECTOR.—The term 'Director'	New definition: The Director of the Institute
		means the Director of the Institute of	of Education Sciences (IES) is referred to in
		Education Sciences.	the National Activities section and brought
			in as a partner in administering data
			collection, research and evaluation
			activities.
(14) ELIG	BIBLE RECIPIENT.—The term	(21) ELIGIBLE RECIPIENT.—The term	Adds Indian Tribes, Tribal organizations
"eligible i	recipient'' means—	"eligible recipient" means—	and Tribal educational agencies.
	local educational agency	(A) a local educational agency	
	ding a public charter school that	(including a public charter school that	
	es as a local educational agency),	operates as a local educational agency),	
	a career and technical education	an area career and technical education	
	l, an educational service agency,	school, an educational service agency,	
	onsortium, eligible to receive	an Indian Tribe, Tribal organization,	
	unce under section 131; or	or Tribal educational agency or a	
	eligible institution or	consortium, eligible to receive	
	rtium of eligible institutions	assistance under section 131; or	
	e to receive assistance under	(B) an eligible institution or consortium	
section	n 152.	of eligible institutions eligible to receive assistance under section 132.	
No similar	r term	(15) DUAL OR CONCURRENT	New definition: Term as it is defined in
		ENROLLMENT PROGRAM.—The term	ESSA, which is: The term "dual or
		'dual or concurrent enrollment program'	concurrent enrollment program'' means a
		has the meaning given the term in section	program offered by a partnership between at
		8101 of the Elementary and Secondary	least one institution of higher education and
		Education Act of 1965.	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

(15) GOVERNOR.—The term	(24) GOVERNOR.—The term "Governor"	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).
"Governor" means the chief executive	means the chief executive officer of a	no change.
officer of a State.	State.	
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	(22) ENGLISH LEARNER.—The term	Part B of this definition is unchanged in Perkins V. Part A of this definition is
ENGLISH PROFICIENCY.—The term "individual with limited English	'English learner' means— (A) a secondary school student who is	updated to refer to the term as it is defined
proficiency'' means a secondary school	an English learner, as defined in section	in ESSA, which is: The term "English
student, an adult, or an out-of-school	8101 of the Elementary and Secondary	learner," when used with respect to an
youth, who has limited ability in speaking,	Education Act of 1965; or	individual, means an individual—
reading, writing, or understanding the	(B) an adult or an out-of-school youth	(A) who is aged through 21;
English language, and—	who has limited ability in speaking,	



		(iii) the opportunity to participate fully in society.
No similar term.	 (19) ELIGIBLE ENTITY.—The term 'eligible entity' means a consortium that includes the following: (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: (i) A local educational agency or a consortium of such agencies. (ii) An educational service agency serving secondary school students. (iii) An area career and technical education school or a consortium of such schools. (iv) An Indian Tribe, Tribal organization, or Tribal education agency. (v) An institution of higher education whose most common degree awarded is an associate degree, or a consortium of such institutions. (vi) An institution of higher education whose most common degree awarded is a bachelor's or higher degree, or a consortium of such institutions. (vii) A state educational agency. (B) One or more business or industry representative partners, which may include representatives of local or regional businesses or industry or 	New definition: Referenced <u>only</u> 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.

	sector partnerships in the local area,	
	local workforce development	
	boards, or labor organizations.	
	(C) One or more stakeholders,	
	which may include —	
	(i) parents and students;	
	(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 (20	
	<u>U.S.C. 6472</u>));	
	(iii) representatives of Indian	
	tribes and Tribal organizations,	
	where applicable;	
	(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;	
	(v) representatives of special	
	populations;	
	(vi) representative of adult	
	career and technical education	
	providers; or	
	(vii) other relevant community	
	stakeholders.	
(25) SCIENTIFICALLY BASED	(23) EVIDENCE-BASED.—The term	Replaces "scientifically-based" with
RESEARCH.—The term "scientifically	'evidence-based' has the meaning given	"evidence-based" to align with the
based research" means research that is	the term in section 8101(21)(A) of the	definition used in ESSA, which is:
carried out using scientifically based	Elementary and Secondary Education Act	EVIDENCE-BASED.—

research standards, as defined in section	of 1965.	(A) IN GENERAL.—Except as provided in
102 of the Education Sciences Reform Act		subparagraph
of 2002 (20 U.S.C. 9501).		(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—
		(i) demonstrates a statistically
		significant effect on improving
		student outcomes or other relevant
		outcomes based on-
		(I) strong evidence from at
		least one well-designed and
		well-implemented
		experimental study;
		(II) moderate evidence from
		at least one well-designed
		and well-implemented quasi-
		experimental study; or
		(III) promising evidence from at least one well-
		designed and well- implemented correlational
		study with statistical controls
		for selection bias; or
		(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
		(II) includes ongoing efforts
		to examine the effects of
		such activity, strategy or
		intervention.

NT .	insilan tanna	$(25) \text{ HICH SCHOOL} \qquad \text{The form (1, 1)}$	Now definition. Tome it is defined !
INO S		(25) HIGH SCHOOL.—The term 'high	New definition: Term as it is defined in
		school' has the meaning given the term in	ESSA, which is: The term "high school"
		section 8101 of the Elementary and	means a secondary school that—
		Secondary Education Act of 1965.	(A) grants a diploma, as defined by
			the State; and
			(B) includes, at least, grade 12.
No si	similar term.	(26) IN-DEMAND INDUSTRY SECTOR	New definition: Term as it is defined in
		OR OCCUPATION.—The term 'in-	WIOA, which is:
		demand industry sector or occupation' has	(A)IN GENERAL. The term "in-demand
		the meaning given the term in section 3 of	industry sector or occupation" means—
		the Workforce Innovation and Opportunity	(i) an industry sector that has a
		Act (29 U.S.C. 3102).	substantial current or potential
		(0.2.0.010_).	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
			or iocar obard, as appropriate, using state

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).	and regional business and labor market projections, including the use of labor market information. 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—

		(i) representatives of multiple businesses or other employers in the
		industry cluster, including small and medium-sized employers when
		practicable;
		(ii) one or more representatives of a
		recognized State labor organization
		or central labor council, or another
		labor representative, as appropriate;
		and
		(iii) one1 or more representatives of
		an institution of higher education
		with, or another provider of,
		education or training programs that
		support the industry cluster; and (B) may include representatives of—
		(i) State or local government;
		(ii) State or local government,
		development agencies;
		(iii) State boards or local boards, as
		appropriate;
		(iv) a State workforce agency or
		other entity providing employment
		services;
		(v) other State or local agencies;
		(vi) business or trade associations;
		(vii) economic development
		organizations;
		(viii) nonprofit organizations,
	/	community-based organizations, or intermediaries;
		(ix) philanthropic organizations;
		(x) industry associations; and
		(xi) other organizations, as
		determined to be necessary by the

		members comprising the industry or sector partnership.
(18) INSTITUTION OF HIGHER EDUCATION.—The term "institution of	(30) INSTITUTION OF HIGHER EDUCATION.—The term "institution of	No change.
higher education" has the meaning given	higher education" has the meaning given	
the term in section 101 of the Higher Education Act of 1965.	the term in section 101 of the Higher Education Act of 1965.	
(19) LOCAL EDUCATIONAL	(31) LOCAL EDUCATIONAL	No change.
AGENCY.—The term "local educational	AGENCY.—The term "local educational	ivo enange.
agency" has the meaning given the term in		
section 9101 of the Elementary and	section 8101 of the Elementary and	
Secondary Education Act of 1965.	Secondary Education Act of 1965.	
No similar term.	(32) LOCAL WORKFORCE	New definition: Term as defined in WIOA.
	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).	
(20) NON-TRADITIONAL FIELDS.—	(33) NON-TRADITIONAL FIELDS.—	Changes "including" to "such as" to ensure
The term "non-traditional fields" means	The term "non-traditional fields" means	that the definition is not unnecessarily
occupations or fields of work, including	occupations or fields of work, such as	limited to the fields listed and can adapt to
careers in computer science, technology, and other current and emerging high skill	careers in computer science, technology, and other current and emerging high skill	the changing needs of the economy and labor market.
occupations, for which individuals from	occupations, for which individuals from	labor market.
one gender comprise less than 25 percent	one gender comprise less than 25 percent	
of the individuals employed in each such	of the individuals employed in each such	
occupation or field of work.	occupation or field of work.	
(21) OUTLYING AREA.—The term	(34) OUTLYING AREA.—The term	No change.
"outlying area" means the United States	"outlying area" means the United States	5
Virgin Islands, Guam, American Samoa,	Virgin Islands, Guam, American Samoa,	
the Commonwealth of the Northern	the Commonwealth of the Northern	
Mariana Islands, and the Republic of	Mariana Islands, and the Republic of Palau.	
Palau.		

No similar term.	(35) OUT-OF-SCHOOL YOUTH.—The	New definition: Term as it is defined in
	term 'out-of-school youth' has the meaning	
	given the term in section 3 of the	youth means an individual who is—
	Workforce Innovation and Opportunity Act	5
	(29 U.S.C. 3102).	under State law);
	(2) 0.5.0. 5102).	(ii) not younger than age 16 or older than
		age 24; and
		(iii) one or more of the following:
		(I) A school dropout.
		(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.
		(III) A recipient of a secondary
		school diploma or its recognized
		equivalent who is a low-income
		individual and is—
		(aa) basic skills deficient; or
		(bb) an English language
		learner.
		(IV) An individual who is subject to
		the juvenile or adult justice system.
		(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.

		 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.
(10) DISPLACED HOMEMAKER.—The	(36) OUT-OF-WORKFORCE	New definition: Part B of the definition is
term "displaced homemaker" means an	INDIVIDUAL.—The term 'out-of-	the definition of "displaced homemaker" as
individual who—	workforce individual' means—	was originally included in Perkins IV. Part
(A)(i) has worked primarily without		A of the definition is the term "displaced
remuneration to care for a home	homemaker, as defined in section 3 of	homemaker" as it is defined in WIOA,
and family, and for that reason has	the Workforce Innovation and	which is: The term "displaced homemaker"
diminished marketable skills;	Opportunity Act (29 U.S.C. 3102); or	means an individual who has been providing
(ii) has been dependent on the	(B) an individual who—	unpaid services to family members in the
income of another family member	(i) (I) has worked primarily	home and who—
but is no longer supported by that	without remuneration to care for	(A)(i) has been dependent on the
income; or	a home and family, and for that	income of another family member
(iii) is a parent whose youngest	reason has diminished	but is no longer supported by that
dependent child will become	marketable skills; or	income; or
ineligible to receive assistance	(II) is a parent whose youngest	(ii) is the dependent spouse of a
under part A of title IV of the	dependent child will become	member of the Armed Forces on
Social Security Act (42 U.S.C. 601	ineligible to receive assistance	active duty (as defined in section
et seq.) not later than 2 years after	under part A of title IV of the	101(d)(1) of title 10, United
the date on which the parent applies	Social Security Act (42 U.S.C.	States Code) and whose family
for assistance under such title; and	601 et seq.) not later than 2	income is significantly reduced
(B) is unemployed or	years after the date on which the	because of a deployment (as
underemployed and is experiencing	parent applies for assistance	defined in section 991(b) of title
difficulty in obtaining or upgrading	under such title; and	10, United States Code, or
employment.	(ii) is unemployed or	pursuant to paragraph (4) of such
	underemployed and is experiencing	section), a call or order to active

		later manual to a musician of
	difficulty in obtaining or upgrading	duty pursuant to a provision of
	employment.	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.
No similar term.	(37) PARAPROFESSIONAL.—The term	New definition: Term as it is defined in
	'paraprofessional' has the meaning given	ESSA, which is: The term
	the term in section 8101 of the Elementary	"paraprofessional", also known as a
	and Secondary Education Act of 1965.	"paraeducator," includes an education
		assistant and instructional assistant.
No similar term.	(38) PAY FOR SUCCESS INITIATIVE:	New definition: Referenced in the
	(A) IN GENERAL.—Subject to	permissible uses of state leadership funds
	subparagraph (B), the term 'pay for	and as an allowable use of funds in the
	success initiative' means a	Innovation and Modernization grant
	performance-based grant, contract,	program authorized in the National
	or cooperative agreement awarded	Activities section (Section 114).
	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	
	r · · · · · · · · · · · · · · · · · · ·	

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described in section 113(b)(2)
and direct cost savings or cost
avoidance to the public sector;
and
(ii) that includes—
(I) a feasibility study on the
initiative describing how the
proposed intervention is
based on evidence of
effectiveness;
(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;
(III) an annual, publicly
available report on the
progress of the initiative; and
(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).
(B) EXCLUSION. —The term 'pay
(b) EACLOSION. —The term pay

(22) POSTSECONDARY EDUCATIONAL INSTITUTION.—The term "postsecondary educational institution" means— (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; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.	for success initiative' does not include any initiative that— (i) reduces the special education or related services that a student would otherwise receive under the Individuals with Disabilities Education Act; or (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. (39) POSTSECONDARY EDUCATIONAL INSTITUTION.—The term "postsecondary educational institution" means— (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; (B) a tribally controlled college or university; or (C) a nonprofit educational institution offering certificate or other skilled training programs at the postsecondary level.	Changes reference to "apprenticeship programs" to "other skilled training programs."
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No similar term.	(40) PROFESSIONAL	New Definition: Modeled off the
	DEVELOPMENT.—The term	professional development definition in
	'professional development' means	ESSA, but contains more language that is
	activities that—	CTE-relevant, as well as applicable to
	(A) are an integral part of eligible	postsecondary CTE.
	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	
	(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—	
	(i) improve and increase	
	educators'—	
	(I) knowledge of the academic	
	and technical subjects;	
	(II) understanding of how	
	students learn; and	
	(III) ability to analyze student	
	work and achievement from	

multiple sources, including how	
to adjust instructional strategies,	
assessments, and materials	
based on such analysis;	
(ii) are an integral part of	
eligible recipients'	
improvement plans;	
(iii) allow personalized plans	
for each educator to address the	
educator's specific needs	
identified in observation or	
other feedback;	
(iv) support the recruitment,	
hiring, and training of effective	
educators, including educators	
who became certified through	
State and local alternative	
routes to certification;	
(v) advance educator	
understanding of—	
(I) effective instructional	
strategies that are evidence-	
based; and	
(II) strategies for improving	
student academic and	
technical achievement or	
substantially increasing the	
knowledge and teaching	
skills of educators;	
(vi) are developed with	
extensive participation of	
educators, parents, students, and	
representatives of Indian Tribes	
(as applicable), of schools and	
institutions served under this	

Act;
(vii) are designed to give
educators of students who are
English learners in career and
technical education programs or
1 0
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;
(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;
(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;
(x) include instruction in the use
of data and assessments to

inform and instruct classroom practice; inform and instruct classroom practice; (xi) include instruction in ways that educators may work more effectively with parents and families; (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; (xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming joinly delivered to academic and career and technical education trachers; or (xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards. New definition: Moves this definition from within the test of the legislation in Perkins V to the definitions section in Perkins V to the definition from within the test of the legislation in Perkins V to the definitions section in Perkins V to the definitions section in Perkins V to the definitions section in Perkins V to the definition from within the test of the legislation in Perkins V 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 adopted by a State under section at U11(16)(1) of the Elementary and at this program of study and ensuring threa are multiple entry and exit points.	· · · · · · · · · · · · · · · · · · ·			
(xi) include instruction in ways that educators may work more effectively with parents and families: (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 earned by the educators are implemented in the classroom; (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 educator instruction to stay current with industry standards. New definition: Moves this definition from within the text of the legislation in Perkins V. The term uses some of the existing language from current law, baread and rechnical educator instruction to stay current with industry standards. (41) PROGRAM OF STUDY.—The term program of study means a coordinated, nonduplicative sequence of academic and technical content at the secondir participated means a coordinated, nonduplicative sequence of academic and technical standards, including thos adopted by a State under section New definition: Moves this definition from within the text of the legislation 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 means and postsecondary level that—				
that educators may work more effectively with parents and families: (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; (xiii) promote the integration of academic knowledge and skills, including programming jointly delivered to academic and career and technical educators providing career and technical educators instruction to stay current with industry standards.New definition: Moves this definition from within the text of the legislation in Perkins V. The term uses some of the existing language from current law, but adds requirements about increasing specificity over the course adoptied by a State under section(4) incorporates challenging State academic standards, including those adoptied by a State under sectionNew definition: Moves this definition from within the text of the legislation in Perkins V. The term uses some of the existing language from current law, but adds requirements about increasing specificity over the course adoptied by a State under section			A	
effectively with parents and families; effectively with parents and families; effectively with parents and families; (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; (xiii) provide follow-up training ion of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and rearer and technical education trachers; or (xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards. New definition: Moves this definition from within the text of the legislation in Perkins V. The term uses some of the existing language from current law, but adds requirements academic stath cards, including thos adopted by a State under section				
families; (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; (xiii) promote the integration of academic knowledge and skills, including programming jointly delivered to academic and career and technical education instruction to stay current with industry standards. (41) PROGRAM OF STUDY.—The term 'program of study means a coordinated, nonduplicative sequence of academic and postsecondary level that—			that educators may work more	
(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; (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 instruction to stay current with industry standards. (41) PROGRAM OF STUDY.—The term "program of study" means a coordinate, nonduplicative sequence of academic and (A) incorporates challenging State academic standards, including thos academic standards, including thos academic standards, including thos academic standards, including thos			effectively with parents and	
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Image: Nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—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.				
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adopted by a State under section are multiple entry and exit points.				
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No similar t	erm.	Secondary Education Act of 1965; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation- specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential. (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— (A) connecting employers to classrooms; (B) assisting in the design and	New definition: Referenced in the local uses of funds section.
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No similar term.	 implementation of career and technical education programs and programs of study; (C) delivering professional development; (D) connecting students to internships and other work-based learning opportunities; and (E) developing personalized student supports. (43) RECOGNIZED POSTSECONDARY CREDENTIAL.—The term 'recognized postsecondary credential' has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).	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) POSTSECONDARY EDUCATION	No similar term.	Removes definition, as the Tech Prep
TECH PREP STUDENT.— The term		program is no longer authorized under
"postsecondary education tech prep		Perkins V.
student'' means a student who—		
(A) has completed the secondary education component of a tech prep		
program; and		
(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).		
(24) SCHOOL DROPOUT.—The term	No similar term.	Removes definition. School dropout is now
"school dropout" means an individual		included in the definition of "out-of-school
who is no longer attending any school and		youth."

who has not received a secondary school		
diploma or its recognized equivalent.		
	No similar term.	Removes definition, as the Tech Prep
PREP STUDENT.—The term "secondary		program is no longer authorized under
education tech prep student'' means a		Perkins V.
secondary education student who has		
enrolled in 2 courses in the secondary		
education component of a tech prep		
program.		
(27) SECONDARY SCHOOL.—The term	(44) SECONDARY SCHOOL.—The term	No change, except to update reference to
"secondary school" has the meaning	"secondary school" has the meaning given	term as defined under ESSA.
	the term in section 8101 of the Elementary	
0	and Secondary Education Act of 1965.	
of 1965.		
(28) SECRETARY.—The term	(45) SECRETARY.—The term	No change.
"Secretary" means the Secretary of	"Secretary" means the Secretary of	
	Education.	
No similar term.	(46) SPECIALIZED INSTRUCTIONAL	New definition: Term as it is defined in
	SUPPORT PERSONNEL.—The term	ESSA, which is "(A) SPECIALIZED
	'specialized instructional support	INSTRUCTIONAL SUPPORT
	personnel' has the meaning given the term	PERSONNEL.—The term ''specialized
	in section 8101 of the Elementary and	instructional support personnel'' means—
	Secondary Education Act of 1965.	(i) school counselors, school social
		workers and
		workers and
		school psychologists; and
		school psychologists; and (ii) other qualified professional
		school psychologists; and (ii) other qualified professional personnel, such as
		school psychologists; and (ii) other qualified professional personnel, such as school nurses, speech language
		school psychologists; and (ii) other qualified professional personnel, such as school nurses, speech language pathologists and
		school psychologists; and (ii) other qualified professional personnel, such as school nurses, speech language pathologists and school librarians, involved in
		school psychologists; and (ii) other qualified professional personnel, such as school nurses, speech language pathologists and school librarians, involved in providing assessment, diagnosis,
		school psychologists; and (ii) other qualified professional personnel, such as school nurses, speech language pathologists and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic
		school psychologists; and (ii) other qualified professional personnel, such as school nurses, speech language pathologists and school librarians, involved in providing assessment, diagnosis,

No similar term.	(47) SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES.—The term 'specialized instructional support services'	 defined in section 602 of IDEA (20 U.S.C. 1401)) as part of a comprehensive program to meet student needs. New definition: Term as it is defined in ESSA, which is: The term "specialized instructional support services"
	has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965.	means the services provided by specialized instructional support personnel.
 (29) SPECIAL POPULATIONS.—T term "special populations" means— (A) individuals with disabilities; (B) individuals from economical disadvantaged families, including foster children; (C) individuals preparing for non traditional fields; (D) single parents, including sing pregnant women; (E) displaced homemakers; and (F) individuals with limited Engl proficiency. 	 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; 	 Adds two new categories of special population students to the definition in Perkins IV to reflect changes made under ESSA: homeless individuals youth with parents on active duty in the armed forces

	(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).	
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.
"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 (including paraprofessionals and specialized instructional support personnel), 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.
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	(52) TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNCIAL 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	

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

	section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C.	eligible for Perkins funds provided in the Perkins Basic State Grant.
	5304).	
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
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.	students who are limited English proficient. 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.

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

	organization, for purposes of this Act, the	organization, for purposes of this Act, the	
	term "representatives of employees" shall	term "representatives of employees" shall	
	be substituted for "labor organization".	be substituted for "labor organization".	
Prohibitions	No similar provision.	(a) LOCAL CONTROL.—Nothing in this	Adds additional details and examples about
		Act shall be construed to authorize an	the types of curriculum and instruction that
		officer or employee of the Federal	were previously included in the first clause
		Government –	(below) in Perkins IV.
		(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);	
	No similar provision.	(2) through grants, contracts, or other	Adds additional details and examples about
		cooperative agreements, to mandate,	the types of items that are prohibited that
		direct, or control a State, local	encourage adoption of specific standards or
		educational agency, eligible agency,	assessments.
		eligible recipient, eligible entity, or	
		school's specific instructional content,	
		academic standards and assessments,	

	1	
(a) LOCAL CONTROL.—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	 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 (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 	Removes reference to curriculum and instruction, which is addressed in the first clause.
resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act,	spend any funds or incur any costs not paid for under this Act.	
except as required under sections 112(b), 311(b), and 323.		
(b) NO PRECLUSION OF OTHER ASSISTANCE.—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.	(b) NO PRECLUSION OF OTHER ASSISTANCE.—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.	No change.
(c) PROHIBITION ON REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.— Notwithstanding any other provision of Federal law, no State shall be required to have academic and career and technical	(c) PROHIBITION OF REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.— Notwithstanding any other provision of Federal law, no State shall be required to have academic and career and technical	No change.

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

(A) a copy of the proposed	
regulation;	
(B) the need to issue the regulation;	
(C) a description of how the	
regulation is consistent with the	
scope of this Act;	
(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;	
(E) the anticipated benefits to an	_
eligible agency, institution, or	
recipient that may be impacted by	
the regulation, including in rural	
areas; and	
(F) any regulations that will be	
repealed when the new regulation is	
issued.	
(2) COMMENT PERIOD FOR	
CONGRESS.—The Secretary shall—	
(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	
(B) include and seek to address	

		all comments submitted by	
		members of Congress in the	
		public rulemaking record for the	
		regulation published in the	
		Federal Register.	
		(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—	
		(A) designate the proposed regulation	
		as an emergency with an explanation of	
		the emergency in the notice to	
		Congress under paragraph (1);	
		(B) publish the length of the comment	
		and review period in such notice and in	
		the Federal Register; and	
		(C) conduct immediately thereafter	
		regional meetings to review such	
		proposed regulation before issuing any	
		final regulation.	
Authorizatio	There is authorized to be appropriated to	There are authorized to be appropriated to	Changes appropriations language from
n Levels	carry out this Act (other than sections 114,	carry out this Act (other than sections 114	"such sums as necessary" to specific
	117, and 118, and title II) such sums as	and 117) –	amounts for Fiscal Years 2019-2024. It is
	may be necessary for each of the fiscal	(1) \$1,229,568,538 for fiscal year	important to note that authorization levels
	years 2007 through 2012.	2019;	are a suggestion, not a guarantee (nor a cap)
		(2) \$1,246,782,498 for fiscal year	of funding levels because Congressional
		2020;	appropriators must develop and pass
		(3) \$1,264,237,452 for fiscal year	separate funding legislation annually. Then,
		2021;	the President must sign such legislation in
		(4) \$1,281,936,777 for fiscal year	order for these funding levels to be realized.
		2022;	-
		(5) \$1,299,883,892 for fiscal year	

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

under section 9 and not reserved	the payments to all States under
under paragraph (1) for such fiscal	such subparagraph shall be ratably
year. Amounts necessary for	reduced.
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.	
(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.	
(C) SPECIAL RULE.—	
(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—	
(I) 150 percent of the	
amount that the State	
received in the	
preceding fiscal	
year; and	
(II) the amount	
calculated under	
clause (ii).	
(ii) AMOUNT.—The	
amount calculated under	
this clause shall be	
determined by	
multiplying—	

		· · · · · · · · · · · · · · · · · · ·
(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.		
(2) STATE ALLOTMENT FORMULA.—	(3) ADDITIONAL FUNDS.—Subject to	Maintains the federal to state formula,
Subject to paragraphs (3), (4), and (5),	paragraph (4), from the additional funds	which determines the amount of each state's
from the remainder of the sum appropriated		Basic State Grant if Congress appropriates
under section 9 and not reserved under	under section 9 and not expended under	an amount above the level appropriated in
paragraph (1) for a fiscal year, the	paragraphs (1) and (2) for a fiscal year, the	Fiscal Year 2018.
Secretary shall allot to a State for the fiscal	Secretary shall allot to a State for the fiscal	
year—	year—	
(A) an amount that bears the same	(A) an amount that bears the same	
ratio to 50 percent of the sum being	ratio to 50 percent of the sum being	
allotted as the product of the	allotted as the product of the	
population aged 15 to 19 inclusive,	population aged 15 to 19, inclusive,	
in the State in the fiscal year	in the State in the fiscal year	
preceding the fiscal year for which	preceding the fiscal year for which	
the determination is made and the	the determination is made and the	
State's allotment ratio bears to the	State's allotment ratio bears to the	
sum of the corresponding products	sum of the corresponding products	
for all the States;	for all the States;	
(B) an amount that bears the same	(B) an amount that bears the same	
ratio to 20 percent of the sum being	ratio to 20 percent of the sum being	
allotted as the product of the	allotted as the product of the	
population aged 20 to 24, inclusive,	population aged 20 to 24, inclusive,	
in the State in the fiscal year	in the State in the fiscal year	
preceding the fiscal year for which	preceding the fiscal year for which	

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

to comply with the preceding	obtained by ratably reducing the	
sentence shall be obtained by	amounts to be paid to other States.	
ratably reducing the amounts to be	(B) Special rule.—In the case of a	
paid to other States.	qualifying State, the minimum	
(B) SPECIAL RULE.—In the case	allotment under subparagraph (A)	
of a qualifying State, the minimum	for a fiscal year for the qualifying	
allotment under subparagraph (A)	State shall be the lesser of—	
for a fiscal year for the qualifying	(i) $1/2$ of 1 percent of the	
State shall be the lesser of—	additional funds available	
(i) $1/2$ of 1 percent of the	for such fiscal year; and	
amount appropriated under	(ii) the product of—	
section 9 and not reserved	(I) $1/3$ of the additional	
under paragraph (1) for such	funds; multiplied by	
fiscal year; and	(II) the quotient of—	
(ii) the sum of—	(aa) the qualifying	
(I) the amount the	State's ratio	
qualifying State was	described in	
allotted under	subparagraph (C) for	
paragraph (2) for	the fiscal year for	
fiscal year 2006 (as	which the	
such paragraph was	determination is	
in effect on the day	made; divided by	
before the date of	(bb) the sum of all	
enactment of the	such ratios for all	
Carl D. Perkins	qualifying States for	
Career and	the fiscal year for	
Technical Education	which the	
Improvement Act of	determination is	
2006); and	made.	
(II) the product of—		
(aa) 1/3 of		
the additional		
funds;		
multiplied by		

(bb) the		
quotient of—		
(AA) the		
qualifying		
State's ratio		
described in		
subparagraph		
(C) for the		
fiscal year		
for which the		
determinatio		
n is made;		
divided by		
(BB) the sum		
of all such		
ratios for all		
qualifying		
States for the		
fiscal year		
for which the		
determinatio		
n is made.		
(C) RATIO.—For purposes of	(C) RATIO.—For purposes of	
subparagraph (B)(ii)(II)(bb)(AA),	subparagraph (B)(ii)(II)(aa), the	
the ratio for a qualifying State for a	ratio for a qualifying State for a	
fiscal year shall be 1.00 less the	fiscal year shall be 1.00 less the	
quotient of—	quotient of—	
(i) the amount the qualifying	(i) the amount the qualifying	
State was allotted under	State is allotted under	
paragraph (2) for fiscal year	paragraph (3) for the fiscal	
2006 (as such paragraph	year; divided by	
was in effect on the day	(ii) $1/2$ of 1 percent of the	
before the date of enactment	amount appropriated under	
of the Carl D. Perkins	paragraph (3) for the fiscal	
Career and Technical	year for which the	

Education Improvement Act	determination is made.	
of 2006); divided by	determination is made.	
(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.		
(D) DEFINITIONS.—In this	(D) DEFINITIONS.—In this	
paragraph:	paragraph, the term "qualifying	
(i) ADDITIONAL	State" means a State (except the	
FUNDS.—The term	United States Virgin Islands) that,	
"additional funds" means	for the fiscal year for which a	
the amount by which—	determination under this paragraph	
(I) the sum	is made, would receive, under the	
appropriated under	allotment formula under paragraph	
section 9 and not	(3) (without the application of this	
reserved under	paragraph), an amount that would	
paragraph (1) for a	be less than the amount the State	
fiscal year; exceeds	would receive under subparagraph	
(II) the sum of—	(A) for such fiscal year.	
(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		

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.	
(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	

than the amount the State		
would receive under		
subparagraph (A) for such		
fiscal year.		
(b) REALLOTMENT.—If the Secretary	(b) REALLOTMENT If the Secretary	
determines that any amount of any State's	determines that any amount of any State's	
allotment under subsection (a) for any	allotment under subsection (a) for any	
fiscal year will not be required for such	fiscal year will not be required for such	
fiscal year for carrying out the activities for	fiscal year for carrying out the activities for	
which such amount has been allotted, the	which such amount has been allotted, the	
Secretary shall make such amount	Secretary shall make such amount	
available for reallotment. Any such	available for reallotment. Any such	
reallotment among other States shall occur	reallotment among other States shall occur	
on such dates during the same year as the	on such dates during the same year as the	
Secretary shall fix, and shall be made on	Secretary shall fix, and shall be made on	
the basis of criteria established by	the basis of criteria established by	
regulation. No funds may be reallotted for	regulation. No funds may be reallotted for	
any use other than the use for which the	any use other than the use for which the	
funds were appropriated. Any amount	funds were appropriated. Any amount	
reallotted to a State under this subsection	reallotted to a State under this subsection	
for any fiscal year shall remain available	for any fiscal year shall remain available	
for obligation during the succeeding fiscal	for obligation during the succeeding fiscal	
year and shall be deemed to be part of the	year and shall be deemed to be part of the	
State's allotment for the year in which the	State's allotment for the year in which the	
amount is obligated.	amount is obligated.	
(c) ALLOTMENT RATIO.—	(c) ALLOTMENT RATIO.—	
(1) IN GENERAL.—The allotment	(1) IN GENERAL.—The allotment	
ratio for any State shall be 1.00 less	ratio for any State shall be 1.00 less	
the product of—	the product of—	
(A) 0.50; and	(A) 0.50; and	
(B) the quotient obtained by	(B) the quotient obtained by	
dividing the per capita	dividing the per capita	
income for the State by the	income for the State by the	
per capita income for all the	per capita income for all the	
States (exclusive of the	States (exclusive of the	

Commonwealth of Puerto	Commonwealth of Puerto	
Rico and the United States	Rico and the United States	
Virgin Islands), except	Virgin Islands), except	
that—	that—	
(i) the allotment	(i) the allotment	
ratio in no case shall	ratio in no case shall	
be more than 0.60 or	be more than 0.60 or	
less than 0.40; and	less than 0.40; and	
(ii) the allotment	(ii) the allotment	
ratio for the	ratio for the	
Commonwealth of	Commonwealth of	
Puerto Rico and the	Puerto Rico and the	
United States Virgin	United States Virgin	
Islands shall be 0.60.	Islands shall be 0.60.	
(2) PROMULGATION.—The	(2) PROMULGATION.—The	
allotment ratios shall be	allotment ratios shall be	
promulgated by the Secretary for	promulgated by the Secretary for	
each fiscal year between October 1	each fiscal year between October 1	
and December 31 of the fiscal year	and December 31 of the fiscal year	
preceding the fiscal year for which	preceding the fiscal year for which	
the determination is made.	the determination is made.	
Allotment ratios shall be computed	Allotment ratios shall be computed	
on the basis of the average of the	on the basis of the average of the	
appropriate per capita incomes for	appropriate per capita incomes for	
the 3 most recent consecutive fiscal	the 3 most recent consecutive fiscal	
years for which satisfactory data are	years for which satisfactory data are	
available.	available.	
(3) DEFINITION OF PER	(3) DEFINITION OF PER	
CAPITA INCOME.—For the	CAPITA INCOME.—For the	
purpose of this section, the term	purpose of this section, the term	
"per capita income" means, with	"per capita income" means, with	
respect to a fiscal year, the total	respect to a fiscal year, the total	
personal income in the calendar	personal income in the calendar	
year ending in such year, divided	year ending in such year, divided	
	by the population of the area	

by the population of the area	concerned in such year.	
concerned in such year.	(4) POPULATION	
(4) POPULATION	DETERMINATION.—For the	
DETERMINATION.—For the	purposes of this section, population	
purposes of this section, population	shall be determined by the	
shall be determined by the	Secretary on the basis of the latest	
Secretary on the basis of the latest	estimates available to the	
estimates available to the	Department of Education.	
Department of Education.	(d) DEFINITION OF STATE.—For the	
(d) DEFINITION OF STATE.—For the	purpose of this section, the term "State"	
purpose of this section, the term "State"	means each of the several States of the	
means each of the several States of the	United States, the District of Columbia, the	
United States, the District of Columbia, the	Commonwealth of Puerto Rico, and the	
Commonwealth of Puerto Rico, and the	United States Virgin Islands.	
United States Virgin Islands.		
(5) HOLD HARMLESS.—	See "foundational grant" above.	Eliminates the "hold harmless" provision
(A) IN GENERAL.—No State shall		and replaces it with the concept of the
receive an allotment under this		"foundational grant" as described above.
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.	/	
(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),		

	the payments to all States under such subparagraph shall be ratably reduced.		
Within State Allocation	(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 15 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 2 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 funds under 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 lesser of—	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 programs. The 0.1 percent determination is

		(i) an amount equal to 0.1 percent;	based off of the State Leadership set-aside, not the full Basic State Grant. This
		or (::) \$50,000; and	provision sets a minimum for this
		(ii) \$50,000; and	1
			investment. If 0.1 percent of the State
			Leadership set-aside equals \$100, the
			eligible agency must invest at least \$100 in
	(2)	(2)	this activity.
	(3) an amount equal to not more than 5	(3) an amount equal to not more than 5	Changes reference from "local plan" to
	percent, or \$250,000, whichever is greater,	percent, or \$250,000, whichever is greater,	"local application."
	for administration of the State plan, which	for administration of the State plan, which	A note on terminology: This is an important
	may be used for the costs of—	may be used for the costs of—	signaling change - by replacing the term
	(A) developing the State plan;	(A) developing the State plan;	"local plan" with "local application;" this
	(B) reviewing a local plan;	(B) reviewing local applications ;	suggests that while funding may be
	(C) monitoring and evaluating	(C) monitoring and evaluating	allocated to an eligible recipient via the
	program effectiveness;	program effectiveness;	formula, the funds are not a guarantee. The
	(D) assuring compliance with all	(D) assuring compliance with all	eligible recipient must complete an
	applicable Federal laws;	applicable Federal laws;	application that minimally responds to the
	(E) providing technical assistance;	(E) providing technical assistance;	provisions in Section 134, including the
	and (T) and the large state of the state of	and (T)	local needs assessment and continue to meet
	(F) supporting and developing State	(F) supporting and developing State	the requirements of the Act (e.g., needs)
	data systems relevant to the	data systems relevant to the	assessment, reporting requirements,
	provisions of this Act.	provisions of this Act.	accountability provisions, etc.).
		(b) MATCHING REQUIREMENT.—Each	No change.
	eligible agency receiving funds made	eligible agency receiving funds made	
	available under subsection (a)(3) shall	available under subsection (a)(3) shall	
	match, from non-Federal sources and on a	match, from non-Federal sources and on a	
	dollar-for-dollar basis, the funds received	dollar-for-dollar basis, the funds received	
D		under subsection (a)(3).	
Reserve	(c) RESERVE.—From amounts made	(c) RESERVE.—From amounts made	
Fund		available under subsection (a)(1) to carry	
	out this subsection, an eligible agency may	out this subsection, an eligible agency may	
	award grants to eligible recipients for	award grants to eligible recipients for	
	career and technical education activities	career and technical education activities	
	described in section 135 in—	described in section 135—	
	(1) rural areas;	(1) in—	

	(2) areas with high representance of	(A) munol one occ	
	(2) areas with high percentages of	(A) rural areas;	
	career and technical education	(B) areas with high percentages of	
	students; and	CTE concentrators or CTE	Changes reference from "CTE students" to
	(3) areas with high numbers of career	participants;	"CTE concentrators or CTE participants."
	and technical education students.	(C) areas with high numbers of	
		CTE concentrators or CTE	
		participants; and	
		(D) areas with disparities or gaps	Adds one additional option for an area of
		in performance as described in	focus to be areas with disparities or gaps in
		section 113(b)(3)(C)(ii)(II); and	performance among population groups.
		(2) in order to—	
		(A) foster innovation through the	Specifies that the reserve fund should serve
		identification and promotion of	as a way to spur innovation and identify
		promising and proven career and	promising CTE programs, including those
		technical education programs,	that prepare individuals for non-traditional
		practices, and strategies, which may	fields.
		include programs, practices, and	
		strategies that prepare individuals	
		for nontraditional fields; or	
		(B) promote the development,	Specifies that the reserve fund must also
		implementation, and adoption of	promote or support programs of study or
		programs of study or career	career pathways aligned with State-
		pathways aligned with State-	identified high-skill, high-wage or in-
		identified high-skill, high-wage, or	demand occupations or industries.
		in-demand occupations or	
		industries.	
Accountabili	(a) PURPOSE.—The purpose of this	(a) PURPOSE.—The purpose of this	No change.
ty Purpose	section is to establish and support State and	section is to establish and support State and	
& Overview	local performance accountability systems,	local performance accountability systems,	
	comprised of the activities described in this	comprised of the activities described in this	
	section, to assess the effectiveness of the	section, to assess the effectiveness of the	
	State and the eligible recipients of the State	State and the eligible recipients of the State	
	in achieving statewide progress in career	in achieving statewide progress in career	
	and technical education, and to optimize	and technical education, and to optimize	
	contraction, and to optimize	the return of investment of Federal funds in	
			1

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

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

degree is offered by the State in conjunction with a secondary school diploma).		
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 existing 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	 (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.

	concentrators graduating from high school having participated in work-based learning. (II) That may include any other	In addition to selecting one of the three quality indicators above, an eligible agency may also include a second quality indicator defined as any other measure so long as it is
	measure of student success in career and technical education that is statewide, valid, and	statewide, valid, reliable and comparable across the state. This is where technical skills assessment (TSA) would fall, if the
	reliable, and comparable across the State.	state chose to continue to set performance targets for TSA attainment.
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.
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 CTE concentrators 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	Updates the indicator to use the "recognized postsecondary credential" terminology (as defined in Section 3) and specifies that
	1 year of program completion.	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	(i) The percentage of CTE concentrators who, during the second quarter after	Adds that placement into a service program must be included in this measure and
degree program. (iv) Student placement in military service or apprenticeship programs or placement or	program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service	specifies that placement must be determined two quarters after existing secondary education. This reflects current practice for
retention in employment, including placement in high skill, high wage, or high	program that receives assistance under title I of the National and Community Service	submitting such data in the State report, but was not specified in Perkins IV.
demand occupations or professions.	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.	
(v) Student participation in, and completion		Consolidates the two measures in Perkins
of, career and technical education programs	10	IV (a measure of participation and a
that lead to employment in non-traditional	and programs of study that lead to non-	measure of completion) into a new one,
fields.	traditional fields.	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	No similar provisions.	Removes the provisions pertaining to additional indicators of performance and how the indicators of performance must be
identify in the State plan additional		established. Additional details about the
indicators of performance for career and technical education activities authorized under this title, such as attainment of self- sufficiency.		requirements for determining the state determined levels of performance in Perkins V are outlined in Section 113.

	(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.		
	(E) STATE ROLE.—Indicators of		
	performance described in this paragraph		
	shall be established solely by each eligible		
	agency with input from eligible recipients.		
	(F) ALIGNMENT OF PERFORMANCE	(C) ALIGNMENT OF PERFORMANCE	Specifies that this provision applies to the
	INDICATORS.—In the course of	INDICATORS.—In developing core	indicators of performance required by the
	developing core indicators of performance	indicators of performance under	Act.
	and additional indicators of performance,	subparagraphs (A) and (B), an eligible	
	an eligible agency shall, to the greatest	agency shall, to the greatest extent	
	extent possible, align the indicators so that	possible, align the indicators so that	
	substantially similar information gathered	substantially similar information gathered	
		for other State and Federal programs, or for	
	any other purpose, is used to meet the	any other purpose, may be used to meet the	
	requirements of this section.	requirements of this section.	
State Levels	(3) STATE LEVELS OF	(3) STATE DETERMINED LEVELS OF	New Process: Eligible agencies now set
of	PERFORMANCE.—	PERFORMANCE.—	state determined levels of performance for
Performanc	(A) STATE ADJUSTED LEVELS	(A) STATE DETERMINED	each of the indicators listed above without
e	OF PERFORMANCE FOR CORE	LEVELS OF PERFORMANCE	the need to enter into negotiations with the
	INDICATORS OF	FOR CORE INDICATORS OF	U.S. Department of Education (USDE).
	PERFORMANCE.—	PERFORMANCE.—	
	(i) IN GENERAL.—Each	(i) IN GENERAL.—	
	eligible agency, with input	(I) Levels determined by the	These state determined levels of
	from eligible recipients, shall	eligible agency.—Each	performance are submitted by the eligible
	establish in the State plan	eligible agency, with input	agencies in their state plan, therefore all four

submitted under section 122,	from eligible recipients, shall	years of targets are set at the same time and
levels of performance for each	establish in the State plan	sent to the U.S. Secretary of Education
of the core indicators of	submitted under Section 122,	(Secretary) for approval (Note: this is
performance described in	for each year covered by the	referring to the four-year plan, not the one-
subparagraphs (A) and (B) of	State plan, State determined	year transition plan).
paragraph (2) for career and	levels of performance for	
technical education activities	each of the core indicators	
authorized under this title. The	described under	
levels of performance	subparagraphs (A) and (B) of	
established under this	paragraph (2) for career and	
subparagraph shall, at a	technical education activities	
minimum—	authorized under this title.	
(I) be expressed in a	The level of performance for	
percentage or numerical	a core indicator shall be the	
form, so as to be objective,	same for all CTE	
quantifiable, and	concentrators in the State.	
measurable; and	(III) REQUIREMENTS.—Such State	
(II) require the State to	determined levels of performance shall, at	
continually make progress	a minimum—	
toward improving the	(aa) be expressed in a percentage or	Provision (aa) is the same as current law.
performance of career and	numerical form, so as to be	
technical education	objective, quantifiable, and	
students.	measurable;	
(ii) IDENTIFICATION IN	(bb) require the State to	Provision (bb) changes terminology from
THE STATE PLAN.—Subject	continually make meaningful	"continually make progress" to "continually
to section 4, each eligible	progress toward improving the	make meaningful progress." The intent was
agency shall identify, in the	performance of all career and	to ensure progress was not arbitrarily set
State plan submitted under	technical education students,	(e.g., requiring every state to increase a
section 122, levels of	including the subgroups of students	target by at least 1 percent).
performance for each of the	described in section	
core indicators of performance	1111(h)(1)(C)(ii) of the Elementary	
for the first 2 program years	and Secondary Education Act of	
covered by the State plan.	1965, and special populations, as	
(iii) AGREEMENT ON	described in section 3(48); and	
STATE ADJUSTED LEVELS	(cc) have been subject to the public	Provision (cc) introduces new requirements

OF PERFORMANCE FOR FIRST 2 YEARS.—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.	 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;	plan.
(iv) ROLE OF THE SECRETARY.—The	(II) TECHNICAL ASSISTANCE.—The	Changes the role of the Secretary, which is
role of the Secretary in the agreement	Secretary may assist an eligible agency in	limited to technical assistance in setting
described in clauses (iii) and (v) is limited	establishing the State determined levels of performance under this subparagraph only	state determined levels of performance, at
to reaching agreement on the percentage or number of students who attain the State	at the request of that eligible agency.	the request of the eligible agency. This is a shift from Perkins IV, for which the
adjusted levels of performance.		Secretary's role was stated as reaching

		agreement on performance levels.
(v) AGREEMENT ON STATE	(ii) ALLOWABLE ADJUSTMENT OF	Maintains that eligible agencies may revise
ADJUSTED LEVELS OF	STATE DETERMINED LEVELS OF	their state determined levels of performance
PERFORMANCE FOR SUBSEQUENT	PERFORMANCE FOR SUBSEQUENT	prior to the third program year covered by
YEARS.—Prior to the third and fifth	YEARS.—Prior to the third program year	the state plan. However, such levels must
program years covered by the State plan,	covered by the State plan, each eligible	still meet all of the requirements (as listed
the Secretary and each eligible agency shall	agency may revise the State determined	above) for state determined levels of
reach agreement on the State adjusted	levels of performance for any of the core	performance, including the required
levels of performance for each of the core	indicators of performance for the	stakeholder input and public comment
indicators of performance for the	subsequent program years covered by the	process. All eligible agencies have the
corresponding subsequent program years	State plan, and submit the revised State	option to seek a revision to their state
covered by the State plan, taking into	determined levels of performance to the	determined levels of performance if
account the factors described in clause (vi).	Secretary. If the eligible agency adjusts any	unanticipated circumstances arise and the
The State adjusted levels of performance	levels of performance, the eligible agency	eligible agency is approved for a "waiver"
agreed to under this clause shall be	shall adjust those levels in accordance with	as described below in Section 113.
considered to be the State adjusted levels	clause (i), and address written comments of	However, it is our understanding that the
of performance for the State for such years	stakeholders as described in subparagraph	eligible agencies may submit revised state
and shall be incorporated into the State	(B). The Secretary shall approve those	determined levels of performance at a time
plan.	revised levels of performance if those	other than prior to the third program year as
(vi) FACTORS.—The agreement described	-	long as all the requirements of Section 113
in clause (iii) or (v) shall take into	subclause (III) of clause (i). The State	are met.
account—	determined adjusted levels of performance	
(I) how the levels of performance	identified under this clause shall be	
involved compare with the State	considered to be the State determined	
adjusted levels of performance	levels of performance for the State for such	
established for other States, taking	years and shall be incorporated into the	
into account factors including the	State plan.	
characteristics of participants when		
the participants entered the program		
and the services or instruction to be		
provided; and		
(II) the extent to which such levels		
of performance promote continuous		
improvement on the indicators of		
performance by such State.		

 (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. (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. 	(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). No similar provision.	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. Removes provisions related to additional indicators of performance throughout the Act.
No similar provision.	 (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 	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

		• 1 •	• • • • • • • •
		provide written comments to the	include a written response to these
		eligible agency, which shall be	comments in the state plan.
		included in the State plan, regarding	
		how the levels of performance	
		described under subparagraph	
		(A)—	
		(I) meet the requirements of	
		the law;	
		(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	
		(III) support the needs of the	
		local education and business	
		community.	
		(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).	
State		(C) STATE REPORT.—	Specifies that the state report must include
Report/	(1) IN GENERAL.—Each eligible	(i) IN GENERAL.—Each eligible	the levels of performance for subgroups of
Disseminatio	agency that receives an allotment under	agency that receives an allotment	students as defined in ESSA.
n	section 111 shall annually prepare and	under section 111 shall annually	
	submit to the Secretary a report	prepare and submit to the Secretary	
	regarding—	a report regarding—	
		(I) the progress of the State	

(A) the progress of the State in	in achieving the State	
achieving the State adjusted levels	determined levels of	
of performance on the core	performance on the core	
indicators of performance; and	indicators of performance;	
(B) information on the levels of	and	
performance achieved by the State	(II) the actual levels of	
with respect to the additional	performance for all CTE	
indicators of performance,	concentrators, and for each	
including the levels of performance	of the subgroups of	
for special populations.	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).	
(2) DATA.—Except as provided in	(ii) DATA.—Except as provided in	Updates references to ESSA and also
paragraphs (3) and (4), each eligible		requires additional disaggregation for each
agency that receives an allotment under	receives an allotment under section 111	core indicator by subgroup, special
section 111 or 201 shall—	shall—	populations and by CTE program or
(A) disaggregate data for each of	(I) disaggregate data for each of the	program of study (and if this level of
the indicators of performance under	indicators of performance under	reporting is impractical, the data may be
subsection $(b)(2)$ for the categories	paragraph (2)—	disaggregated by Career Clusters ® of CTE
of students described in section	(aa) for subgroups of	concentrators).
1111(h)(1)(C)(i) of the Elementary	students, as described in	
and Secondary Education Act of	section 1111(h)(1)(C)(ii) of	
1965 and section 3(29) that are	the Elementary and	
served under this Act; and	Secondary Education Act of	
, i i i i i i i i i i i i i i i i i i i	1965, and special	
	populations, as described in	
	section 3(48), that are	
	served under this Act; and	
	(bb) 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;	
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	(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	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).
No similar provision.	 (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. 	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.

(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)). (dd) Individuals in employment (including those individuals who are employed in a high-skill, high- wage, or in-demand sector or occupation.	
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)). (dd) Individuals in employment (including those individuals who are employed in a high-skill, high- wage, or in-demand sector or occupation.	
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)). (dd) Individuals in employment (including those individuals who are employed in a high-skill, high- wage, or in-demand sector or occupation.	
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)). (dd) Individuals in employment (including those individuals who are employed in a high-skill, high- wage, or in-demand sector or occupation.	
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are employed in a high-skill, high- wage, or in-demand sector or occupation.	
wage, or in-demand sector or occupation.	
occupation.	
(3) NONDUPLICATION.—The Secretary (iii) NONDUPLICATION.—The Secretary No change	
shall ensure that each eligible agency does shall ensure that each eligible agency does	
not report duplicative information under not report duplicative information under	
this section. this section.	
(5) INFORMATION (iv) INFORMATION No change.	
DISSEMINATION.—The Secretary— DISSEMINATION.—The Secretary	
(A) shall make the information shall—	
contained in such reports available (I) make the information contained	
to the general public through a in such reports available to the	
variety of formats, including general public through a variety of	
electronically through the Internet; formats, including electronically	
(B) shall disseminate State-by- through the Internet;	
State comparisons of the (II) disseminate State-by-State	
information; and comparisons of the information	
(C) shall provide the appropriate contained in such reports; and	
committees of Congress with (III) provide the appropriate	
copies of such reports. committees of Congress with copies	
of such reports.	
No similar provision.(D) STATE DISSEMINATION OFNew requirement: Adds that the st	
ACTUAL LEVELS OF must be available in easily accessit	
PERFORMANCE.—At the end of each formats and languages, as determined	ned by the
program year, the eligible agency shall eligible agency.	

		disseminate the actual levels of	
		performance described in subparagraph	
		(C)(i)(II)—	
		(i) widely, including to students,	
		parents, and educators;	
		(ii) through a variety of formats,	
		including electronically through the	
		Internet; and	
		(iii) in user-friendly formats and	
		languages that are easily accessible,	
		as determined by the eligible	
		agency.	
	(4) RULES FOR REPORTING OF	(E) RULES FOR REPORTING DATA.—	No change.
	DATA.—The disaggregation of data under	The disaggregation of data under this	
	paragraph (2) shall not be required when	paragraph shall not be required when the	
	the number of students in a category is	number of students in a category is	
	insufficient to yield statistically reliable	insufficient to yield statistically reliable	
	information or when the results would	information or when the results would	
	reveal personally identifiable information	reveal personally identifiable information	
	about an individual student.	about an individual student.	
Local Levels	(4) LOCAL LEVELS OF	(4) LOCAL LEVELS OF	Maintains the requirement that local eligible
of	PERFORMANCE.—	PERFORMANCE.—	recipients adopt the state determined levels
Performanc	(A) LOCAL ADJUSTED LEVELS	(A) LOCAL LEVELS OF	of performance for each of the core
e	OF PERFORMANCE FOR CORE	PERFORMANCE FOR CORE	indicators of performance or may request to
	INDICATORS OF	INDICATORS OF	negotiate with the eligible agency to
	PERFORMANCE.—	PERFORMANCE.—	develop local levels of performance. Under
	(i) IN GENERAL.—Each	(i) IN GENERAL.—Each	either option, the local performance levels
	eligible recipient shall agree	eligible recipient shall agree	must meet the requirements outlined in
	to accept the State adjusted	to accept the State	Section 113.
	levels of performance	determined levels of	
	established under paragraph	performance for each year	
	(3) as local adjusted levels	of the plan established under	
	of performances, or	paragraph (3) as local levels	
	negotiate with the State to	of performances, or	
	reach agreement on new	negotiate with the State to	

local adjusted levels of	reach agreement on new	
performance, for each of the	local levels of performance,	
core indicators of	for each of the core	
performance described in	indicators of performance	
subparagraphs (A) and (B)	described in subparagraphs	
of paragraph (2) for career	(A) and (B) of paragraph (2)	
and technical education	for career and technical	
activities authorized under	education activities	
this title. The levels of	authorized under this title.	
performance established	The levels of performance	
under this subparagraph	established under this	
shall, at a minimum—	subparagraph shall, at a	
(I) be expressed in a	minimum—	
percentage or	(I) be expressed in a	
numerical form,	percentage or numerical	
consistent with the	form, consistent with the	
State levels of	form expressed in the	
performance	State determined levels,	
established under	so as to be objective,	
paragraph (3), so as	quantifiable, and	
to be objective,	measurable;	
quantifiable, and	(II) require the eligible	Provision (II) changes terminology from
measurable; and	recipient to continually	"continually make progress" to "continually
(II) require the	make meaningful	make meaningful progress." The intent was
eligible recipient to	progress toward	to ensure progress was not arbitrarily set
continually make	improving the	(e.g., requiring eligible recipients to increase
progress toward	performance of all CTE	a target by at least 1 percent).
improving the	concentrators, including	Specifies that if an eligible recipient chooses
performance of	subgroups of students	to adjust the local levels of performance,
career and technical	described in section	that these levels must abide by all of the
education students.	1111(h)(1)(C)(ii) of the	requirements listed in clauses I-V. Clause
(iii) AGREEMENT ON	Elementary and	IV is similar to clause (iv) below in Perkins
LOCAL ADJUSTED	Secondary Education	IV. However, clause III sets a new
LEVELS OF	Act of 1965 and special	requirement that local recipients must set
PERFORMANCE FOR	populations, as	revised levels that are higher than the

FIRST 2 YEARS.—The	described in section	average of the last two program years.
eligible agency and each	3(48);	
eligible recipient shall reach	(III) when being	
agreement, as described in	adjusted as described in	
clause (i), on the eligible	clause (iii), be higher	
recipient's levels of	than the average actual	
performance for each of the	performance levels of	
core indicators of	the previous 2 program	
performance for the first 2	years, except in a case in	
program years covered by	which unanticipated	
the local plan, taking into	circumstances arise with	
account the levels identified	respect to the eligible	
in the local plan under	recipient and that	
clause (ii) and the factors	eligible recipient meets	
described in clause (v). The	the requirements for	
levels of performance	revisions under clause	
agreed to under this clause	(iv);	
shall be considered to be the	(IV) when being	
local adjusted levels of	adjusted as described in	
performance for the eligible	clause (iii), take into	
recipient for such years and	account how the local	
shall be incorporated into	levels of performance	
the local plan prior to the	compare with the local	
approval of such plan.	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	

		1
	instruction to be	
	provided; and	
	(V) set the local levels	Introduces requirement that local levels of
	of performance using	performance must be set using data that
	valid and reliable data	measures economic conditions and the
	that measures—	capabilities of the State and local recipient
	(aa) the differences	to access such data.
	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.	
(ii) IDENTIFICATION IN THE LOCAL	(ii) IDENTIFICATION IN THE LOCAL	Updates "local plan" to "local application"
PLAN.—Each eligible recipient shall	APPLICATION.—Each eligible recipient	language and specifies that local levels of
identify, in the local plan submitted under	shall identify, in the local application	performance must be included in said
section 134, levels of performance for each	submitted under section 134, levels of	application.
of the core indicators of performance for	performance for each of the core indicators	
the first 2 program years covered by the	of performance for each of the program	
local plan.	years covered by the local plan.	
(iv) AGREEMENT ON LOCAL	(iii) ALLOWABLE ADJUSTMENTS OF	Eligible recipients may revise their local
ADJUSTED LEVELS OF	LOCAL LEVELS OF PERFORMANCE	levels of performance prior to the third
PERFORMANCE FOR SUBSEQUENT	FOR SUBSEQUENT YEARS.—Prior to	program year covered by the local
YEARS.—Prior to the third and fifth	the third program year covered by the	application, but such levels must still meet
program years covered by the local plan,	local application, the eligible recipient	all of the requirements (as listed in Section
the eligible agency and each eligible	may, if the eligible recipient reaches an	113) for local levels of performance.

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

(\mathbf{x})	, the eligible recipient may request that	recipient may request that the local levels	by the eligible agency for a "waiver" as
		of performance agreed to under clauses (i)	described in Section 113. If a local has an
	reed to under clause (iii) or (iv) be	or (iii) be revised. The eligible agency shall	unanticipated circumstances (an undefined
		issue objective criteria and methods for	term which should be interpreted broadly)
		5	or changes or improvements in data or
	jective criteria and methods for making ch revisions.	making such revisions.	0 1
suc	ch revisions.		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.
		No similar provision.	Removes all references to additional
	DDITIONAL INDICATORS.— Each		indicators of performance throughout the
	gible recipient may identify, in the local		Act.
	an, local levels of performance for any		
	ditional indicators of performance		
des	scribed in paragraph (2)(C). Such levels		

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

	the eligible recipient under this Act;
No similar provision.	(III) disaggregate data by the career and Requires disaggregation for the secondary
	technical education programs or programs and postsecondary placement indicators (te
	of study of the CTE concentrators, except which Perkins V adds community service
	that in a case in which reporting by such programs), if data is available. This reflects
	program or program of study is current practice for disaggregating by the
	impractical, the data may be disaggregated number of students placed into further
	by the career clusters of the CTE education or advanced training, military
	concentrators, if appropriate; and service and or employment. Requires
	(IV) for CTE concentrators additional disaggregation by award level for
	described in paragraph (2)(A)(iii) postsecondary education.
	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.
	(cc) Individuals in military
	service or a service program
	that receives assistance
	under tittle 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)).
	(dd) Individuals in

Mational Activities (a) Program Performance Information (1) Program Performance Information (1) In general.—The Secretary shall collect performance information. (b) Secretary (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. No change. (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. No change. (iv) RULES FOR REPORTING OF DATA.—The disaggregation of data under clause (i) shall not be required when the number of students in a category is insufficient to yield statistically reliable information about an individual student. No change. (v) AVALLABLITY.—The report described in clause (i) shall be made available to the public through a variety of formats, including electronically through the Internet. New requirement: the local report must be 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 mifform, and to the extent practicable, provided in a language that students, parents, and educators can understand. Directs the Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities.				
Sational (a) Program Performance Information (b) Program Performance Information advantage (c) Program Performance Information advantage <th></th> <th></th> <th>employment (including</th> <th></th>			employment (including	
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 subsection (c)(3), 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. No change. (v) AVAILABILITY.—The report described in clause (i) shall be made available to the public through a variety formats, including electronically through the Internet. (v) AVAILABILITY.—The report described in clause (i) shall be made available to the public through a variety formats, including electronically through the Internet. New requirement: the local report must be available by the eligible recipient through available by the eligible recipient through available to 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, adrenof reformance information.— (1) In GENERAL.—The Secretary shall, in consultation with the Director, shall, in consultation with the Director,				
sector of occupation). sector of occupation). (iii) NODUPLICATION.—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. 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. 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. New requirement: the local report must be available to the public through a variety formats, including electronically through the Internet. New requirement: the local report must be available to the public through a variety formats, including electronically through the Internet. New requirement: the local report must be available to the public through a variety formats, including electronically through the Internet. New requirement: the local report must be available to the public through a variety formats, including electronically through the Internet. New requirement: the local report must be available to the public through a variety formats, including electronically through the information contained in such report shall be in a format that is understandable and uniform, and to the extent practicab				
(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 subsection (c)(3), 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 about an individual student.(iv) RULES FOR REPORTING DATA.— The disaggregation of data under the disaggregation of data under the disaggregation of data under the disaggregation of 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.New requirement: the local report must be available by the eligible recipient through a variety of formats, including electronically under to students, and educators can understand.New requirement: the local report must be available by the eligible recipient through a uniformation 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, aparents, and educators can understand.New requirement: the Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities. <td></td> <td></td> <td>e e</td> <td></td>			e e	
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. 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. (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. 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 to the public through a variety of formats, including electronically through the Internet. New requirement: the local report must be available by the eligible ectronically 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, arents, and educators can understand. New requirement: the local report on the condition of available to the public through a variable in a format that is understandable and uniform, and to the extent practicable, provided in a language that students, and report on, the condition of career (a) Program Performance Information and report on, the condition of career (a) PROGRAM PERFORMANCE INFORMATION.— (1) IN GENERAL.—The Secretary shall, ine con				
Vational (a) Program Performance Information. (a) PROGRAM PERFORMANCE Directs the Director of the Institute of Education sciences (IES) to have a role in administering Perkins V data collection, and the bial, in consultation with the Director.		(iii) NONDUPLICATION.—The eligible	(iii) NONDUPLICATION.—The eligible	No change.
under subsection (c)(3), that each eligible recipient does not report information under this section. under paragraph (3)(C)(iii), that each eligible recipient does not report duplicative information under this section. (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. 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 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 to the public through a variety of formats, including electronically through the Internet. New requirement: the local report must be available to the public through a variety of formats, including electronically through the Internet. New requirement: the local report must be available to the public through a variety of formats, including electronically through the Internet. Image: to the extent practicable, provided in a language that students, parents, and educators can understand. New requirement: the local report must be available to the public through available to the public, and the information contained in such report shall be in a format that is understand. Image: to the extent practicable, provided in a language that students, parents, and educators can understand. National collect performance information and coll		agency shall ensure, in a manner that is	agency shall ensure, in a manner that is	
recipient does not report duplicative information under this section. eligible recipient does not report duplicative information under this section. (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. 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. New requirement: the local report must be 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 Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, shall, in consultation with the Director, shall, in consultation with the Director,		consistent with the actions of the Secretary	consistent with the actions of the Secretary	
information under this section. duplicative information under this section. (iv) RULES FOR REPORTING OF (iv) RULES FOR REPORTING of tals under DATA.—The disaggregation of data under (iv) RULES FOR REPORTING of tals under DATA.—The disaggregation of data under (iv) RULES FOR REPORTING of tals under Information or when the required when the number of students in a category is insufficient to yield statistically reliable 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. New requirement: the local report must be available by the eligible recipient through a variety of formats, including electronically through the Internet. New requirement: the local report must be available by the eligible recipient through a variety of formats, including electronically through the Internet. New requirement: the local report must be available and uniform, and to the extent practicable, parents, and educators can understand. National (a) Program Performance Information.— Activities (a) PROGRAM PERFORMANCE Directs the Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities.		under subsection $(c)(3)$, that each eligible	under paragraph (3)(C)(iii), that each	
(iv) RULES FOR REPORTING OF (iv) RULES FOR REPORTING DATA.— 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. 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 to the public through a variety of formats, including electronically through the Internet. New requirement: the local report must be 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 this understandable and uniform, and to the extent practicable, provided in a language that students, parents, and educators can understand. Niects the Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities.		recipient does not report duplicative	eligible recipient does not report	
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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. 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. New requirement: the local report must be available to the public through a variety of formats, including electronically through the Internet. New requirement: the local report must be available to the public through a variety of formats, including electronically through the Internet. New requirement: the local report must be 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. Directs the Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities.		DATA.—The disaggregation of data under	The disaggregation of data under this	
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National Activities(a) Program Performance Information.— (1) In general.—The Secretary shall collect performance information about, and report on, the condition of career(a) PROGRAM PERFORMANCE INFORMATION.— (1) IN GENERAL.—The Secretary shall, in consultation with the Director,Directs the Director of the Institute of Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities.				
Activities(1) In general.—The Secretary shall collect performance information about, and report on, the condition of careerINFORMATION.— (1) IN GENERAL.—The Secretary shall, in consultation with the Director,Education Sciences (IES) to have a role in administering Perkins V data collection, research and evaluation activities.	National	(a) Program Performance Information.—	1 · · · · · · · · · · · · · · · · · · ·	Directs the Director of the Institute of
collect performance information about, and report on, the condition of career(1) IN GENERAL.—The Secretary shall, in consultation with the Director,administering Perkins V data collection, research and evaluation activities.	Activities			Education Sciences (IES) to have a role in
and report on, the condition of career shall, in consultation with the Director, research and evaluation activities.				
		-	collect performance information about,	

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	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	
 pursuant to this title, including an analysis of performance data regarding special populations. (2) Compatibility.—The Secretary shall, to the extent feasible, ensure that the performance information system is compatible with other Federal information systems. (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. 	aggregate analysis of performance information collected each year pursuant to this title from eligible agencies under section 113(b)(3)(C) , including an analysis of performance data regarding special populations. (2) COMPATIBILITY.—The Secretary shall, to the extent feasible, ensure that the performance information system is compatible with other Federal information systems. (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	Specifies that the annual report to Congress includes information collected from eligible agencies in the State Report, which is current practice.
(b) MISCELLANEOUS PROVISIONS.— (1) COLLECTION OF INFORMATION AT REASONABLE COST.— The	comparisons in the aggregate. (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	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

	Secretary shall take such action as	ensure reasonable cost, the Secretary, in	to collect data.
	may be necessary to secure at	consultation with the National Center for	
	reasonable cost the information	Education Statistics and the Office of	
	required by this title. To ensure	Career, Technical, and Adult Education	
	reasonable cost, the Secretary, in	shall determine the methodology to be used	
	consultation with the National	and the frequency with which such	
	Center for Education Statistics, the	information is to be collected.	
	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.		
	(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.		
	(c) SINGLE PLAN FOR RESEARCH,	(c) SINGLE PLAN FOR RESEARCH,	Requires the Secretary to carry out the
	DEVELOPMENT, DISSEMINATION,	DEVELOPMENT, DISSEMINATION,	research and evaluation activities in this
	EVALUATION, AND ASSESSMENT.	EVALUATION, AND ASSESSMENT.—	section. Maintains that the Secretary must
	(1) IN GENERAL.—The Secretary	(1) IN GENERAL.—The Secretary	develop a plan for these activities.
	may, directly or through grants,	shall, directly or through grants,	References to the involvement of the
	contracts, or cooperative	contracts, or cooperative	Director of the IES in carrying out these
	agreements, carry out research,	agreements, carry out research,	activities are added.
	development, dissemination,	development, dissemination,	
	evaluation and assessment, capacity	evaluation and assessment, capacity	
	building, and technical assistance	building, and technical assistance	
	with regard to the career and	with regard to the career and	
	technical education programs under	technical education programs under	
	this Act. The Secretary shall	this Act. The Secretary shall	
		develop a single plan for such	
L	l		1

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

to the highest standards of	studies involved to ensure	
quality.	that the evaluation adheres	
(B) MEMBERS.—The	to the highest standards of	
advisory panel shall consist	quality.	
of—	(B) MEMBERS.—The advisory	
(i) educators,	panel shall consist of—	
administrators, State	(i) educators, administrators,	
directors of career	State directors of career and	
and technical	technical education, and	
education, and chief	chief executives, including	
executives, including	those with expertise in the	
those with expertise	integration of academic and	
in the integration of	career and technical	
academic and career	education;	
and technical	(ii) experts in evaluation,	
education;	research, and assessment;	
(ii) experts in	(iii) representatives of labor	
evaluation, research,	organizations and	
and assessment;	businesses, including small	
(iii) representatives	businesses, economic	
of labor	development entities, and	
organizations and	workforce investment	
businesses, including	entities;	
small businesses,	(iv) parents;	
economic	(v) career guidance and	
development	academic counseling	
entities, and	professionals;	
workforce	(vi) other individuals and	Provisions (vi, vii and viii) add stakeholder
investment entities;	qualified intermediaries	groups to the advisory panel:
(iv) parents;	with relevant expertise,	• May include:
(v) career guidance	which may include	\circ individuals with expertise in
and academic	individuals with expertise in	addressing inequities in access
counseling	addressing inequities in	to, and in opportunities for,
professionals; and	access to, and in	academic and technical skill
• · · · ·	opportunities for, academic	attainment

	(vi) other individuals	and technical skill	Shall include:
	and intermediaries	attainment;	
	with relevant	,	\circ representatives of Indian Tribes
		(vii) representatives of	and Tribal organizations
	expertise.	Indian Tribes and Tribal	• representatives of special
	(C) INDEPENDENT	organizations; and	populations
	ANALYSIS.—The advisory panel	(viii) representatives of	
	shall transmit to the Secretary, the	special populations.	
	relevant committees of Congress,	(C) INDEPENDENT	
	and the Library of Congress an	ANALYSIS.—The advisory panel	
	independent analysis of the findings	shall transmit to the Secretary, the	
	and recommendations resulting	Director, the relevant committees of	
	from the assessment described in	Congress, and the Library of	
	paragraph (2).	Congress an independent analysis	
	(D) FACA.—The Federal Advisory	of the findings and	
	Committee Act (5 U.S.C. App.)	recommendations resulting from	
	shall not apply to the panel	the evaluation described in	
	established under this paragraph.	paragraph (2).	
		(D) FACA.—The Federal Advisory	
		Committee Act (5 U.S.C. App.)	
		shall not apply to the panel	
		established under this paragraph.	
Evaluation	(2) EVALUATION AND	(2) EVALUATION.—	The national assessment of CTE is
Reports	ASSESSMENT.—	(A) In general.—From amounts	reconfigured to be a national "evaluation,"
-	(A) IN GENERAL.—From	made available under subsection	with a series of grants, contracts or
	amounts made available under	(f), the Secretary, acting through	cooperative agreements awarded
	subsection (e), the Secretary shall	the Director, shall provide for the	competitively.
	provide for the conduct of an	conduct of a series of research and	
	independent evaluation and	evaluation initiatives for each year	
	assessment of career and technical	for which funds are appropriated to	
	education programs under this Act,	carry out this Act, which are	
	including the implementation of the	aligned with the plan in subsection	
	Carl D. Perkins Career and	(c)(2), of career and technical	
	Technical Education Improvement	education programs under this Act,	
	Act of 2006, to the extent	including the implementation of the	
	practicable, through studies and	Strengthening Career and Technical	

analyses conducted independently through grants, contracts, and cooperative agreements that are awarded on a competitive basis.	Education for the 21 st 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.	
required under subparagraph (A) shall	 (B) CONTENTS.—The evaluation required under subparagraph (A) shall include descriptions and evaluations of— (i) the extent and success of the integration of challenging State academic standards adopted under 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— (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 	 Removes from the list of required descriptions and evaluations in Perkins IV: the development, implementation and improvement of CTE programs the preparation and qualifications of CTE teachers and faculty and shortages of such educators the use of educational technology and distance learning with respect to career and technical education and tech prep programs

(I) the extent and success of	State-defined alternative	
the integration of rigorous	diploma described in section	
and challenging academic	8101(25)(A)(ii)(I)(bb) of such	
and career and technical	Act;	
education for students	(II) the number of such students	
participating in career and	that are high school students	
technical education	that receive a recognized	
programs, including a	postsecondary credential; and	
review of the effect of such	(III) the number of such	
integration on the academic	students that are high school	
and technical proficiency	students that earn credit toward	
achievement of such	a recognized postsecondary	
students (including the	credential;	
number of such students	(ii) the extent to which career and	
receiving a secondary	technical education programs and	
school diploma); and	programs of study prepare students,	
(II) the extent to which	including special populations, for	
career and technical	subsequent employment in high-	
education programs prepare	skill, high-wage occupations	
students, including special	(including those in which	
populations, for subsequent	mathematics and science skills are	
employment in high skill,	critical, which may include	
high wage occupations	computer science), or for	
(including those in which	participation in postsecondary	
mathematics and science	education;	
skills are critical), or for	(iii) employer involvement in,	
participation in	benefit from, and satisfaction with,	
postsecondary education;	career and technical education	
(iv) employer involvement in, and	programs and programs of study	
satisfaction with, career and	and career and technical education	
technical education programs and	students' preparation for	
career and technical education	employment;	
students' preparation for	(iv) efforts to expand access to	Adds the following to the list of required
employment;	career and technical education	descriptions and evaluations:
	programs of study for all students;	• efforts to expand access to CTE

(v) the participation of students in	(v) innovative approaches to work-	programs of study for all students
career and technical education	based learning programs that	
	increase participation and	
programs;	1 1	based learning
(vi) the use of educational	alignment with employment in	• the effectiveness of different CTE
technology and distance learning	high-growth industries, including in rural and low-income areas;	delivery systems
with respect to career and technical	(vi) the effectiveness of different	• the extent to which career and
education and tech prep programs; and		technical education programs
	delivery systems and approaches for career and technical education.	supported by this Act are grounded
(vii) the effect of State and local		on evidence-based research
adjusted levels of performance and State and local levels of	including comprehensive high	• efforts to reduce disparities or
	schools, technical high schools,	performance gaps
performance on the delivery of career and technical education	area technical centers, career	
	academies, community and	
services, including the percentage of career and technical education	technical colleges, early college high schools, pre-apprenticeship	
and tech prep students meeting the	programs, voluntary after school	
adjusted levels of performance	programs, and individual course	
described in section 113.	offerings, including dual or	
described in section 115.	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;	
	(vii) the extent to which career and	
	technical education programs	
	supported by this Act are grounded	
	on evidence-based research;	
	(viii) the impact of the amendments	Adds the evolution of Derkins V
	to this Act made under the	Adds the evaluation of Perkins V
	Strengthening Career and Technical	implementation, which has not been
	Education for the 21st Century Act,	required in the pust. Specifically requires
	including comparisons, where	the evaluation to look the impact of the local
	appropriate, of—	needs assessment, implementation of
	"PP- opinio, or	programs of study and coordination of

	(I) the use of the	planning and program delivery with WIOA
	comprehensive needs	and ESSA.
	assessment under section	
	134(c);	
	(II) the implementation of	
	programs of study; and	
	(III) coordination of	
	planning and program	
	delivery with other relevant	
	laws, including the	
	Workforce Innovation and	
	Opportunity Act (29 U.S.C.	
	3101 et seq.) and the	
	Elementary and Secondary	
	Education Act of 1965;	
	(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;	
	(x) changes in student enrollment	
	patterns; and	
	(xi) efforts to reduce disparities or	
	performance gaps described in	
	section 113(b)(3)(C)(ii)(II).	
(C) REPORTS.—	(C) REPORTS.—	Specifies that an interim report from the
(i) IN GENERAL.—The Secretary	(i) IN GENERAL.—The Secretary,	evaluation is due two years after the law's
shall submit to the relevant	in consultation with the Director,	enactment, a final report is due four years
committees of Congress—	shall submit to the relevant	after the law's enactment and a biennial
(I) an interim report	committees of Congress—	update to the final report is due to Congress
regarding the assessment on	(I) not later than 2 years	for succeeding years.
or before January 1, 2010;	after the date of enactment	
and	of the Strengthening Career	
(II) a final report,	and Technical Education for	
summarizing all studies and	the 21st Century Act, an	

analyses that relate to the	interim report regarding the	
assessment and that are	evaluation and summary of	
completed after the interim	research activities carried	
report, on or before July 1,	out under this section that	
2011.	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.	
	(ii) PROHIBITION.—Notwithstanding any	Adds the Director of the IES to the list of
other provision of law, the reports required	other provision of law, the reports required	who must receive the reports required in this
by this subsection shall not be subject to	by this subsection shall not be subject to	subsection.
any review outside the Department of	any review outside the Department of	
Education before their transmittal to the	Education before their transmittal to the	
relevant committees of Congress and the	relevant committees of Congress and the	
Secretary, but the President, the Secretary,	Secretary, but the President, the Secretary,	
and the independent advisory panel	the Director, and the independent advisory	
established under paragraph (1) may make	panel established under paragraph (1) may	
such additional recommendations to	make such additional recommendations to	
Congress with respect to the assessment as	Congress with respect to the assessment as	
the President, the Secretary, or the panel	the President, the Secretary, the Director or	
determine to be appropriate.	the panel determine to be appropriate.	
No similar provision.	(iii) DISSEMINATION.—In addition to	Specifies additional dissemination

(3) COLLECTION OF STATE	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. (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), as long as such information	requirements to ensure reports are distributed widely and on a timely basis. 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.
(B) REPORT.—The Secretary shall gather any information collected pursuant to subparagraph (A) and submit a report to the relevant committees in Congress.	 does not reveal any personally identifiable information. (B) REPORT.—The Secretary shall gather any information collected pursuant to subparagraph (A) and submit a report to the relevant committees in Congress. 	
 (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 	 (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 	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

private nonprofit organization or	grant, contract, or cooperative	more private nonprofit partners and a
agency, or a consortium of such	agreement, on a competitive basis, to	variety of research activities are outlined.
institutions, organizations, or	an institution of higher education or to	
agencies to establish a national	a consortium of one or more	Removes the following focus areas from the
research center—	institutions of higher education and one	list of research topics included in Perkins
(i) to carry out scientifically	or more private nonprofit organizations	IV:
based research and	or agencies, to carry out one or more of	• integration of CTE instruction with
evaluation for the purpose	the activities described in subparagraph	academic instruction;
of developing, improving,	(B).	• education technology and distance
and identifying the most	(B) GRANT ACTIVITIES.—An	learning approaches effective for
successful methods for	institution or consortium receiving a	CTE;
addressing the education,	grant under this paragraph shall use	• state levels of performance that
employment, and training	grant funds to carry out one or more of	serve to improve CTE; academic
needs of participants,	the following activities:	knowledge and career and technical
including special	(i) Evidence-based research and	skills required for employment or
populations, in career and	evaluation for the purpose of	participation in postsecondary
technical education	developing, improving, and	education;
programs, including	identifying the most successful	• preparation for occupations in high
research and evaluation in	methods for —	skill, high wage or high demand
such activities as—	(I) eliminating inequities in	business and industry;
(I) the integration	access to, and in opportunities	• dissemination and training activities
of—	for, learning, skill development,	related to the applied research and
(aa) career	or effective teaching in career	demonstration activities; and
and technical	and technical education	• the recruitment and retention of CTE
instruction;	programs; and	educators.
and	(II) addressing the education,	
(bb)	employment, and training needs	Adds the following focus areas to the list of
academic,	of CTE participants, including	research topics:
secondary	special populations, in career	• evaluation of the impact of provision
and	and technical education	included in Perkins V (e.g., the local
postsecondar v instruction:	programs or programs of study. (ii) Research on, and evaluation of,	needs assessments, implementation
y instruction; (II) education	the impact of changes made by the	of programs of study, CTE funding
technology and	Strengthening Career and Technical	and finance models, coordination
distance learning	Education for the 21st Century Act.	with WIOA, ESSA and HEA);
	Luuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuu	

1 1	in the dimension of the free Charles	
approaches and	including State-by-State	• analyses of CTE programs and
strategies that are	comparisons, where appropriate,	programs of study and student
effective with	of—	achievement; and
respect to career and	(I) the use of the needs	• methods that support high-quality
technical education;	assessment under section	implementation of CTE programs
(III) State adjusted	134(c);	and programs of study.
levels of	(II) the implementation of	
performance and	programs of study;	
State levels of	(III) how States have	
performance that	implemented provisions of the	
serve to improve	Act, including both fiscal and	
career and technical	programmatic elements;	
education programs	(IV) career and technical	
and student	education funding and finance	
achievement;	models; and	
(IV) academic	(V) coordination with other	
knowledge and	relevant laws, including the	
career and technical	Workforce Innovation and	
skills required for	Opportunity Act (29 U.S.C.	
employment or	3101 et seq.), the Elementary	
participation in	and Secondary Education Act of	
postsecondary	1965, and the Higher Education	
education; and	Act of 1965.	
(V) preparation for	(iii) Evidence-based research and	
occupations in high	analyses that provide longitudinal	
skill, high wage, or	information with respect to career	
high demand	and technical education programs	
business and	and programs of study and student	
industry, including	achievement.	
examination of—	(iv) The implementation of,	
(aa)	evaluation of, or evidence-based	
collaboration	research of, innovative methods	
between	that support high-quality	
career and	implementation of career and	
technical	technical education programs and	

education	programs of study and student	
programs and	achievement related to career and	
business and	technical education, including—	
industry; and	(I) creating or expanding	
(bb)	dual or concurrent	
academic and	enrollment program	
technical	activities and early college	
skills	high schools;	
required for a	(II) awarding of academic	
regional or	credit or academic	
sectoral	alignment for industry	
workforce,	recognized credentials,	
including	competency-based	
small	education, or work-based	
business;	learning;	
(ii) to carry out scientifically	(III) making available open,	
based research and	searchable, and comparable	
evaluation to increase the	information on the quality	
effectiveness and improve	of industry recognized	
the implementation of	credentials, including the	
career and technical	related skills or	
education programs that are	competencies, attainment by	
integrated with coherent and	CTE concentrators, related	
rigorous content aligned	employment and earnings	
with challenging academic	outcomes, labor market	
standards, including	value, and use by	
conducting research and	employers; or	
development, and studies,	(IV) initiatives to facilitate	
that provide longitudinal	the transition of sub-	
information or formative	baccalaureate career and	
evaluation with respect to	technical education students	
career and technical	into baccalaureate degree	
education programs and	programs, including barriers	
student achievement;	affecting rural students and	
	special populations.	

(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—	
(I) effective in-	
service and	
preservice teacher	
and faculty	
education that assists	
career and technical	
education programs	
in—	
(aa)	
integrating	
those	
programs	
with	
academic	
content	
standards and	
student	
academic	
achievement	
standards, as	
adopted by	
States under	
section	
1111(b)(1) of	

the	
Elementary	
and	
Secondary	
Education	
Act of 1965;	
and	
(bb)	
coordinating	
technical	
education	
with	
industry-	
recognized	
certification	
requirements;	
(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	
(III) the recruitment	
and retention of	
career and technical	

	education teachers,		
	faculty, counselors,		
	and administrators,		
	including individuals		
	in groups		
	underrepresented in		
	the teaching		
	profession; and		
	(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.		
	(B) REPORT.—The center conducting the	(C) REPORT.—The institution or	Updates the reference to a specific "center"
	activities described in subparagraph (A)	consortium receiving a grant under this	to the "institution or consortium receiving a
	shall annually prepare a report of the key	paragraph shall annually prepare a report	grant" that must annually prepare a report
	research findings of such center and shall	containing information about the key	about key research findings and adds that
	submit copies of the report to the Secretary,	research findings of such entity under this	this report must also be submitted to the
	the relevant committees of Congress, the	paragraph and shall submit copies of the	Director of IES.
	Library of Congress, and each eligible	report to the Secretary and the Director.	
	agency.	The Secretary shall submit copies of the	
		report to the relevant committees of	
		Congress, the Library of Congress, and	
	(C) DISSEMINATION.—The center shall	each eligible agency. (D) DISSEMINATION.— The institution	Ludotos the reference to a gracific "contor"
			Updates the reference to a specific "center" to "institution or consortium receiving a
	conduct dissemination and training activities based upon the research	or consortium receiving a grant under this paragraph shall conduct	grant" that must conduct dissemination
	described in subparagraph (A).	dissemination and training activities based	activities.
	(5) DEMONSTRATIONS AND	on the research carried out under this	
	DISSEMINATION.—The Secretary is	paragraph on a timely basis, including	Removes the provision authorizing the
	authorized to carry out demonstration	through dissemination networks and, as	Secretary to carry out demonstration and
	career and technical education programs, to	0	model CTE programs and provide technical
L	reaction programs, to	appropriate and rere , and, teeninear	nie der einz programe und provide teennieur

	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.	assistance providers within the Department.	assistance at the request of a State.
Innovation and Modernizati on	No similar provision.	 (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 	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. 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. 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

institution, or eligible recipient	least 50 percent of the amount provided in
shall, through cash or in-kind	the grant.
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.	
(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.	
(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—	
(A) an identification and	
designation of the agency,	
institution, or school	
responsible for the	
administration and supervision	
of the program assisted under	
this paragraph;	
(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	

the grant period ends, if applicable: (C) a description of how the applicant will use the grant funds, including pow such funds will directly benefit students, including special populations, served by the applicant; (D) a description of how the program assisted under this subsection will be coordinated with the activities carried out under section 124 or 135; (E) a description of how the career and technical education programs or programs of study to be implemented with grant funds relice the needs of regional. State, or local employers, as demonstrated by the comprehensive needs assessment under section 134(c); (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 (G) an assurance that the applicant will— (i) provide information to	 	
applicable; (C) a description of how the applicant will use the grant funds, including how such funds, including populations, served by the applicant; (D) a description of how the program assisted under this subsection will be coordinated with the activities carried out under section 124 or 135; (E) a description of how the career and technical education programs of study to be implemented with grant funds; students, local assessment under section 124(c); (F) a description of how the program assisted under this subsection will be contracted by the career and technical education 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); (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 will — employer.	will continue the project after	
 (Č) a description of how the applicant will use the grant funds, including how such funds including how such funds will directly benefit students, including special populations, served by the applicant; (D) a description of how the program assisted under this subsection will be coordinated with the activities carried out under section 124 or 135; (E) a description of how the career and technical education 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); (F) a description of how the program assisted under this subsection will be evaluated and how that evaluation may inform the report described in assurance that the applicant will— (i) provide information to 	the grant period ends, if	
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(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 (G) an assurance that the applicant will— (i) provide information to	assessment under section	
program assisted under this subsection will be evaluated and how that evaluation may inform the report described in subsection (d)(2)(C); and (G) an assurance that the applicant will— (i) provide information to	134(c);	
subsection will be evaluated and how that evaluation may inform the report described in subsection (d)(2)(C); and (G) an assurance that the applicant will— (i) provide information to	(F) a description of how the	
how that evaluation may inform the report described in subsection (d)(2)(C); and (G) an assurance that the applicant will— (i) provide information to	program assisted under this	
the report described in subsection (d)(2)(C); and (G) an assurance that the applicant will— (i) provide information to	subsection will be evaluated and	
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subsection (d)(2)(C); and (G) an assurance that the applicant will— (i) provide information to		
(G) an assurance that the applicant will— (i) provide information to	-	
applicant will— (i) provide information to		
(i) provide information to		
the Secretary, as requested.	the Secretary, as requested,	

	for evaluations that the Secretary may carry out; and (ii) make data available to third parties for validation, in accordance with applicable data privacy laws, including section 444 of the General Education	
	 1974'); (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. (5) GEORGRAPHIC DIVERSITY.— (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— (i) a local educational 	The Secretary must consider (unless there is an insufficient number of applicants) geographic diversity in selecting grantees under this section.

agency with an urban-
centric district locale code
of 32, 33, 41, 42, or 43, as
determined by the
Secretary;
(ii) an institution of higher
education primarily serving
the one or more areas served
by such a local educational
·
agency; (iii) a consortium of such
local educational agencies
or such institutions of higher
education;
(iv) a partnership between—
(I) an educational
service agency or a
nonprofit organization;
and
(II) such a local
educational agency or
such an institution of
higher education; or
(v) a partnership between—
(I) a grant recipient
described in clause (i) or
(ii); and
(II) a State educational
agency.
(B) EXCEPTION.—
Notwithstanding subparagraph
(A), the Secretary shall reduce
the amount of funds made
available under such clause if
the Secretary does not receive a
uie secretary does not receive a

sufficient number	er of
applications of su	ufficient
quality.	
(6) DURATION—	
(A) IN GENERA	AL.—Grants
awarded under th	nis subsection
shall be for a peri	iod of not more
than 3 years.	
(B) EXTENSION	N.—The
Secretary may ex	xtend such
grants for not mo	
additional 2-year	r period if the
grantee demonstr	
Secretary that the	
achieving the gra	
objectives and, as	1 0
has improved edu	
outcomes for care	
technical education	ion students.
including special	
(7) USES OF FUND	
eligible entity, eligib	
or eligible recipient t	
a grant under this sub	
use the grant funds to	-
develop, implement,	
take to scale evidenc	
initiated innovations	
and improve effectiv	
alignment of career a	1 0
education and to imp	
outcomes in career a	1
education, and rigoro	
such innovations, thr	
more of the following	•

(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—	
(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;	
or	
(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	

science courses in order to meet local labor market needs in occupations that	
needs in occupations that	
require skills in those	
subject areas.	
(B) Improving career and	
technical education outcomes of	
students served by eligible	
entities, eligible institutions, or	
eligible recipients through	
activities such as —	
(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;	
(ii) increasing the effective	
use of technology within	
career and technical	
education programs and	
programs of study;	
(iii) supporting new models	
for integrating academic	
content at the secondary and	
postsecondary level in	
career and technical	
education; or	
(iv) integrating science,	

technology, engineering,	
and mathematics fields,	
including computer science	
education, with career and	
technical education.	
(C) Improving the transition of	
students—	
(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	
(ii) from the completion of	
one postsecondary program	
to another postsecondary	
program that awards a	
recognized postsecondary	
credential.	
(D) Supporting the development	
and enhancement of innovative	
delivery models for career and	
technical education.	
(E) Working with industry to	
design and implement courses	
or programs of study aligned to	
labor market needs in new or	
emerging fields.	
(F) Supporting innovative	

approaches to career and	
technical education by	
redesigning the high school	
experience for students, which	
may include evidence-based	
transitional support strategies	
for students who have not met	
postsecondary education	
eligibility requirements;	
(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—	
(i) providing resources and	
training to improve	
instruction for, and provide	
appropriate	
accommodations to, special	
populations;	
(ii) externships or site visits	
with business and industry;	
(iii) the integration of	
coherent and rigorous	
academic content standards	
and career and technical	
education curricula,	
including through	

opportunities for appropriate	
academic and career and	
technical education teachers	
to jointly develop and	
implement curricula and	
pedagogical strategies;	
(iv) mentoring by	
experienced teachers;	
(v) providing resources or	
assistance with meeting	
State teacher licensure and	
credential requirements; or	
(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.	
(H) Improving CTE	
concentrator employment	
outcomes in non-traditional	
fields.	
(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,	

and secondary school education	
workforce.	
(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.	
(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.	
(L) Developing and	
implementing a pay for success	
initiative.	
(8) EVALUATION.—Each eligible	
entity, eligible institution, or	Require recipients of the grant to submit an
eligible recipient receiving a grant	annual report to the Secretary that includes
under this subsection shall provide	an independent evaluation of the activities
for an independent evaluation of the	-
activities carried out using such	the grant supported.
activities carried out using such	

		grant and submit to the Secretary an	
		annual report that includes—	
		(A) a description of how funds	
		received under this paragraph	
		were used;	
		(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—	
		(i) subgroups of students	
		described in section	
		1111(c)(2)(B) of the	
		Elementary and Secondary	
		Education Act of 1965;	
		(ii) special populations; and	
		(iii) as appropriate, each	
		career and technical	
		education program and	
		program of study; and	
		(C) a quantitative analysis of	
		the effectiveness of the project	
		carried out under this	
		paragraph.	Maintaine a familiar at C. N. C. 1
	(e) AUTHORIZATION OF	(f) AUTHORIZATION OF	Maintains a funding stream for National
n of Annuantiati	APPROPRIATIONS.—There are	APPROPRIATIONS.—There are	Activities that is separate from the Basic State Grant, and now includes specific
	authorized to be appropriated to carry out this section such sums as may be necessary	authorized to be appropriated to carry out this section—	authorization levels for these activities.
ons	for each of fiscal years 2007 through 2012.		autionzation levels for these activities.
	101 each of fiscal years 2007 through 2012.	 (1) \$7,651,051 for fiscal year 2019; (2) \$7,758,166 for fiscal year 2020; 	
		(2) \$7,758,100 for fiscal year 2020; (3) \$7,866,780 for fiscal year 2021;	
		(4) \$7,976,915 for fiscal year 2022;	
		$(4) \phi 7,970,913$ for fiscal year 2022;	

		(5) \$8,088,592 for fiscal year 2023;	
		and	
		(6) \$8,201,832 for fiscal year 2024.	
Assistance	(a) OUTLYING AREAS.—From funds	(a) OUTLYING AREAS.—From funds	Removes details about how funds to
for the	reserved pursuant to section 111(a)(1)(A),	reserved pursuant to section 111(a)(1)(A),	outlying areas should be distributed and
Outlying	the Secretary shall—	the Secretary shall—	used if such amounts exceed the .13 percent
Areas	(1) make a grant in the amount of	(1) make a grant in the amount of	allocated in Section 111(a)(1)(A). Perkins
	\$660,000 to Guam;	\$660,000 to Guam;	IV allowed the remainder of the funds to go
	(2) make a grant in the amount of	(2) make a grant in the amount of	to the Pacific Region Educational
	\$350,000 to each of American	\$350,000 to each of American	Laboratory via grants.
	Samoa and the Commonwealth of	Samoa and the Commonwealth of	
	the Northern Mariana Islands; and	the Northern Mariana Islands; and	
	(3) make a grant of \$160,000 to the	(3) make a grant of \$160,000 to the	
	Republic of Palau, subject to	Republic of Palau, subject to	
	subsection (d).	subsection (b).	
	(b) REMAINDER.—	(b) RESTRICTION.—The Republic of	
	(1) FIRST YEAR.—Subject to	Palau shall cease to be eligible to receive	
	subsection (a), for the first fiscal	funding under this section upon entering	
	year following the date of	into an agreement for an extension of	
	enactment of the Carl D. Perkins	United States educational assistance under	
	Career and Technical Education	the Compact of Free Association, unless	
	Improvement Act of 2006, the	otherwise provided in such agreement.	
	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—		

 (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 school and institutions of higher education. (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, th 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). 	
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	(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.		
	(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.		
Native	(a) DEFINITIONS.—In this section:	(a) DEFINITIONS.—In this section:	Removes the definition of "Indian, Indian
American	(1) ALASKA NATIVE.—The term	(1) ALASKA NATIVE.—The term	Tribe and Tribal Organization" from this
Programs	"Alaska Native" means a Native	"Alaska Native" means a Native as	section; the term is defined in Section 3 in
	as such term is defined in section 3	such term is defined in section 3 of	Perkins V. Updates these references to the
	of the Alaska Native Claims	the Alaska Native Claims	"Bureau of Indian Education" and the
	Settlement Act (43 U.S.C. 1602).	Settlement Act (43 U.S.C. 1602).	Director of this Bureau (which was formerly
	(2) BUREAU-FUNDED	(2) BUREAU-FUNDED	the Bureau of Indian Affairs).
	SCHOOL.—The term "Bureau-	SCHOOL.—The term "Bureau-	
	funded school" has the meaning	funded school" has the meaning	
	given the term in section 1141 of	given the term in section 1141 of	
	the Education Amendments of 1978		
	(25 U.S.C. 2021).	(25 U.S.C. 2021).	
	(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	Y	
	U.S.C. 450b).		
	(4) NATIVE HAWAIIAN.—The	(3) NATIVE HAWAIIAN.—The	
	term "Native Hawaiian" means	term "Native Hawaiian" means any	
	any individual any of whose	individual any of whose ancestors	
	any murvicual any or whose	individual any of whose andestors	

ancestors were natives, prior to	were natives, prior to 1778, of the	
1778, of the area which now	area which now comprises the State	
comprises the State of Hawaii.	of Hawaii.	
(5) NATIVE HAWAIIAN	(4) NATIVE HAWAIIAN	
ORGANIZATION.—The term	ORGANIZATION.—The term	
"Native Hawaiian organization"	"Native Hawaiian organization" has	
has the meaning given the term in	the meaning given the term in	
section 7207 of the Native	section 6207 of the Native	
Hawaiian Education Act (20 U.S.C.	Hawaiian Education Act (20 U.S.C.	
7517).	7517).	
(b) PROGRAM AUTHORIZED.—	(b) PROGRAM AUTHORIZED.—	
(1) AUTHORITY.—From funds	(1) AUTHORITY.—From funds	
reserved under section	reserved under section	
111(a)(1)(B)(i), the Secretary shall	111(a)(1)(B)(i), the Secretary shall	
make grants to or enter into	make grants to or enter into	
contracts with Indian tribes, tribal	contracts with Indian Tribes, Tribal	
organizations, and Alaska Native	organizations, and Alaska Native	
entities to carry out the authorized	entities to carry out the authorized	
programs described in subsection	programs described in subsection	
(c), except that such grants or	(c), except that such grants or	
contracts shall not be awarded to	contracts shall not be awarded to	
secondary school programs in	secondary school programs in	
Bureau-funded schools.	Bureau-funded schools.	
(2) INDIAN TRIBES AND	(2) INDIAN TRIBES AND	
TRIBAL ORGANIZATIONS.—	TRIBAL ORGANIZATIONS.—	
The grants or contracts described in	The grants or contracts described in	
this section that are awarded to any	this section that are awarded to any	
Indian tribe or tribal organization	Indian Tribe or Tribal organization	
shall be subject to the terms and	shall be subject to the terms and	
conditions of section 102 of the	conditions of section 102 of the	
Indian Self-Determination Act (25	Indian Self-Determination Act (25	
U.S.C. 450f) and shall be conducted	U.S.C.5321) and shall be conducted	
in accordance with the provisions	in accordance with the provisions	
of sections 4, 5, and 6 of the Act of	of sections 4, 5, and 6 of the Act of	
April 16, 1934 (25 U.S.C. 455–	April 16, 1934 (25 U.S.C. 5345-	

457), which are relevant to the	5347), which are relevant to the	
programs administered under this	programs administered under this	
subsection.	subsection.	
(3) SPECIAL AUTHORITY	(3) SPECIAL AUTHORITY	
RELATING TO SECONDARY	RELATING TO SECONDARY	
SCHOOLS OPERATED OR	SCHOOLS OPERATED OR	
SUPPORTED BY THE BUREAU	SUPPORTED BY THE BUREAU	
OF INDIAN AFFAIRS.— An	OF INDIAN EDUCATION.—An	
Indian tribe, a tribal organization,	Indian Tribe, a Tribal organization,	
or an Alaska Native entity, that	or an Alaska Native entity, that	
receives funds through a grant	receives funds through a grant	
made or contract entered into under	made or contract entered into under	
paragraph (1) may use the funds to	paragraph (1) may use the funds to	
provide assistance to a secondary	provide assistance to a secondary	
school operated or supported by the	school operated or supported by the	
Bureau of Indian Affairs to enable	Bureau of Indian Education to	
such school to carry out career and	enable such school to carry out	
technical education programs.	career and technical education	
(4) MATCHING.—If sufficient	programs.	
funding is available, the Bureau of	(4) MATCHING.—If sufficient	
Indian Affairs shall expend an	funding is available, the Bureau of	
amount equal to the amount made	Indian Education shall expend an	
available under this subsection,	amount equal to the amount made	
relating to programs for Indians, to	available under this subsection,	
pay a part of the costs of programs	relating to programs for Indians, to	
funded under this subsection.	pay a part of the costs of programs	
During each fiscal year the Bureau	funded under this subsection.	
of Indian Affairs shall expend not	During each fiscal year the Bureau	
less than the amount expended	of Indian Education shall expend	
during the prior fiscal year on	not less than the amount expended	
career and technical education	during the prior fiscal year on	
programs, services, and technical	career and technical education	
activities administered directly by,	programs, services, and technical	
or under contract with, the Bureau	activities administered directly by,	
of Indian Affairs, except that in no	or under contract with, the Bureau	

year shall funding for such programs, services, and activities be provided from accounts andof Indian Education, except that in no year shall funding for such programs, services, and activities be	
provided from accounts and programs services and activities be	
programs that support other Indian provided from accounts and	
education programs. The Secretary programs that support other Indian	
and the Assistant Secretary of the education programs. The Secretary	
Interior for Indian Affairs shall and the Director of the Bureau of	
prepare jointly a plan for the Indian Education shall prepare	
expenditure of funds made jointly a plan for the expenditure of	
available and for the evaluation of funds made available and for the	
programs assisted under this evaluation of programs assisted	
subsection. Upon the completion of under this subsection. Upon the	
a joint plan for the expenditure of completion of a joint plan for the	
the funds and the evaluation of the expenditure of the funds and the	
programs, the Secretary shall evaluation of the programs, the	
assume responsibility for the ad- Secretary shall assume	
ministration of the program, with responsibility for the administration	
the assistance and consultation of of the program, with the assistance	
the Bureau of Indian Affairs. and consultation of the Bureau of	
(5) REGULATIONS.—If the Indian Education.	
Secretary promulgates any (5) REGULATIONS.—If the	
regulations applicable to paragraph Secretary promulgates any	
(2), the Secretary shall— regulations applicable to paragraph	
(A) confer with, and allow (2), the Secretary shall—	
for active participation by, (A) confer with, and allow for	
representatives of Indian active participation by,	
tribes, tribal organizations, representatives of Indian Tribes,	
and individual tribal Tribal organizations, and	
members; and individual Tribal members; and	
(B) promulgate the (B) promulgate the regulations	
regulations under under subchapter III of chapter	
subchapter III of chapter 5 5 of title 5, United States Code,	
of title 5, United States commonly known as the	
Code, commonly known as "Negotiated Rulemaking Act of	
1990".	

the "Negotiated		(6) APPLICATION.—Any Indian	
Rulemaking Act of 1990".		Tribe, Tribal organization, or	
(6) APPLICATION.—Any Indian		Bureau-funded school eligible to	
tribe, tribal organization, or Bureau-		receive assistance under this	
funded school eligible to receive		subsection may apply individually	
assistance under this subsection		or as part of a consortium with	
may apply individually or as part of		another such Indian Tribe, Tribal	
a consortium with another such		organization, or Bureau-funded	
Indian tribe, tribal organization, or		school.	
Bureaufunded school.	(c) AU	JTHORIZED ACTIVITIES. —	
(c) AUTHORIZED ACTIVITIES.—		(1) AUTHORIZED	
(1) AUTHORIZED		PROGRAMS.—Funds made	
PROGRAMS.—Funds made		available under this section shall be	
available under this section shall be		used to carry out career and	
used to carry out career and		technical education programs	
technical education programs		consistent with the purpose of this	
consistent with the purpose of this		Act.	
Act.		(2) SPECIAL RULE.—	Adds that funds provided under this section
		Notwithstanding section	may be used for remedial education services
		3(5)(A)(iii), funds made available	for students in CTE programs or programs
		under this section may be used to	of study.
		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.	
(2) STIPENDS.—		(3) STIPENDS.—	
(A) IN GENERAL.—Funds		(A) In general.—Funds received	
received pursuant to grants or contracts awarded under		pursuant to grants or contracts awarded under subsection (b)	
subsection (b) may be used to provide stipends to		may be used to provide stipends to students who are enrolled in	
students who are enrolled in		career and technical education	
career and technical		programs and who have acute	
			1

education programs and	economic needs which cannot	
who have acute economic	be met through work-study	
needs which cannot be met	programs.	
through work-study	(B) AMOUNT.—Stipends	
programs.	described in subparagraph (A)	
(B) AMOUNT.—Stipends	shall not exceed reasonable	
described in subparagraph	amounts as prescribed by the	
(A) shall not exceed	Secretary.	
reasonable amounts as		
prescribed by the Secretary.		
(d) GRANT OR CONTRACT	(d) GRANT OR CONTRACT	
APPLICATION.—In order to receive a	APPLICATION.—In order to receive a	
grant or contract under this section, an	grant or contract under this section, an	
organization, tribe, or entity described in	organization, Tribe, or entity described in	
subsection (b) shall submit an application	subsection (b) shall submit an application	
to the Secretary that shall include an	to the Secretary that shall include an	
assurance that such organization, tribe, or	assurance that such organization, Tribe, or	
entity shall comply with the requirements	entity shall comply with the requirements	
of this section.	of this section.	
(e) RESTRICTIONS AND SPECIAL	(e) RESTRICTIONS AND SPECIAL	
CONSIDERATIONS.—The Secretary may	CONSIDERATIONS.—The Secretary may	
not place upon grants awarded or contracts	not place upon grants awarded or contracts	
entered into under subsection (b) any	entered into under subsection (b) any	
	restrictions relating to programs other than	
restrictions that apply to grants made to or	restrictions that apply to grants made to or	
contracts entered into with States pursuant	contracts entered into with States pursuant	
to allotments under section 111(a). The	to allotments under section 111(a). The	
Secretary, in awarding grants and entering	Secretary, in awarding grants and entering	
into contracts under this section, shall	into contracts under this section, shall	
ensure that the grants and contracts will	ensure that the grants and contracts will	
improve career and technical education	improve career and technical education	
programs, and shall give special	programs, and shall give special	
consideration to—	consideration to—	
	(1) programs that involve,	
	coordinate with, or encourage	

(1) programs that involve,	Tribal economic development	
coordinate with, or encourage tribal	plans; and	
economic development plans; and	(2) applications from tribally	
(2) applications from tribally	controlled colleges or universities	
controlled colleges or universities	that—	
that—	(A) are accredited or are	
(A) are accredited or are	candidates for accreditation by a	
candidates for accreditation	nationally recognized	
by a nationally recognized	accreditation organization as an	
accreditation organization as	institution of postsecondary	
an institution of	career and technical education;	
postsecondary career and	or	
technical education; or	(B) operate career and technical	
(B) operate career and	education programs that are	
technical education	accredited or are candidates for	
programs that are accredited	accreditation by a nationally	
or are candidates for	recognized accreditation	
accreditation by a nationally	organization, and issue	
recognized accreditation	certificates for completion of	
organization, and issue	career and technical education	
certificates for completion	programs.	
of career and technical		
education programs.		
(f) CONSOLIDATION OF FUNDS.—	(f) CONSOLIDATION OF FUNDS.—	
Each organization, tribe, or entity receiving	Each organization, Tribe, or entity	
assistance under this section may	receiving assistance under this section may	
consolidate such assistance with assistance	consolidate such assistance with assistance	
received from related programs in	received from related programs in	
accordance with the provisions of the	accordance with the provisions of the	
Indian Employment, Training and Related	Indian Employment, Training and Related	
Services Demonstration Act of 1992 (25	Services Demonstration Act of 1992 (25	
U.S.C. 3401 et seq.).	U.S.C. 3401 et seq.).	
(g) NONDUPLICATIVE AND	(g) NONDUPLICATIVE AND	
NONEXCLUSIVE SERVICES.—Nothing	NONEXCLUSIVE SERVICES.—Nothing	
in this section shall be construed—	in this section shall be construed—	

· · · · · · · · · · · · · · · · · · ·		/	1
	(1) to limit the eligibility of any	(1) to limit the eligibility of any	
	organization, tribe, or entity	organization, Tribe, or entity	
	described in subsection (b) to	described in subsection (b) to	
	participate in any activity offered	participate in any activity offered	
	by an eligible agency or eligible	by an eligible agency or eligible	
	recipient under this title; or	recipient under this title; or	
	(2) to preclude or discourage any	(2) to preclude or discourage any	
	agreement, between any	agreement, between any	
	organization, tribe, or entity	organization, Tribe, or entity	
	described in subsection (b) and any	described in subsection (b) and any	
	eligible agency or eligible recipient,	eligible agency or eligible recipient,	
	to facilitate the provision of	to facilitate the provision of	
	services by such eligible agency or	services by such eligible agency or	
	eligible recipient to the population	eligible recipient to the population	
	served by such eligible agency or	served by such eligible agency or	
	eligible recipient.	eligible recipient.	
	(h) NATIVE HAWAIIAN	(h) NATIVE HAWAIIAN	
	PROGRAMS.—From the funds reserved	PROGRAMS.—From the funds reserved	
	pursuant to section 111(a)(1)(B)(ii), the	pursuant to section 111(a)(1)(B)(ii), the	
	Secretary shall award grants to or enter into		
	contracts with community-based	contracts with community-based	
	organizations primarily serving and	organizations primarily serving and	
	representing Native Hawaiians to plan,	representing Native Hawaiians to plan,	
	conduct, and administer programs, or	conduct, and administer programs, or	
	portions thereof, which are authorized by	portions thereof, which are authorized by	
	and consistent with the provisions of this	and consistent with the provisions of this	
	section for the benefit of Native Hawaiians.	section for the benefit of Native Hawaiians.	
Tribally	(a) GRANT PROGRAM.—Subject to the	(a) GRANT PROGRAM.—Subject to the	Removes the definition of "Indian, Indian
Controlled		availability of appropriations, the Secretary	Tribe and Tribal Organization" from this
Postseconda	shall make grants under this section, to	shall make grants under this section, to	section; the term is defined in Section 3 in
ry Career	provide basic support for the education and	provide basic support for the education and	Perkins V. Updates references to the Navajo
and	training of Indian students, to tribally	training of Indian students, to tribally	Community College Act.
Technical	controlled postsecondary career and	controlled postsecondary career and	
Institutions	technical institutions that are not receiving	technical institutions that are not receiving	
	Federal assistance as of the date on which	Federal assistance as of the date on which	

the grant is provided under—	the grant is provided under—	
(1) title I of the Tribally Controlled	(1) title I of the Tribally Controlled	
Colleges and Universities	Colleges and Universities	
Assistance Act of 1978 (25 U.S.C.	Assistance Act of 1978 (25 U.S.C.	
1802 et seq.); or	1802 et seq.); or	
(2) the Navajo Community College	(2) the Navajo Community College	
Act (25 U.S.C. 640a et seq.).	Act (Public Law 92-189; 85 Stat.	
(b) USES OF GRANTS.—Amounts made	646).	
available under this section shall be used	(b) USES OF GRANT FUNDS.—	
for career and technical education	Amounts made available under this section	
programs for Indian students and for the	shall be used for career and technical	
institutional support costs of the grant,	education programs for Indian students and	
including the expenses described in	for the institutional support costs of the	
subsection (e).	grant, including the expenses described in	
(c) AMOUNT OF GRANTS.—	subsection (e).	
(1) IN GENERAL.—If the sums	(c) AMOUNT OF GRANTS.—	
appropriated for any fiscal year for	(1) IN GENERAL.—If the sums	
grants under this section are not	appropriated for any fiscal year for	
sufficient to pay in full the total	grants under this section are not	
amount which approved applicants	sufficient to pay in full the total	
are eligible to receive under this	amount which approved applicants	
section for such fiscal year, the	are eligible to receive under this	
Secretary shall first allocate to each	section for such fiscal year, the	
such applicant who received funds	Secretary shall first allocate to each	
under this part for the preceding	such applicant who received funds	
fiscal year an amount equal to 100	under this part for the preceding	
percent of the product of the per	fiscal year an amount equal to 100	
capita payment for the preceding	percent of the product of the per	
fiscal year and such applicant's	capita payment for the preceding	
Indian student count for the current	fiscal year and such applicant's	
program year, plus an amount equal	Indian student count for the current	
to the actual cost of any increase to	program year, plus an amount equal	
the per capita figure resulting from	to the actual cost of any increase to	
inflationary increases to necessary	the per capita figure resulting from	
	inflationary increases to necessary	

costs beyond the institution's	costs beyond the institution's	
control.	control.	
(2) PER CAPITA	(2) PER CAPITA	
DETERMINATION.—For the	DETERMINATION.—For the	
purposes of paragraph (1), the per	purposes of paragraph (1), the per	
capita payment for any fiscal year	capita payment for any fiscal year	
shall be determined by dividing the	shall be determined by dividing the	
amount available for grants to	amount available for grants to	
tribally controlled postsecondary	tribally controlled postsecondary	
career and technical institutions	career and technical institutions	
under this section for such program	under this section for such program	
year by the sum of the Indian	year by the sum of the Indian	
student counts of such institutions	student counts of such institutions	
for such program year. The	for such program year. The	
Secretary shall, on the basis of the	Secretary shall, on the basis of the	
most accurate data available from	most accurate data available from	
the institutions, compute the Indian	the institutions, compute the Indian	
student count for any fiscal year for	student count for any fiscal year for	
which such count was not used for	which such count was not used for	
the purpose of making allocations	the purpose of making allocations	
under this section.	under this section.	
(3) INDIRECT COSTS.—	(3) INDIRECT COSTS.—	
Notwithstanding any other	Notwithstanding any other	
provision of law or regulation, the	provision of law or regulation, the	
Secretary shall not require the use	Secretary shall not require the use	
of a restricted indirect cost rate for	of a restricted indirect cost rate for	
grants issued under this section.	grants issued under this section.	
(d) APPLICATIONS.—To be eligible to	(d) APPLICATIONS.—To be eligible to	
	receive a grant under this section, a tribally	
controlled postsecondary career and	controlled postsecondary career and	
technical institution that is not receiving	technical institution that is not receiving	
Federal assistance under title I of the	Federal assistance under title I of the	
Tribally Controlled Colleges and	Tribally Controlled Colleges and	
Universities Assistance Act of 1978 (25	Universities Assistance Act of 1978 (25	
U.S.C. 1802 et seq.) or the Navajo	U.S.C. 1802 et seq.) or the Navajo	

	Community College Act (25 U.S.C. 640a	Community College Act (Public Law 92-	
	et seq.) shall submit to the Secretary an	189; 85 Stat. 646) shall submit to the	
	application at such time, in such manner,	Secretary an application at such time, in	
	and containing such information as the	such manner, and containing such	
	Secretary may require.	information as the Secretary may require.	
	(e) EXPENSES.—	(e) EXPENSES.—	
	(1) IN GENERAL.—The Secretary	(1) IN GENERAL.—The Secretary	
	shall, subject to the availability of	shall, subject to the availability of	
	appropriations, provide for each	appropriations, provide for each	
	program year to each tribally	program year to each tribally	
	controlled postsecondary career and	-	
	technical institution having an	technical institution having an	
	application approved by the	application approved by the	
	Secretary, an amount necessary to	Secretary, an amount necessary to	
	pay expenses associated with—	pay expenses associated with-	
	(A) the maintenance and	(A) the maintenance and	
	operation of the program,	operation of the program,	
	including development	including development costs,	
	costs, costs of basic and	costs of basic and special	
	special instruction	instruction (including special	
	(including special programs	programs for individuals with	
	for individuals with	disabilities and academic	
	disabilities and academic	instruction), materials, student	
	instruction), materials,	costs, administrative expenses,	
	student costs, administrative		
	expenses, boarding costs,	student services, daycare and	
	transportation, student	family support programs for	
	services, daycare and family		
	support programs for	(including contributions to the	
	students and their families	costs of education for	
	(including contributions to	dependents), and student	
	the costs of education for	stipends;	
	dependents), and student	(B) capital expenditures,	
	stipends;	including operations and	
l		maintenance, and minor	

(B) capital expenditures,	improvements and repair, and	
including operations and	physical plant maintenance	
maintenance, and minor	costs, for the conduct of	
improvements and repair,	programs funded under this	
and physical plant	section;	
maintenance costs, for the	(C) costs associated with repair,	
conduct of programs funded	upkeep, replacement, and	
under this section;	upgrading of the instructional	
(C) costs associated with	equipment; and	
repair, upkeep, replacement,	(D) institutional support of	
and upgrading of the	career and technical education.	
instructional equipment; and	(2) ACCOUNTING.—Each	
(D) institutional support of	institution receiving a grant under	
career and technical	this section shall provide annually	
education.	to the Secretary an accurate and	
(2) ACCOUNTING.—Each	detailed accounting of the	
institution receiving a grant under	institution's operating and	
this section shall provide annually	maintenance expenses and such	
to the Secretary an accurate and	other information concerning costs	
detailed accounting of the	as the Secretary may reasonably	
institution's operating and	require.	
maintenance expenses and such	(f) OTHER PROGRAMS.—	
other information concerning costs	(1) IN GENERAL Except as	
as the Secretary may reasonably	specifically provided in this Act,	
require.	eligibility for assistance under this	
(f) OTHER PROGRAMS.—	section shall not preclude any	
(1) IN GENERAL.—Except as	tribally controlled postsecondary	
specifically provided in this Act,	career and technical institution from	
eligibility for assistance under this	receiving Federal financial	
section shall not preclude any	assistance under any program	
tribally controlled postsecondary	authorized under the Higher	
career and technical institution from	Education Act of 1965, or under	
receiving Federal financial	any other applicable program for	
assistance under any program	the benefit of institutions of higher	
authorized under the Higher	education or career and technical	

ſ	Education Act of 1965, or under	education.	
	any other applicable program for	(2) PROHIBITION ON	
	the benefit of institutions of higher	ALTERATION OF GRANT	
	education or career and technical	AMOUNT.—The amount of any	
	education.	grant for which tribally controlled	
	(2) PROHIBITION ON	postsecondary career and technical	
	ALTERATION OF GRANT	institutions are eligible under this	
	AMOUNT.—The amount of any	section shall not be altered because	
	grant for which tribally controlled	of funds allocated to any such	
	postsecondary career and technical	institution from funds appropriated	
	institutions are eligible under this	under the Act of November 2, 1921	
	section shall not be altered because	(commonly known as the "Snyder	
	of funds allocated to any such	Act") (25 U.S.C. 13).	
	institution from funds appropriated	(3) PROHIBITION ON	
	under the Act of November 2, 1921	CONTRACT DENIAL.—No	
	(commonly known as the "Snyder	tribally controlled postsecondary	
	Act'') (25 U.S.C. 13).	career and technical institution for	
	(3) PROHIBITION ON	which an Indian Tribe has	
	CONTRACT DENIAL.—No	designated a portion of the funds	
	tribally controlled postsecondary	appropriated for the Tribe from	
	career and technical institution for	funds appropriated under the Act of	
	which an Indian tribe has	November 2, 1921 (25 U.S.C. 13),	
	designated a portion of the funds	may be denied a contract for such	
	appropriated for the tribe from	portion under the Indian Self-	
	funds appropriated under the Act of	Determination and Education	
	November 2, 1921 (25 U.S.C. 13),	Assistance Act (except as provided	
	may be denied a contract for such	in that Act), or denied appropriate	
	portion under the Indian Self-	contract support to administer such	
	Determination and Education	portion of the appropriated funds.	
		(g) COMPLAINT RESOLUTION	
		PROCEDURE.—The Secretary shall	
	11	establish (after consultation with tribally	
		controlled postsecondary career and	
		technical institutions) a complaint	
	PROCEDURE.—The Secretary shall	resolution procedure for grant	

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establish (after consultation w	2	eterminations and calculations under this	
controlled postsecondary care		ection for tribally controlled	
technical institutions) a compl	-	ostsecondary career and technical	
resolution procedure for grant		stitutions.	
determinations and calculation	s under this (h)) DEFINITIONS.—In this section:	
section for tribally controlled		(1) INDIAN; INDIAN TRIBE.—	
postsecondary career and tech	nical	The terms "Indian" and "Indian	
institutions.		Tribe" have the meanings given the	
(h) DEFINITIONS.—In this s		terms "Indian" and "Indian tribe",	
(1) INDIAN; INDIAN		respectively, in section 2 of the	
The terms "Indian" at		Tribally Controlled Colleges and	
tribe" have the meaning	00	Universities Assistance Act of 1978	
terms in section 2 of th	-	(25 U.S.C. 1801).	
Controlled Colleges an		(2) INDIAN STUDENT	
Universities Assistanc	e Act of 1978	COUNT.—	
(25 U.S.C. 1801).		(A) IN GENERAL.—The term	
(2) INDIAN STUDEN	Т	"Indian student count" means a	
COUNT.—		number equal to the total	
(A) IN GENER		number of Indian students	
term "Indian s		enrolled in each tribally	
count'' means		controlled postsecondary career	
equal to the tot		and technical institution, as	
Indian students		determined in accordance with	
each tribally co		subparagraph (B).	
postsecondary		B) DETERMINATION.—	
technical instit		(i) ENROLLMENT.—For each	
determined in a		academic year, the Indian student	
with subparagr	aph (B).	count shall be determined on the	
(B) DETERMINATION.—		basis of the enrollments of Indian	
(i) ENROLLMENT.—		students as in effect at the	
academic year, the Ind		conclusion of—	
count shall be determine		(I) in the case of the fall	
basis of the enrollmen		term, the third week of the	
students as in effect at	the	fall term; and	
conclusion of—		(II) in the case of the spring	

	the case of the fall	term, the third week of the	
	the third week of the	spring term.	
	erm; and	(ii) CALCULATION.—For each	
(II) ii	n the case of the spring	academic year, the Indian student	
term,	the third week of the	count for a tribally controlled	
sprin	g term.	postsecondary career and technical	
(ii) CALCU	LATION.—For each	institution shall be the quotient	
academic ye	ar, the Indian student	obtained by dividing—	
count for a t	ribally controlled	(I) the sum of the credit	
postseconda	ry career and technical	hours of all Indian students	
institution sh	all be the quotient	enrolled in the tribally	
obtained by	dividing—	controlled postsecondary	
(I) th	e sum of the credit	career and technical	
hours	s of all Indian students	institution (as determined	
enrol	led in the tribally	under clause (i)); by	
contr	olled postsecondary	(II) 12.	
caree	er and technical	(iii) SUMMER TERM.—Any	
instit	ution (as determined	credit earned in a class offered	
unde	r clause (i)); by	during a summer term shall be	
(II) 1	2.	counted in the determination of the	
(iii) SUMM	ER TERM.—Any	Indian student count for the	
credit earned	l in a class offered	succeeding fall term.	
during a sum	nmer term shall be	(iv) STUDENTS WITHOUT	
counted in th	ne determination of the	SECONDARY SCHOOL	
Indian stude	nt count for the	DEGREES.—	
succeeding f	all term.	(I) IN GENERAL.—A	
(iv) STUDE	NTS WITHOUT	credit earned at a tribally	
SECONDAI	RY SCHOOL	controlled postsecondary	
DEGREES	_	career and technical	
(I) II	N GENERAL.—A	institution by any Indian	
credi	t earned at a tribally	student that has not obtained	
contr	olled postsecondary	a secondary school degree	
caree	er and technical	(or the recognized	
instit	ution by any Indian	equivalent of such a degree)	
stude	ent that has not obtained	shall be counted toward the	

a secondary school degree	determination of the Indian	
(or the recognized	student count if the	
equivalent of such a degree)	institution at which the	
shall be counted toward the	student is enrolled has	
determination of the Indian	established criteria for the	
student count if the	admission of the student on	
institution at which the	the basis of the ability of the	
student is enrolled has	student to benefit from the	
established criteria for the	education or training of the	
admission of the student on	institution.	
the basis of the ability of the	(II) PRESUMPTION.—The	
student to benefit from the	institution shall be	
education or training of the	presumed to have	
institution.	established the criteria	
(II) PRESUMPTION.—The	described in subclause (I) if	
institution shall be	the admission procedures	
presumed to have	for the institution include	
established the criteria	counseling or testing that	
described in subclause (I) if	measures the aptitude of a	
the admission procedures	student to successfully	
for the institution include	complete a course in which	
counseling or testing that	the student is enrolled.	
measures the aptitude of a	(III) CREDITS TOWARD	
student to successfully	SECONDARY SCHOOL	
complete a course in which	DEGREE.—No credit	
the student is enrolled.	earned by an Indian student	
(III) CREDITS TOWARD	for the purpose of obtaining	
SECONDARY SCHOOL	a secondary school degree	
DEGREE.— No credit	(or the recognized	
earned by an Indian student	equivalent of such a degree)	
for the purpose of obtaining	shall be counted toward the	
a secondary school degree	determination of the Indian	
(or the recognized	student count under this	
equivalent of such a degree)	clause.	
shall be counted toward the	(v) CONTINUING EDUCATION	

	determination of the Indian	PROGRAMS.—Any credit earned	
	student count under this	by an Indian student in a continuing	
	clause.	education program of a tribally	
	(v) CONTINUING EDUCATION	controlled postsecondary career and	
	PROGRAMS.—Any credit earned	technical institution shall be	
	by an Indian student in a continuing	included in the determination of the	
	education program of a tribally	sum of all credit hours of the	
	controlled postsecondary career and	student if the credit is converted to	
	technical institution shall be	a credit hour basis in accordance	
	included in the determination of the	with the system of the institution	
	sum of all credit hours of the	for providing credit for	
	student if the credit is converted to	participation in the program.	
	a credit hour basis in accordance		
	with the system of the institution		
	for providing credit for		
	participation in the program.		
	(i) AUTHORIZATION OF	(i) AUTHORIZATION OF	Maintains a separate funding stream for
	APPROPRIATIONS.—There are	APPROPRIATIONS.—There are	Tribally Controlled Postsecondary Career
		authorized to be appropriated to carry out	and Technical Institutions and now includes
		this section—	specific authorization levels for these
	for each of fiscal years 2007 through 2012.	(1) \$9,762,539 for fiscal year 2019;	activities.
		(2) \$9,899,215 for fiscal year 2020;	
		(3) \$10,037,804 for fiscal year	
		2021;	
		(4) \$10,178,333 for fiscal year	
		2022; (5) \$10 220 820 for fixed wear	
		(5) \$10,320,829 for fiscal year 2023; and	
		(6) \$10,465,321 for fiscal year	
		2024.	
Occupationa	See Carl D. Perkins Career and Technical	No similar provision.	Eliminates Section 118, known as the
-	Education Act of 2006.	L	Occupational and Employment Information
Employment			program.
Information			

State	(a) ELIGIBLE AGENCY	(a) ELIGIBLE AGENCY	Updates the list of stakeholder groups by
Administrati	RESPONSIBILITIES.—The	RESPONSIBILITIES.—The	adding: specialized instructional support
on	responsibilities of an eligible agency under	responsibilities of an eligible agency under	personnel, paraprofessionals, school leaders,
	this title shall include—	this title shall include—	authorized public chartering agencies and
	(1) coordination of the	(1) coordination of the	charter school leaders (consistent with State
	development, submission, and	development, submission, and	law), employers, Indian Tribes or Tribal
	implementation of the State plan,	implementation of the State plan,	organizations present in the State and
	and the evaluation of the program,	and the evaluation of the program,	community organizations.
	services, and activities assisted	services, and activities assisted	
	under this title, including	under this title, including	Removes teacher and faculty preparation
	preparation for non-traditional	preparation for non-traditional	programs (instead listing "teachers" and
	fields;	fields;	"faculty") from the list of stakeholder
	(2) consultation with the Governor	(2) consultation with the Governor	groups and removes the qualifier that local
	and appropriate agencies, groups,	and appropriate agencies, groups,	program administrators must be "involved
	and individuals including parents,	and individuals including teachers,	in the planning, administration, evaluation
	students, teachers, teacher and	faculty, specialized instructional	and coordination of programs funded under
	faculty preparation programs,	support personnel,	this title."
	representatives of businesses	paraprofessionals, school leaders,	
	(including small businesses), labor	authorized public chartering	
	organizations, eligible recipients,	agencies and charter school leaders	
	State and local officials, and local	(consistent with State law),	
	program administrators, involved in	employers, representatives of	
	the planning, administration,	business (including small	
	evaluation, and coordination of	businesses), labor organizations,	
	programs funded under this title;	eligible recipients, local program	
	(3) convening and meeting as an	administrators, State and local	
	eligible agency (consistent with	officials, Indian Tribes or Tribal	
	State law and procedure for the	organizations present in the State,	
	conduct of such meetings) at such	parents, students, and community	
	time as the eligible agency	organizations;	
	determines necessary to carry out	(3) convening and meeting as an	
	the eligible agency's	eligible agency (consistent with	
	responsibilities under this title, but	State law and procedure for the	
	not less than 4 times annually; and	conduct of such meetings) at such	
		time as the eligible agency	

	 (4) the adoption of such procedures as the eligible agency considers necessary to— (A) implement State level coordination with the activities undertaken by the State boards under section 111 of Public Law 105–220; and (B) make available to the service delivery system under section 121 of Public 	determines necessary to carry out the eligible agency's responsibilities under this title, but not less than 4 times annually; and (4) the adoption of such procedures as the eligible agency considers necessary to— (A) implement State level coordination with the activities undertaken by the State boards under section 101 of the Workforce Innovation and	
	Law 105–220 within the State a listing of all school dropout, postsecondary education, and adult programs assisted under this title. (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.	 Opportunity Act; and (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. (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 	
State Plan	(a) STATE PLAN.— (1) IN GENERAL.—Each eligible agency desiring assistance under this title for any fiscal year shall	 part, to 1 or more appropriate State agencies. (a) STATE PLAN.— (1) IN GENERAL.—Each eligible agency desiring assistance under this title for any fiscal year shall 	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

	prepare and submit to the Secretary	prepare and submit to the Secretary	year of the Act. References the provision
	a State plan for a 6-year period,	a State plan for a 4-year period,	below that specifies that at the end of the
	together with such annual revisions	consistent with subsection (b) and	first four-year state plan, eligible agencies
	as the eligible agency determines to	paragraph (5), together with such	have the option to submit another four-year
	be necessary, except that, during	annual revisions as the eligible	plan or submit annual revisions at the end of
	the period described in section 4,	agency determines to be necessary,	that four-year period.
	each eligible agency may submit a	except that, during the period	
	transition plan that shall fulfill the	described in section 4, each eligible	
	eligible agency's obligation to	agency may submit a transition plan	
	submit a State plan under this	that shall fulfill the eligible	
	section for the first fiscal year	agency's obligation to submit a	
	following the date of enactment of	State plan under this section for the	
	the Carl D. Perkins Career and	first fiscal year following the date	
	Technical Education Improvement	of enactment of the Strengthening	
	Act of 2006.	Career and Technical Education for	
		the 21st Century Act.	
((2) REVISIONS.—Each eligible agency—	(2) REVISIONS.—Each eligible agency—	Changes the reference to the length of the
	(A) may submit such annual	(A) may submit such annual	state plan from six years to four years.
	revisions of the State plan to the	revisions of the State plan to the	
	Secretary as the eligible agency	Secretary as the eligible agency	
	determines to be necessary; and	determines to be necessary; and	
	(B) shall, after the second year of	(B) shall, after the second year of	
	the 6-year period, conduct a review	the 4-year period, conduct a review	
	of activities assisted under this title	of activities assisted under this title	
	and submit any revisions of the	and submit any revisions of the	
	State plan that the eligible agency	State plan that the eligible agency	
	determines necessary to the	determines necessary to the	
	Secretary.	Secretary.	
	· · · · · · · · · · · · · · · · · · ·	(3) HEARING PROCESS.—The eligible	Maintains the hearing process, but adds to
	agency shall conduct public hearings in the	agency shall conduct public hearings in the	the list of groups specifically called out in
	State, after appropriate and sufficient	State, after appropriate and sufficient	the statute for the opportunity to present
	notice, for the purpose of affording all	notice, for the purpose of affording all	their view during this process:
	segments of the public and interested	segments of the public and interested	• teachers;
	organizations and groups (including charter	organizations and groups (including	faculty;
	school authorizers and organizers	teachers, faculty, specialized instructional	5.
1	sensor aumorizers and organizers	wallers, racarry, specialized instructional	 specialized instructional support

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.	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.	 personnel; paraprofessionals; school leaders; and Indian Tribes and Tribal organizations that may be present in the State.
No similar provision.	(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.	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.
No similar provision.	(5) OPTIONAL SUBMISSION OF SUBSEQUENT PLANS.—An eligible	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

agency not funds under the plan or requirement section 201 single State eligible age recipients to application requirement	NS.— E PLAN.—An eligible choosing to consolidate section 202 shall fulfill application submission ts of this section, and (c), by submitting a plan. In such plan, the ncy may allow o fulfill the plan or	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). (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	agencies will have the option to develop a new four-year state plan or submit annual revisions to the plan that expired in 2024. 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.
OF 501 PL agency may required un of the plan s 501 of Publ plan submit requirement	SUBMITTED AS PART AN.—The eligible y submit the plan der this section as part submitted under section ic Law 105–220, if the ted pursuant to the t of this section meets nents of this Act.		
(b) PLAN DEVEL (1) IN GEN agency shal (A)	OPMENT.— IERAL.—The eligible	 (c) PLAN DEVELOPMENT.— (1) IN GENERAL.—The eligible agency shall—	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

organizations); guidance counselors, and

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(x) representatives of		
special populations;	(ii) interested	
(xi) representatives	community	
of business and	representatives,	
industry (including	including parents,	
representatives of	students and	
small business); and	community	
(xii) representatives	organizations;	
of labor	(iii) representatives	
organizations in the	of the State	
State; and	workforce	
(B) consult the Governor of	development board	
the State with respect to	established under	
such development.	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	

of labor
organizations in the
State;
(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));
(vii) representatives
of Indian Tribes and
Tribal organizations
located in, or
providing services
in, the State; and
(viii) individuals
with disabilities; and
(B) consult the Governor of
the State, and the heads of
other State agencies with
authority for career and
technical education
programs that are not the

	eligible agency, with respect	
	to the development of the	
	State plan.	
(2) Activities and procedures.—The	(2) ACTIVITIES AND PROCEDURES.—	No change.
eligible agency shall develop effective	The eligible agency shall develop effective	
activities and procedures, including access	activities and procedures, including access	
to information needed to use such	to information needed to use such	
procedures, to allow the individuals and	procedures, to allow the individuals and	
entities described in paragraph (1) to	entities described in paragraph (1) to	
participate in State and local decisions that	participate in State and local decisions that	
relate to development of the State plan.	relate to development of the State plan.	
No similar provision.	(3) CONSULTATION WITH THE	Maintains the requirement to consult with
	GOVERNOR.—The consultation	the Governor during the development of the
	described in paragraph (1)(B) shall include	state plan (as stated above). Adds a new
	meetings of officials from the eligible	requirement for the eligible agency to meet
	agency and the Governor's office and shall	with officials from the Governor's office
	occur—	during the development of the state plan and
	(A) during the development of such plan;	prior to the submission of the state plan.
	and	
	(B) prior to submission of the plan to the	
	Secretary.	
(c) PLAN CONTENTS.—The State plan	(d) PLAN CONTENTS.—The State plan	Changes some of the content requirements
shall include information that—	shall include—	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	New requirement: Adds a specific
	workforce development activities	component to the state plan requiring that a
	(including education and training) in the	summary of the State's workforce
	State, including the degree to which the	development activities be included as well
	State's career and technical education	as a determination of how aligned the
	programs and programs of study are	State's CTE programs and programs of
	aligned with and address the education and	study are to the needs of employers (as
	skill needs of the employers in the State	identified by the state workforce board
	identified by the State board;	established under WIOA).

	(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;	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.
annually evaluate the effectiveness of such	 (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; 	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.
(1) describes the career and technical education activities to be assisted that are	(4) a description of the career and technical education programs or programs of study	Requires a description of the programs or programs of study to be supported,

designed	to meet or exceed the State	that will be supported, developed, or	developed or improved at the state level,
0	levels of performance, including a	improved at the State level, including	including:
descripti		descriptions of—	8
-	A) the career and technical	(A) the programs of study to be	• State-developed programs of study
· · · · · · · · · · · · · · · · · · ·	rograms of study, which may be	developed at the State level and	available for local adoption;
-	dopted by local educational	made available for adoption by	
	gencies and postsecondary	eligible recipients;	• the process and criteria for
	nstitutions to be offered as an	(B) the process and criteria to be	approving locally developed
0	ption to students (and their parents	used for approving locally	programs of study;
	s appropriate) when planning for	developed programs of study or	programe or soundy,
	nd completing future coursework,	career pathways, including how	• how the eligible agency will make
f	or career and technical content	such programs address State	information available about
a	reas that—	workforce development and	programs of study. Expands this list
	(i) incorporate secondary	education needs and the criteria to	to include information about career
	education and	assess the extent to which the local	pathways (including career
	postsecondary education	application under section 132	exploration, work-based learning
	elements;	will—	opportunities, early college high
	(ii) include coherent and	(i) promote continuous	schools, and dual or concurrent
	rigorous content aligned	improvement in academic	enrollment program opportunities)
	with challenging academic	achievement and technical	and guidance and advisement
	standards and relevant	skill attainment;	resources. Also specifies to whom
	career and technical content	(ii) expand access to career	this information would need to be
	in a coordinated,	and technical education for	made available and details that to the
	nonduplicative progression	special populations; and	extent practicable, such information
	of courses that align	(iii) support the inclusion of	should be made available in a
	secondary education with	employability skills in	language students, parents, and
	postsecondary education to	programs of study and	educators can understand.
	adequately prepare students	career pathways;	
	to succeed in postsecondary	(C) how the eligible agency will—	
	education;	(i) make information on	
	(iii) may include the	approved programs of study	
	opportunity for secondary	and career pathways	
	education students to	(including career	
	participate in dual or	exploration, work-based	
	concurrent enrollment	learning opportunities, early	

programs or other ways to	college high schools, and
acquire postsecondary	dual or concurrent
education credits; and	enrollment program
(iv) lead to an industry-	opportunities) and guidance
recognized credential or	and advisement resources,
certificate at the	available to students (and
postsecondary level, or an	parents, as appropriate),
associate or baccalaureate	representatives of secondary
degree;	and postsecondary
(B) how the eligible agency, in	education, and special
consultation with eligible	populations, and to the
recipients, will develop and	extent practicable, provide
implement the career and technical	that information and those
programs of study described in	resources in a language
subparagraph (A);	students, parents, and
(C) how the eligible agency will	educators can understand;
support eligible recipients in	(ii) facilitate collaboration Clause (ii) requires a description of how the
developing and implementing	among eligible recipients in eligible agency will facilitate collaboration
articulation agreements between	the development and among eligible recipients around CTE
secondary education and	coordination of career and programs and programs of study and career
postsecondary education	technical education pathways. Perkins IV required the eligible
institutions;	programs and programs of agency to facilitate coordination among
(D) how the eligible agency will	study and career pathways eligible recipients (including tech prep
make available information about	that include multiple entry recipients) to improve program quality and
career and technical programs of	and exit points; student achievement.
study offered by eligible recipients;	(iii) use State, regional, or
(E) the secondary and	local labor market data to New requirement: Clause (iii) requires a
postsecondary career and technical	determine alignment of description of how the eligible agency will
education programs to be carried	eligible recipients' programs use labor market data to determine
out, including programs that will be	of study to the needs of the alignment of local programs of study to the
carried out by the eligible agency to	State, regional, or local needs of the state, regional or local
develop, improve, and expand	economy, including in- economy. Also requires coordination with
access to appropriate technology in	demand sectors and the State workforce board to support the
career and technical education	occupations identified by local development of career pathways, as
programs;	the State board, and to align appropriate.

(G) how programs at the secondary level will prepare career andcareer and technical education with such needs,	
	ntion of to how
including special populations, to (iv) ensure equal access to Clause (iv) requires a description of the cligible access will ensure the cligible access will ensure the cligible access on the cligible access will ensure the cligible access on the cligib	
graduate from secondary school approved career and the eligible agency will ensu	
with a diploma; technical education to CTE programs of study and the study of the study and the study of the	
(H) how such programs will programs of study and special populations (in lieu of	
prepare career and technical activities assisted under this Perkins IV, which included	
education students, including Act for special populations; how CTE programs will pre	
special populations, academically (v) coordinate with the State populations to receive a dipl	loma).
and technically for opportunities in board to support the local	
postsecondary education or entry development of career Clause (v) requires a descrip	
into high skill, high wage, or high pathways and articulate eligible agency will work with	
demand occupations in current or processes by which career workforce board on develop	0
emerging occupations, and how pathways will be developed pathways, whereas Perkins I	-
participating students will be made by local workforce description of how CTE pro-	grams would
aware of such opportunities; development boards, as prepare students for postsect	
(J) how the eligible agency will appropriate; education or high-skill-high-	-wage or high-
facilitate and coordinate (vi) support effective and demand occupations.	
communication on best practices meaningful collaboration	
among successful recipients of tech between secondary schools, Clause (vi) shifts the focus of	of the
prep program grants under title II postsecondary institutions, description of the collaborat	tion between
and eligible recipients to improve and employers to provide secondary and postsecondar	ry (clause four in
program quality and student students with experience in, Perkins IV about transitions	from
achievement; and understanding of, all subbaccalaureate to baccalau	ureate degree
(L) how the eligible agency will aspects of an industry, programs) to how this collab	boration will
report on the integration of coherent which may include work- provide students with under	
and rigorous content aligned with based learning such as aspects of an industry.	C
challenging academic standards in internships, mentorships,	
career and technical education simulated work Clause (vii) requires a descr	iption of how
programs in order to adequately environments, and other performance gaps will be re-	
evaluate the extent of such hands-on or inquiry-based	
integration; learning activities; and Removes clauses (F), (J), (L	.) in Perkins IV
(4) describes efforts to facilitate the (vii) improve outcomes and from required components of	· · · · · · · · · · · · · · · · · · ·
transition of subbaccalaureate career and reduce performance gaps for	1 ·

technical education students into	CTE concentrators,	
baccalaureate degree programs at	including those who are	
institutions of higher education;	members of special	
	populations; and	
	(D) how the eligible agency may	Clause (D) retains a similar intent to Perkins
	include the opportunity for	IV but changes the language from
	secondary school students to	'transition to subbaccalaureate to
	participate in dual or concurrent	baccalaureate' to 'opportunities for dual or
	enrollment programs, early college	concurrent enrollment.'
	high school, or competency based	
	education;	
(1) describes the career and technical	(5) a description of the criteria and process	
education activities to be assisted that are	for how the eligible agency will approve	criteria for how eligible recipients are
designed to meet or exceed the State	eligible recipients for funds under this Act,	approved for funds, but adds a description
adjusted levels of performance, including a	including how—	of the process used to do so.
description of—	(A) each eligible recipient will	
(F) the criteria that will be used by	promote academic achievement;	
the eligible agency to approve	(B) each eligible recipient will	
eligible recipients for funds under	promote skill attainment, including	
this Act, including criteria to assess	skill attainment that leads to a	
the extent to which the local plan	recognized postsecondary	
will—	credential; and	
(i) promote continuous	(C) each eligible recipient will	
improvement in academic	ensure the comprehensive needs	
achievement;	assessment under section 134(c)	
(ii) promote continuous	takes into consideration local	
improvement of technical	economic and education needs,	
skill attainment; and	including, where appropriate, in-	
(iii) identify and address	demand industry sectors and	
current or emerging	occupations;	
occupational opportunities;		
(2) describes how comprehensive	(6) a description of how the eligible agency	Consolidates elements addressing the
professional development (including initial	will support the recruitment and	recruitment and preparation of CTE teachers
teacher preparation and activities that	preparation of teachers, including special	and faculty and their professional
support recruitment) for career and	education teachers, faculty, school	development (which Perkins V now defines

technical education teachers, faculty,	principals, administrators, specialized	in Section 3). Removes the components
administrators, and career guidance and	instructional support personnel, and	relating to retention of CTE educators and
academic counselors will be provided,	paraprofessionals to provide career and	counselors and the transition to teaching
especially professional development that—	technical education instruction, leadership,	from business and industry.
(A) promotes the integration of	and support, including professional	
coherent and rigorous academic	development that provides the knowledge	
content standards and career and	and skills needed to work with and	
technical education curricula,	improve instruction for special populations;	
including through opportunities for	r · · · · · · · · · · · · · · · · · · ·	
the appropriate academic and career		
and technical education teachers to		
jointly develop and implement		
curricula and pedagogical		
strategies, as appropriate;		
(B) increases the percentage of		
teachers that meet teacher		
certification or licensing		
requirements;		
(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;		
(D) encourages applied learning		
that contributes to the academic and		
career and technical knowledge of	-	
the student;		
(E) provides the knowledge and		
skills needed to work with and		
improve instruction for special		
populations;		
(F) assists in accessing and utilizing		
data, including data provided under		

 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; (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; (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	(7) a description of how the eligible agency will use State leadership funds under section 124;	Specifically requires a description of how State leadership funds will be used.

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

among the members of the	(B) among any consortia that may	
consortia, including the rationale	be formed among secondary	
for such allocation;	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;	
(7) describes how the eligible agency	No similar provision.	Removes the description of how the eligible
will—		agency will provide CTE students with
(A) improve the academic and		academic and technical skills and an
technical skills of students		understanding of all aspects of an industry
participating in career and technical		and ensure that they are taught to the same
education programs, including		proficiencies as other students from the state
strengthening the academic and		plan.
career and technical components of		-
career and technical education		
programs through the integration of		
academics with career and technical		
education to ensure learning in—		
(i) the core academic		
subjects (as defined in		
section 9101 of the		
Elementary and Secondary		
Education Act of 1965); and		
(ii) career and technical		
education subjects;		
(B) provide students with strong		
experience in, and understanding		
of, all aspects of an industry; and		
(C) ensure that students who		
participate in such career and		
technical education programs are		
teennieur euweurion programs ure		

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

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

ev	valuation of such career and technical	development, implementation, and	
ec	ducation programs;	evaluation of such career and technical	
		education programs; and	
(1	11) provides assurances that the eligible	(13) assurances that—	Combines multiple elements of Perkins IV
ag	gency will comply with the requirements	(A) the eligible agency will comply	into one category of assurances that must be
of	f this Act and the provisions of the State	with the requirements of this Act	addressed in the state plan. Most remain
	lan, including the provision of a financial	and the provisions of the State plan,	unchanged, but in some cases, Perkins V
	udit of funds received under this Act	including the provision of a	specifies content that must be covered as
W	which may be included as part of an audit	financial audit of funds received	described below.
	f other Federal or State programs;	under this Act, which may be	
`	12) provides assurances that none of the	included as part of an audit of other	
	unds expended under this Act will be used	Federal or State programs;	
	acquire equipment (including computer	(B) none of the funds expended	
	oftware) in any instance in which such	under this Act will be used to	
	cquisition results in a direct financial	acquire equipment (including	
	enefit to any organization representing the	computer software) in any instance	
	nterests of the acquiring entity or the	in which such acquisition results in	
	mployees of the acquiring entity, or any	a direct financial benefit to any	
af	ffiliate of such an organization;	organization representing the	
		interests of the acquiring entity or	
		the employees of the acquiring	
		entity, or any affiliate of such an	
		organization;	
		(C) the eligible agency will use the	
×	19) describes how funds will be used to	funds to promote preparation for	
	erve individuals in State correctional	high-skill, high-wage, or in-demand	
1n	nstitutions	industry sectors or occupations and	
		non-traditional fields, as identified	
		by the eligible agency;	
			(D) requires an explanation of how funds
(1	15) describes how the elisible agency will	funds provided under this Act to	are used to implement CTE programs and
	15) describes how the eligible agency will	implement career and technical	programs of study in State correctional institutions rather than Perkins IV's
-	rovide local educational agencies, area areer and technical education schools, and	education programs and	
Ca	areer and technical education schools, and	programs of study for individuals in State correctional institutions,	requirement to just "serve" individuals in State correctional institutions as was
		in State correctional institutions,	State correctional institutions as was

	eligible institutions in the State with	including juvenile justice	required under Perkins IV.
	technical assistance;	facilities; and	
		(E) the eligible agency will provide	(E) Continues the requirement of the
		local educational agencies, area	eligible agency to provide eligible recipients
		career and technical education	with technical assistance but now specifies
		schools, and eligible institutions in	that the technical assistance must include
		the State with technical assistance,	support for closing gaps in student
		including technical assistance on	participation and performance in CTE
		how to close gaps in student	programs.
		participation and performance in	
		career and technical education	
		programs; and	
	No similar provision.	(14) a description of the opportunities for	New requirement: Describe how the eligible
		the public to comment in person and in	agency will meet the Act's public comment
		writing on the State plan under this	requirements.
		subsection.	
Consultation	e e	(e) CONSULTATION.—	Maintains that the eligible agency
	agency shall develop the portion of each	(1) IN GENERAL.—The eligible	determines the "split" between secondary,
	State plan relating to the amount and uses	agency shall develop the portion of	postsecondary and adult CTE. Maintains
	of any funds proposed to be reserved for	each State plan relating to the	that eligible agencies must consult with the
	adult career and technical education,	amount and uses of any funds	State education agency and the State agency
	postsecondary career and technical	proposed to be reserved for adult	responsible for overseeing two-year
	education, tech prep education, and	career and technical education,	postsecondary institutions when
	secondary career and technical education	postsecondary career and technical	determining this split of funds. Adds that the
	after consultation with the State agency	education, and secondary career	State agency responsible for adult education
	responsible for supervision of community	and technical education after	must also be consulted about this.
	colleges, technical institutes, or other 2-	consultation with—	
	year postsecondary institutions primarily	(A) the State agency	
	engaged in providing postsecondary career	responsible for supervision	
	and technical education, and the State	of community colleges,	
	agency responsible for secondary	technical institutes, other 2-	
	education. If a State agency finds that a	year postsecondary	
	portion of the final State plan is	institutions primarily	
	objectionable, the State agency shall file	engaged in providing	
	such objections with the eligible agency.	postsecondary career and	

	The eligible agency shall respond to any	technical education, or,	
	objections of the State agency in the State	where applicable,	
	plan submitted to the Secretary.	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	
		(C) the State agency	
		responsible for adult	
		education.	
		(2) OBJECTIONS OF STATE	
		AGENCIES.—If a State agency	
		other than the eligible agency finds	
		that a portion of the final State plan	
		is objectionable, that objection shall	
		be filed together with the State	
		plan. The eligible agency shall	
		respond to any objections of such	
		State agency in the State plan	
		submitted to the Secretary.	
		(3) JOINT SIGNATURE AUTHORITY.—A Governor shall	New requirement: The eligible agency must
			deliver the state plan to the Governor for
		have 30 days prior to the eligible	signature 30 days before submitting the state
		agency submitting the State plan to the Secretary to sign such plan. If	plan to the Secretary. If the Governor does not sign the plan within 30 days of receiving
		the Governor has not signed the	it, the eligible agency must submit the plan
		plan within 30 days of delivery by	without the Governor's signature.
		the eligible agency to the Governor,	
		the eligible agency shall submit the	
		plan to the Secretary without such	
		signature.	
1		Signature.	

Plan	(e) PLAN APPROVAL.—	(f) PLAN APPROVAL.—	Maintains that the Secretary is required to
Approval	(1) IN GENERAL.—The Secretary	(1) IN GENERAL.—Not later than	approve the state plan so long as it "meets
	shall approve a State plan, or a	120 days after the eligible agency	the requirements of the Act" but now has
	revision to an approved State plan,	submits its State plan, the Secretary	120 days, rather than 90, to do so.
	unless the Secretary determines	shall approve such state plan, or a	
	that—	revision of the plan under	Retains the Secretary's ability to disapprove
	(A) the State plan, or	subsection (a)(2) (including a	a state plan if it does not meet the
	revision, respectively, does	revision of State determined levels	requirements of the Act. Despite the
	not meet the requirements of	-	removal of the Federal-to-State performance
	this Act; or	section 113(b)(3)(A)(iii)), if the	negotiation process, the Secretary would
	(B) the State's levels of	Secretary determines that the State	also still have the authority to disapprove
	performance on the core	has submitted in its State plan State	state plans based on the State determined
	indicators of performance	determined levels of performance	levels of performance included in such
	consistent with section 113	that meet the criteria established in	plans. This is because the State determined
	are not sufficiently rigorous	section 113(b)(3), including the	levels of performance are considered to be
	to meet the purpose of this	minimum requirements described in	part of the "requirements of the Act" and, as
	Act.	113(b)(3)(A)(i)(III), unless the	such, are in the purview of reasons why the
	(2) DISAPPROVAL.—The	Secretary —	Secretary may choose to disapprove a state
	Secretary shall not finally	(A) determines that the State	plan.
	disapprove a State plan, except after		
	giving the eligible agency notice	requirements of this Act,	Maintains that if the Secretary elects to
	and an opportunity for a hearing.	including the minimum	disapprove the state plan for any reason,
	(4) TIMEFRAME.—A State plan	requirements as described in	USDE must notify the eligible agency in
	shall be deemed approved by the	section 113(b)(3)(A)(i)(III);	writing, provide justification for its
	Secretary if the Secretary has not	and	disapproval, and grant the eligible agency a
	responded to the eligible agency	(B) meets the requirements	hearing.
	regarding the State plan within 90	of paragraph (2) with	
	days of the date the Secretary	respect to such plan.	
	receives the State plan.	(2) DISAPPROVAL.—The	
		Secretary—	
		(A) shall have the authority	
		to disapprove a State plan	
		only if the Secretary—	
		(i) determines how	
		the State plan fails to	

		meet the	
		requirements of this	
		Act; and	
		(ii) provides to the	
		eligible agency, in	
		writing, notice of	
		such determination	
		and the supporting	
		information and	
		rationale to	
		substantiate such	
		determination; and	
		(B) 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.	
State	(a) STATE PROGRAM	(a) STATE PROGRAM	Maintains that if a State fails to meet at least
Program	IMPROVEMENT.—	IMPROVEMENT.—	90 percent of its State determined level of
Improvemen	(1) PLAN.—If a State fails to meet at	(1) PLAN.—If a State fails to meet at	performance for any of the core indicators,
t	least 90 percent of an agreed upon State	least 90 percent of the State determined	it must implement an improvement plan
	adjusted level of performance for any	level of performance for any of the core	during the first program year following the
	of the core indicators of performance	indicators of performance described in	year for which the State failed to meet is
	described in section $113(b)(3)$, the	section 113(b)(2) for all CTE	target.
	eligible agency shall develop and	concentrators the eligible agency shall	
	implement a program improvement	develop and implement a program	Specifies that the improvement plan must
	plan (with special consideration to	improvement plan (that includes an	include an analysis of the disparities or gaps
	performance gaps identified under	analysis of the performance disparities	in performance and action taken to address
	section 113(c)(2)) in consultation with	or gaps identified under section	them.
	the appropriate agencies, individuals,	113(b)(3)(C)(ii)(II), and actions that	
	and organizations during the first	will be taken to address such gaps) in	

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

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

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

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.after the eligible recipient has been identified for improvement under such paragraph. (B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions— (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; or (ii) based on the impact on the eligible recipient; or the aureed rand technical education program operated by the eligible recipient.adds that the eligible agency may waive the andural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient; or the career and technical education program operated by the eligible recipient.Adds that the eligible agency may waive the anactions for an eligible recipient, if the eligible agency may waive the anaction store an eligible recipient, if the eligible recipient or (iii) hased on the impact on the eligible agency may eligible recipient.Adds that the eligible agency may waive the sanctions for an eligible agency may waive the sanctions for an eligible recipient in requirements described in clause (i) or (ii) have been met.No change.	improvement alon described in	after the aligible reginigent has	
(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.under such paragraph. (B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions— (i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforesen decline in the financial resources of the eligible receipient; or (ii) based on the impact on the eligible receipient's reported performance of the small size of the eligible receipient is reported performance of the small size of the eligible receipient is reported performance of the small size of the eligible receipient is reported performance of the small size of the eligible receipient is reported performance of the small size of the eligible receipient is reported performance of the small size of the eligible receipient.Adds that the eligible agency may waive the sanctions for an eligible receipient is reported performance of the small size of the eligible receipient is reported determines that the requirent for an eligible recipient, if the eligible agency met.No change.(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—The eligible agency shall use funds withheld under paragraph (4) from an eligible(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—The eligible agency shall use funds withheld under paragraph (4) from an eligibleNo change.	1 1		
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for the same core indicator of performance for 3 consecutive years.CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions—(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; or (i) based on the impact on the eligible recipient is reported performance of the small size of the eligible recipient is reported performance of the small size of the eligible recipient is reported performance of the small size of the eligible recipient, if the eligible agency requirements described in clause (i) or (ii) have been met.Adds that the eligible agency may waive the sanctions or a public request from an eligible(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS.—The eligible agency shall use funds withheld under paragraph (4) from an eligi			
performance for 3 consecutive years.determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions— (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; or (ii) based on the impact on the eligible recipient's reported performance of the small size of the eligible recipient.Adds that the eligible agency may waive the eligible agency adds that the eligible agency may waive the sanctions of an eligible requirements described in clause (i) or (ii) have been met.Adds that the eligible agency may waive the singible recipient in response to a public request.(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS—The eligible agency shall use funds withheld under paragraph (4) from an eligible under paragraph (4) from an eligible under paragraph (4) from an eligible(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS—The eligible agency shall use funds withheld under paragraph (4) from an eligible(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS—The eligible agency shall use funds withheld under paragraph (4) from an eligibleNo change.			
years. (B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions— (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; or (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.sanctions under subparagraph (A), the eligible agency may waive imposing sanctions— (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; or (ii) based on the impact on the eligible recipient; or (iii) based on the impact on the eligible recipient; or (iii) in response to a public requierements described in clause (1) or (ii) have been met.Adds that the eligible agency may waive the sanctions for an eligible recipient in response to a public response to a public request.(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS—The eligible agency shall use funds withheld under paragraph (4) from an eligible(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS—The eligible agency shall use funds withheld under paragraph (4) from an eligibleNo change.			
(B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES.—In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions— (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; or (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.the eligible agency may waive imposing sanctions— odeline in the financial resources of the eligible recipient; or (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.the eligible agency may waive imposing sanctions— decline in the financial recipient; or (iii) hased on the impact on the eligible recipient.dds that the eligible agency may waive the sanctions for an eligible recipient in resources of a public request from an eligible recipient or (iii) have been met.Adds that the eligible agency may waive the sanctions for an eligible recipient in resources of a public requirements described in clause() or (ii) have been met.Adds that the eligible agency may waive the sanctions for an eligible recipient in resources of a public requirements described in clause() or (ii) have been met.No change.		U	
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(r) in require and recention of requirements, require, specialized (r) is a require use of rules, whereas a similar		(A) the recruitment and retention of	education teachers, faculty, specialized	to a required use of funds, whereas a similar
career and technical education instructional support personnel, or				

teachers, faculty, administrators,	paraprofessionals, such as preservice,	use of funds was permissible under Perkins
and career guidance and academic	professional development, or leadership	IV.
counselors, including individuals in	development programs; and	1 V.
groups underrepresented in the	development programs, and	
teaching profession; and		
(B) the transition to teaching from		
business and industry, including		
small business;		
REQUIRED USE OF STATE		
LEADERSHIP FUNDS:		
(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—		
(A) provide in-service and		
preservice training in career and		
technical education programs—		
(i) on effective integration		
and use of challenging		
academic and career and		
technical education		
provided jointly with		
academic teachers to the		
extent practicable;		
(ii) on effective teaching		
skills based on research that		
includes promising		
practices;		
(iii) on effective practices to		
improve parental and		

community involvement; and (iv) on effective use of scientifically based research and data to improve instruction;(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; (C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113; (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— (i) stay current with the needs, expectations, and methods of industry; (ii) can effectively develop rigorous and challenging, integrated academic and	
career and technical	

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;		
REQUIRED USE OF STATE	REQUIRED USE OF STATE	No change.
LEADERSHIP FUNDS: (9) technical	LEADERSHIP FUNDS: (D) technical	
assistance for eligible recipients.	assistance for eligible recipients; and	
REQUIRED USE OF STATE	REQUIRED USE OF STATE	Requires the eligible agency to look at the
LEADERSHIP FUNDS: (1) an assessment	LEADERSHIP FUNDS: (2) report on the	effectiveness of funds in achieving the goals
of the career and technical education	effectiveness of such use of funds in	and levels of performance in the state plan
programs carried out with funds under this	achieving the goals described in section	and reducing performance gaps.
title, including an assessment of how the	122(d)(2) and the State determined levels	
needs of special populations are being met	of performance described in section $112(h)(2)(A)$ and reducing disperities or	
and how the career and technical education	113(b)(3)(A), and reducing disparities or	
programs are designed to enable special	performance gaps as described in section 112 (b)(2)(C)(ii)(U)	
populations to meet State adjusted levels of performance and prepare the special	113(b)(3)(C)(ii)(II).	
populations for further education, further		
populations for further education, further		

training, or for high skill, high wage, or		
high demand occupations;		
REQUIRED USE OF STATE	No similar provision.	Eliminates the permissible use of State
LEADERSHIP FUNDS: (2) developing,	1	leadership funds related to developing,
improving, or expanding the use of		improving or expanding the use of
technology in career and technical		technology. However, this activity could be
education that may include—		covered by the "catch all" last permissive
(A) training of career and technical		use of State leadership funds.
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;	AT 1 11 1 1	
REQUIRED USE OF STATE	No similar provision.	Removes supporting CTE programs that
LEADERSHIP FUNDS: (4) supporting		improve the academic and career and
career and technical education programs		technical skills of students participating in
that improve the academic and career and		the required uses of State leadership funds,
technical skills of students participating in		but improving the academic and career and
career and technical education programs by		technical skills of students is included as
strengthening the academic and career and		one component of a permissible use of state
technical components of such career and		leadership funds as noted below.

	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;		
	REQUIRED USE OF STATE	No similar provision included as a required	Shifts partnership development from a
	LEADERSHIP: (6) supporting partnerships	use of funds.	required to a permissible use of funds (see
	among local educational agencies,		use of funds number four below).
	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);		
State	(c) PERMISSIBLE USES OF FUNDS.—	(b) PERMISSIBLE USES OF FUNDS.—	Maintains the current 10 percent set-aside
Leadership	The leadership activities described in	The State leadership activities described in	for State Leadership activities and details 25
Activities	subsection (a) may include—	subsection (a) may include—	permissible uses of funds compared to 17
			permissible uses of funds in Perkins IV.
	No similar provision.	PERMISSIBLE USE OF STATE	Specifically calls out that State leadership
		LEADERSHIP FUNDS:	funds can be used on programs of study.
		(1) developing statewide programs of	
		study, which may include standards,	
		curriculum, and course development, and	
		career exploration, guidance, and	
		advisement activities and resources;	

1	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:	Specifically calls out that State leadership funds can be used to approve locally
	(2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);	developed programs of study.
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	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (3) establishing statewide articulation agreements aligned to approved programs of study;	Removes the reference to tech prep programs.
PERKINS IV: (6) supporting partnerships among local	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (4) establishing statewide industry or sector partnerships among local	Makes establishing partnerships a permissible (rather than required, as under Perkins IV) use of funds.
education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations,	educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that	Adds Indian Tribes and Tribal organizations and removing intermediaries.
partnerships, to enable students to achieve State academic standards, and career and	may be present in the State, employers, including small businesses, and parents, as appropriate to—	Adds specific examples of what such partnerships may do (i.e., develop and implement programs of study, establish or
technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);	(A) develop and implement programs of study aligned to State and local economic and education needs, including as appropriate, in- demand industry sectors and	expand opportunities for students to complete coursework that integrates technical and academic instruction or earn a recognized postsecondary credential, facilitate work-based learning
REQUIRED USE OF FUNDS IN PERKINS IV: (4) supporting career and technical education programs that improve the	occupations; (B) facilitate the establishment, expansion, and integration of	opportunities), instead of a general focus on enabling students to achieve state academic standards, CTE skills and complete CTE programs of study.

academic and career and technical skills of	opportunities for students at the	
students participating in career and	secondary level to—	
technical education programs by	(i) successfully complete	Incorporates the idea of students
strengthening the academic and career and	coursework that integrates	successfully completing courses that
technical components of such career and	rigorous and challenging	integrate challenging academic and
technical education programs, through the	technical and academic	technical instruction in the context of
integration of coherent and relevant content		partnerships, whereas Perkins IV included
aligned with challenging academic	challenging State academic	this as a separate, required use of funds.
standards and relevant career and technical	standards adopted by the	
education, to ensure achievement in—	State under section	
(A) the core academic subjects (as	1111(b)(1) of the	
defined in section 9101 of the	Elementary and Secondary	
Elementary and Secondary	Education Act of 1965; and	
Education Act of 1965); and	(ii) earn a recognized	
(B) career and technical education	postsecondary credential or	
subjects;	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	
	(C) facilitate work-based learning	
	opportunities (including,	
	internships, externships, and	
	simulated-work environments) into	
	programs of study;	
REQUIRED USE OF FUNDS IN	PERMISSIBLE USE OF STATE	Adds professional development activities as
PERKINS IV:	LEADERSHIP FUNDS:	a permissible uses of funds (in addition to
(3) professional development programs,	(5) for teachers, faculty, specialized	required); Perkins IV was only a required
including providing comprehensive	instructional support personnel, and	use of funds.
professional development (including initial	paraprofessionals providing career and	
teacher preparation) for career and	technical education instruction, support	
technical education teachers, faculty,	services, and specialized instructional	

administrators, and career guidance and	support services, high-quality	
academic counselors at the secondary and	comprehensive professional development	
postsecondary levels, that support activities	that is, to the extent practicable, grounded	
described in section 122 and—	in evidence-based research (to the extent a	
(A) provide in-service and	State determines that such evidence is	
preservice training in career and	reasonably available) that identifies the	
technical education programs—	most effective educator professional	
(i) on effective integration	development process and is coordinated	
and use of challenging	and aligned with other professional	
academic and career and	development activities carried out by the	
technical education	State (including under title II of the	
provided jointly with	Elementary and Secondary Education Act	
academic teachers to the	of 1965 and title II of the Higher Education	
extent practicable;	Act of 1965), including programming	
(ii) on effective teaching	that—	
skills based on research that	(A) promotes the integration of the	
includes promising	challenging State academic	
practices;	standards adopted by the State	
(iii) on effective practices to	under section 1111(b)(1) of the	
improve parental and	Elementary and Secondary	
community involvement;	Education Act of 1965 and relevant	
and	technical knowledge and skills,	
(iv) on effective use of	including programming jointly	
scientifically based research	delivered to academic and career	
and data to improve	and technical education teachers;	
instruction;	(B) prepares career and technical	
(B) are high quality, sustained,	education teachers, faculty,	
intensive, and classroom- focused	specialized instructional support	
in order to have a positive and	personnel, and paraprofessionals to	
lasting impact on classroom	provide appropriate	
instruction and the teacher's	accommodations for students who	
performance in the classroom, and	are members of special populations,	
are not 1-day or short-term	including through the use of	
workshops or conferences;	principles of universal design for	
	learning, multi-tier systems of	

(C) will help teachers and personnel	supports, and positive behavioral
to improve student achievement in	interventions and support; and
order to meet the State adjusted	(C) increases the ability of teachers,
levels of performance established	faculty, specialized instructional
under section 113;	support personnel, and
(D) will support education	paraprofessionals providing career
programs for teachers of career and	and technical education instruction
technical education in public	to stay current with industry
schools and other public school	standards and earn an industry-
personnel who are involved in the	recognized credential or license, as
direct delivery of educational	appropriate, including by assisting
services to career and technical	those with relevant industry
education students to ensure that	experience in obtaining State
teachers and personnel—	teacher licensure or credential
(i) stay current with the	requirements;
needs, expectations, and	
methods of industry;	
(ii) can effectively develop	
rigorous and challenging,	
integrated academic and	
career and technical	
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 te certification or licensing and professional development acti that the State carries out under II of the Elementary and Secon Education Act of 1965 and titl of the Higher Education Act of 1965;	ities title dary e II	
See required uses of funds number nin above.	e 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;	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.
PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (10) awarding incentive grants to elig recipients— (A) for exemplary performance carrying out programs under the Act, which awards shall be bas on— (i) eligible recipients exceeding the local adj levels of performance established under secti 113(b) in a manner that reflects sustained or significant improveme (ii) eligible recipients effectively developing	e in is ed (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	Maintains the ability for the eligible agency to issue incentive grants out of the State leadership funds; substantially similar to Perkins IV.

		1
connections between	(ii) eligible recipients	
secondary education and	effectively developing	
postsecondary education	connections between	
and training;	secondary education and	
(iii) the adoption and	postsecondary education	
integration of coherent and	and training;	
rigorous content aligned	(iii) the integration of	
with challenging academic	academic and technical	
standards and technical	standards;	
coursework;	(iv) eligible recipients'	
(iv) eligible recipients'	progress in closing	
progress in having special	achievement gaps among	
populations who participate	subpopulations who	
in career and technical	participate in programs of	
education programs meet	study; or	
local adjusted levels of	(v) other factors relating to	
performance; or	the performance of eligible	
(v) other factors relating to	recipients under this Act as	
the performance of eligible	the eligible agency	
recipients under this Act as	determines are appropriate;	
the eligible agency	or	
determines are appropriate;	(B) if an eligible recipient elects to	
or	use funds as permitted under	
(B) if an eligible recipient elects to	section 135(c);	
use funds as permitted under		
section 135(c)(19);		
No similar provision.	PERMISSIBLE USE OF STATE	Adoption and integration of recognized
i	LEADERSHIP FUNDS:	postsecondary credentials and work-based
	(8) providing support for—	learning into programs of study (and data
	(A) the adoption and integration of	collection related to this) are a specified
	recognized postsecondary	permissible use of State leadership funds.
	credentials and work-based learning	r i i i i i i i i i i i i i i i i i i i
	into programs of study, and for	
	increasing data collection	
	associated with recognized	

	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;	
No similar provision.	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (9) the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;	New permissible use of State leadership funds: Support for pay for success initiatives.
PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (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;	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (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;	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.
No similar provision.	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS: (11) the creation, evaluation, and support of competency-based curricula;	New permissible use of State leadership funds: Support for competency-based curricula.
No similar provision.	PERMISSIBLE USE OF STATE LEADERSHIP FUNDS:	New permissible use of state leadership funds: Specifically calls out support for

	(12) support for the development,	programs of study or career pathways for
	implementation, and expansion of	areas declared to be in a state of emergency
	programs of study or career pathways in	as a permissible uses of State leadership
	areas declared to be in a state of emergency	funds.
	under section 501 of the Robert T. Stafford	
	Disaster Relief and Emergency Assistance	
	Act (42 U.S.C. 5191);	
PERMISSIBLE USE OF STATE	PERMISSIBLE USE OF STATE	Shifts the focus of the support for
LEADERSHIP FUNDS:	LEADERSHIP FUNDS:	intermediaries. Perkins IV noted that this
(8) support for partnerships between	(13) partnering with qualified	support could include cooperative education
education and business or business	intermediaries to improve training, the	and adjunct faculty arrangements, whereas
intermediaries, including cooperative	development of public-private partnerships,	Perkins V specifies that partnerships with
education and adjunct faculty arrangements	systems development, capacity-building,	intermediaries should support specific
at the secondary and postsecondary levels;	and scalability of the delivery of high-	activities (e.g., capacity-building).
	quality career and technical education;	
PERMISSIBLE USE OF STATE	PERMISSIBLE USE OF STATE	Refocuses career guidance and academic
LEADERSHIP FUNDS:	LEADERSHIP FUNDS:	counseling programs on helping students
(1) improvement of career guidance and	(14) improvement of career guidance and	make informed decisions about their
academic counseling programs that assist	academic counseling programs that assist	educational paths and the related financial
students in making informed academic and	students in making informed academic and	implications of those decisions.
career and technical education decisions,	career and technical education decisions,	
including—	including academic and financial aid	
(A) encouraging secondary and	counseling;	
postsecondary students to graduate with a		
diploma or degree; and		
(B) exposing students to high skill, high		
wage occupations and non-traditional		
 fields;		
No similar provision.	PERMISSIBLE USE OF STATE	New permissible use of State leadership
	LEADERSHIP FUNDS:	funds: Support for the integration of
	(15) support for the integration of	employability skills into CTE programs and
	employability skills into career and	programs of study.
	technical education programs and programs	
	of study;	

REQUIRED USE OF STATE	PERMISSIBLE USE OF STATE	Focuses more broadly on increasing student
LEADERSHIP FUNDS:	LEADERSHIP FUNDS:	access and success in STEM fields (instead
(2) developing, improving, or expanding	(16) support for programs and activities	of just technology). Adds support for other
the use of technology in career and	that increase access, student engagement,	activities such as the integration of arts and
technical education that may include—	and success in science, technology,	design skills and hands-on learning,
(A) training of career and technical	engineering, and mathematics fields	particularly for students who are members
education teachers, faculty, career	(including computer science, coding, and	of groups underrepresented in such subject
guidance and academic counselors,	architecture), support for the integration of	fields, such as female students, minority
and administrators to use	arts and design skills, and support for	students, and students who are members of
technology, including distance	hands-on learning, particularly for students	special populations.
learning;	who are members of groups	special populations.
(B) providing career and technical	underrepresented in such subject fields,	
education students with the	such as female students, minority students,	
academic and career and technical	and students who are members of special	
skills (including the mathematics	populations;	
and science knowledge that	p op minons,	
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;		
PERMISSIBLE USE OF STATE	PERMISSIBLE USE OF STATE	Maintains supporting CTSOs as a
LEADERSHIP FUNDS:	LEADERSHIP FUNDS:	permissible use of State leadership funds
(4) support for career and technical student	(17) support for career and technical	and adds a focus on increasing participation
organizations, especially with respect to	student organizations, especially with	of students in nontraditional fields
efforts to increase the participation of	respect to efforts to increase the	
students who are members of special	participation of students in nontraditional	
populations;	fields and students who are members of	
	special populations;	
PERMISSIBLE USE OF STATE	PERMISSIBLE USE OF STATE	Specifies support for establishing and
LEADERSHIP FUNDS:	LEADERSHIP FUNDS:	expanding work-based learning

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

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

(9) support to improve or develop new career and technical education courses and initiatives, including career clusters, career	(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the	
academies, and distance education, that prepare individuals academically and	secondary education level that integrates	
technically for high skill, high wage, or	rigorous academic, technical, and employability contents through career and	
high demand occupations;	technical education programs and programs	
	of study that address needs described in the	
	comprehensive needs assessment under	
	section 134(c);	
PERMISSIBLE USE OF STATE	(25) other State leadership activities that	Provides the eligible agency the flexibility
LEADERSHIP FUNDS:	improve career and technical education.	to support other activities not specified in
(5) support for public charter schools operating career and technical education		the Act.
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	V	
referral to the system established under		
section 121 of Public Law 105–220; PERMISSIBLE USE OF STATE		
LEADERSHIP FUNDS:		

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

the Census for the purpose	the Census for the purpose	
of determining eligibility	of determining eligibility	
under title I of the	under title I of the	
Elementary and Secondary	Elementary and Secondary	
Education Act of 1965; or	Education Act of 1965; or	
(B) student membership	(B) student membership	
data collected by the	data collected by the	
National Center for	National Center for	
Education Statistics through	Education Statistics through	
the Common Core of Data	the Common Core of Data	
survey system.	survey system.	
(2) SEVENTY PERCENT.—	(2) SEVENTY PERCENT.—	
Seventy percent shall be allocated	Seventy percent shall be allocated	
to such local educational agencies	to such local educational agencies	
in proportion to the number of	in proportion to the number of	
individuals aged 5 through 17,	individuals aged 5 through 17,	
inclusive, who reside in the school	inclusive, who reside in the school	
district served by such local	district served by such local	
educational agency and are from	educational agency and are from	
families below the poverty level for	families below the poverty level for	
the preceding fiscal year, as	the preceding fiscal year, as	
determined on the basis of the most	determined on the basis of the most	
recent satisfactory data used under	recent satisfactory data used under	
section $1124(c)(1)(A)$ of the	section $1124(c)(1)(A)$ of the	
Elementary and Secondary	Elementary and Secondary	
Education Act of 1965, compared	Education Act of 1965, compared	
to the total number of such	to the total number of such	
individuals who reside in the school	individuals who reside in the school	
districts served by all the local	districts served by all the local	
educational agencies in the State for	educational agencies in the State for	
such preceding fiscal year.	such preceding fiscal year.	
(3) ADJUSTMENTS.—Each	(3) ADJUSTMENTS.—Each	
eligible agency, in making the	eligible agency, in making the	
allocations under paragraphs (1)	allocations under paragraphs (1)	

and (2), shall adjust the data used to	and (2), shall adjust the data used to	
make the allocations to—	make the allocations to—	
(A) reflect any change in	(A) reflect any change in	
school district boundaries	school district boundaries	
that may have occurred	that may have occurred	
since the data were	since the data were	
collected; and	collected; and	
(B) include local	(B) include local	
educational agencies	educational agencies	
without geographical	without geographical	
boundaries, such as charter	boundaries, such as charter	
schools and secondary	schools and secondary	
schools funded by the	schools funded by the	
Bureau of Indian Affairs.	Bureau of Indian	
(b) WAIVER FOR MORE EQUITABLE	Education.	
DISTRIBUTION.—The Secretary may	(b) WAIVER FOR MORE EQUITABLE	
waive the application of subsection (a) in	DISTRUBTION The Secretary may	
the case of any eligible agency that submits	waive the application of subsection (a) in	
to the Secretary an application for such a	the case of any eligible agency that submits	
waiver that—	to the Secretary an application for such a	
(1) demonstrates that a proposed	waiver that—	
alternative formula more effectively	(1) demonstrates that a proposed	
targets funds on the basis of poverty	alternative formula more effectively	
(as defined by the Office of	targets funds on the basis of poverty	
Management and Budget and	(as defined by the Office of	
revised annually in accordance with	Management and Budget and	
section 673(2) of the Community	revised annually in accordance with	
Services Block Grant Act (42	section 673(2) of the Community	
U.S.C. 9902(2))) to local	Services Block Grant Act (42	
educational agencies within the	U.S.C. 9902(2))) to local	
State than the formula described in	educational agencies within the	
subsection (a); and	State than the formula described in	
(2) includes a proposal for such an	subsection (a); and	
alternative formula.	(2) includes a proposal for such an	
(c) MINIMUM ALLOCATION.—	alternative formula.	

	(1) IN GENERAL.—Except as	(c) MINIMUME ALLOCATION.—	
	provided in paragraph (2), a local	(1) IN GENERAL Except as	
	educational agency shall not receive	provided in paragraph (2), a local	
	an allocation under subsection (a)	educational agency shall not receive	
	unless the amount allocated to such	an allocation under subsection (a)	
	agency under subsection (a) is	unless the amount allocated to such	
	greater than \$15,000. A local	agency under subsection (a) is	
	educational agency may enter into a		
	consortium with other local	educational agency may enter into a	
	educational agencies for purposes	consortium with other local	
	of meeting the minimum allocation	educational agencies for purposes	
	requirement of this paragraph.	of meeting the minimum allocation	
	(2) WAIVER.—The eligible	requirement of this paragraph.	
	agency shall waive the application	(2) WAIVER.—The eligible	
	of paragraph (1) in any case in	agency shall waive the application	
	which the local educational	of paragraph (1) in any case in	
	agency—	which the local educational	
	(A)(i) is located in a rural,	agency—	
	sparsely populated area; or	(A)(i) is located in a rural,	
	(ii) is a public charter school		
	operating secondary school	(ii) is a public charter school	
	career and technical	operating secondary school	
	education programs; and	career and technical	
	(B) demonstrates that the	education programs or	
	local educational agency is	programs of study; and	
	unable to enter into a	(B) demonstrates that the	
	consortium for purposes of	local educational agency is	
	providing activities under	unable to enter into a	
	this part.	consortium for purposes of	
	(3) REDISTRIBUTION.—Any	providing activities under	
	amounts that are not allocated by	this part.	
	reason of paragraph (1) or	(3) Redistribution.—Any amounts	
	paragraph (2) shall be redistributed	that are not allocated by reason of	
1	to local educational agencies that	paragraph (1) or paragraph (2) shall	
	meet the requirements of paragraph	be redistributed to local educational	

(1) or (2) in accordance with the	agencies that meet the requirements	
provisions of this section.	of paragraph (1) or (2) in	
(d) LIMITED JURISDICTION	accordance with the provisions of	
AGENCIES.—	this section.	
(1) IN GENERAL.—In applying	(d) LIMITED JURISDICTION	
the provisions of subsection (a), no	AGENCIES.—	
eligible agency receiving assistance	(1) IN GENERAL.—In applying	
under this title shall allocate funds	the provisions of subsection (a), no	
to a local educational agency that	eligible agency receiving assistance	
serves only elementary schools, but	under this title shall allocate funds	
shall distribute such funds to the	to a local educational agency that	
local educational agency or regional	serves only elementary schools, but	
educational agency that provides	shall distribute such funds to the	
secondary school services to	local educational agency or regional	
secondary school students in the	educational agency that provides	
same attendance area.	secondary school services to	
(2) SPECIAL RULE.—The amount	secondary school students in the	
to be allocated under paragraph (1)	same attendance area.	
to a local educational agency that	(2) SPECIAL RULE.—The amount	
has jurisdiction only over secondary	to be allocated under paragraph (1)	
schools shall be determined based	to a local educational agency that	
on the number of students that	has jurisdiction only over secondary	
entered such secondary schools in	schools shall be determined based	
the previous year from the	on the number of students that	
elementary schools involved.	entered such secondary schools in	
(e) ALLOCATIONS TO AREA CAREER	the previous year from the	
AND TECHNICAL EDUCATION	elementary schools involved.	
SCHOOLS AND EDUCATIONAL	(e) ALLOCATIONS TO AREA CAREER	
SERVICE AGENCIES.—	AND TECHNICAL EDUCATION	
(1) IN GENERAL.—Each eligible	SCHOOLS AND EDUCATIONAL	
agency shall distribute the portion	SERVICE AGENCIES.—	
of funds made available under	(1) IN GENERAL.—Each eligible	
section 112(a)(1) for any fiscal year	agency shall distribute the portion	
by such eligible agency for career	of funds made available under	
and technical education activities at	section 112(a)(1) for any fiscal year	

the secondary level under this	by such eligible agency for career	
section to the appropriate area	and technical education activities at	
career and technical education	the secondary level under this	
school or educational service	section to the appropriate area	
agency in any case in which the	career and technical education	
area career and technical education	school or educational service	
school or educational service	agency in any case in which the	
agency, and the local educational	area career and technical education	
agency concerned—	school or educational service	
(A) have formed or will	agency, and the local educational	
form a consortium for the	agency concerned—	
purpose of receiving funds	(A) have formed or will	
under this section; or	form a consortium for the	
(B) have entered into or will	purpose of receiving funds	
enter into a cooperative	under this section; or	
arrangement for such	(B) have entered into or will	
purpose.	enter into a cooperative	
(2) ALLOCATION BASIS.—If an	arrangement for such	
area career and technical education	purpose.	
school or educational service	(2) ALLOCATION BASIS.—If an	
agency meets the requirements of	area career and technical education	
paragraph (1), then the amount that	school or educational service	
would otherwise be distributed to	agency meets the requirements of	
the local educational agency shall	paragraph (1), then the amount that	
be allocated to the area career and	would otherwise be distributed to	
technical education school, the	the local educational agency shall	
educational service agency, and the	be allocated to the area career and	
local educational agency based on	technical education school, the	
each school, agency or entity's	educational service agency, and the	
relative share of students who are	local educational agency based on	
attending career and technical	each school, agency or entity's	
education programs (based, if	relative share of students who are	
practicable, on the average	attending career and technical	
enrollment for the preceding 3	education programs (based, if	
years).	practicable, on the average	

(3) APPEALS PROCEDURE.—	enrollment for the preceding 3	
The eligible agency shall establish	years).	
an appeals procedure for resolution	(3) APPEALS PROCEDURE.—	
of any dispute arising between a	The eligible agency shall establish	
local educational agency and an	an appeals procedure for resolution	
area career and technical education	of any dispute arising between a	
school or an educational service	local educational agency and an	
agency with respect to the	area career and technical education	
allocation procedures described in	school or an educational service	
this section, including the decision	agency with respect to the	
of a local educational agency to	allocation procedures described in	
leave a consortium or terminate a	this section, including the decision	
cooperative arrangement.	of a local educational agency to	
(f) CONSORTIUM REQUIREMENTS.—	leave a consortium or terminate a	
(1) ALLIANCE.—Any local	cooperative arrangement.	
educational agency receiving an	(f) CONSORTIUM REQUIREMENTS.—	
allocation that is not sufficient to	(1) ALLIANCE.—Any local	
conduct a program which meets the	educational agency receiving an	
requirements of section 135 is	allocation that is not sufficient to	
encouraged to—	conduct a program which meets the	
(A) form a consortium or	requirements of section 135 is	
enter into a cooperative	encouraged to—	
agreement with an area	(A) form a consortium or	
career and technical	enter into a cooperative	
education school or	agreement with an area	
educational service agency	career and technical	
offering programs that meet	education school or	
the requirements of section	educational service agency	
135;	offering programs that meet	
(B) transfer such allocation	the requirements of section	
to the area career and	135;	
technical education school	(B) transfer such allocation	
or educational service	to the area career and	
agency; and	technical education school	

(C) operate programs that	or educational service	
are of sufficient size, scope,	agency; and	
and quality to be effective.	(C) operate programs that	
(2) FUNDS TO CONSORTIUM.—	are of sufficient size, scope,	
Funds allocated to a consortium	and quality to be effective.	
formed to meet the requirements of	(2) FUNDS TO CONSORTIUM.—	
this subsection shall be used only	Funds allocated to a consortium	
for purposes and programs that are	formed to meet the requirements of	
mutually beneficial to all members	this subsection shall be used only	
of the consortium and can be used	for purposes and programs that are	
only for programs authorized under	mutually beneficial to all members	
this title. Such funds may not be	of the consortium and can be used	
reallocated to individual members	only for programs authorized under	
of the consortium for purposes or	this title. Such funds may not be	
programs benefitting only 1	reallocated to individual members	
member of the consortium.	of the consortium for purposes or	
(g) DATA.—The Secretary shall collect	programs benefitting only 1	
information from eligible agencies	member of the consortium.	
regarding the specific dollar allocations	(g) DATA.—The Secretary shall collect	
made available by the eligible agency for	information from eligible agencies	
career and technical education programs	regarding the specific dollar allocations	
under subsections (a), (b), (c), (d), and (e)	made available by the eligible agency for	
and how these allocations are distributed to	career and technical education programs	
local educational agencies, area career and	and programs of study under subsections	
technical education schools, and	(a), (b), (c), (d), and (e) and how these	
educational service agencies, within the	allocations are distributed to local	
State in accordance with this section.	educational agencies, area career and	
(h) SPECIAL RULE.—Each eligible	technical education schools, and	
agency distributing funds under this section	e	
shall treat a secondary school funded by	State in accordance with this section.	
the Bureau of Indian Affairs within the	(h) Special Rule.—Each eligible agency	
State as if such school were a local	distributing funds under this section shall	
educational agency within the State for the	treat a secondary school funded by the	
purpose of receiving a distribution under	Bureau of Indian Education within the	
this section.	State as if such school were a local	

		educational agency within the State for the	
		purpose of receiving a distribution under	
		this section.	
Distribution	(a) ALLOCATION.—	(a) ALLOCATION.—	No change.
of Funds to	(1) IN GENERAL.—Except as	(1) IN GENERAL.—Except as	
Postseconda	provided in subsections (b) and (c)	provided in subsections (b) and (c)	
ry	and section 133, each eligible	and section 133, each eligible	
Education	agency shall distribute the portion	agency shall distribute the portion	
Programs	of the funds made available under	of the funds made available under	
	section 112(a)(1) to carry out this	section 112(a)(1) to carry out this	
	section for any fiscal year to	section for any fiscal year to	
	eligible institutions or consortia of	eligible institutions or consortia of	
	eligible institutions within the State.	eligible institutions within the State.	
	(2) FORMULA.—Each eligible	(2) FORMULA.—Each eligible	
	institution or consortium of eligible	institution or consortium of eligible	
	institutions shall be allocated an	institutions shall be allocated an	
	amount that bears the same	amount that bears the same	
	relationship to the portion of funds	relationship to the portion of funds	
	made available under section	made available under section	
	112(a)(1) to carry out this section	112(a)(1) to carry out this section	
	for any fiscal year as the sum of the	for any fiscal year as the sum of the	
	number of individuals who are	number of individuals who are	
	Federal Pell Grant recipients and	Federal Pell Grant recipients and	
	recipients of assistance from the	recipients of assistance from the	
	Bureau of Indian Affairs enrolled in	Bureau of Indian Affairs enrolled in	
	programs meeting the requirements	programs meeting the requirements	
	of section 135 offered by such	of section 135 offered by such	
	institution or consortium in the	institution or consortium in the	
	preceding fiscal year bears to the	preceding fiscal year bears to the	
	sum of the number of such	sum of the number of such	
	recipients enrolled in such	recipients enrolled in such	
	programs within the State for such	programs within the State for such	
	year.	year.	
	(3) CONSORTIUM	(3) CONSORTIUM	
	REQUIREMENTS.—	REQUIREMENTS.—	
L			l

(A) IN GENERAL.—In	(A) In general.—In order	
order for a consortium of	for a consortium of eligible	
eligible institutions	institutions described in	
described in paragraph (2)	paragraph (2) to receive	
to receive assistance	assistance pursuant to such	
pursuant to such paragraph	, paragraph, such consortium	
such consortium shall	shall operate joint projects	
operate joint projects that—	- that—	
(i) provide services	(i) provide services	
to all postsecondary	to all postsecondary	
institutions	institutions	
participating in the	participating in the	
consortium; and	consortium; and	
(ii) are of sufficient	(ii) are of sufficient	
size, scope, and	size, scope, and	
quality to be	quality to be	
effective.	effective.	
(B) FUNDS TO	(B) FUNDS TO	
CONSORTIUM.—Funds	CONSORTIUM.—Funds	
allocated to a consortium	allocated to a consortium	
formed to meet the	formed to meet the	
requirements of this section	requirements of this section	
shall be used only for	shall be used only for	
purposes and programs that	purposes and programs that	
are mutually beneficial to a	11 are mutually beneficial to all	
members of the consortium	members of the consortium	
and shall be used only for	and shall be used only for	
programs authorized under	programs authorized under	
this title. Such funds may	this title. Such funds may	
not be reallocated to	not be reallocated to	
individual members of the	individual members of the	
consortium for purposes or	consortium for purposes or	
programs benefitting only	1 1	
member of the consortium.	member of the consortium.	

(4) WAIVER.—The eligible	(4) WAIVER.—The eligible	
agency may waive the application	agency may waive the application	
of paragraph (3)(A)(i) in any case	of paragraph (3)(A)(i) in any case	
in which the eligible institution is	in which the eligible institution is	
located in a rural, sparsely	located in a rural, sparsely	
populated area.	populated area.	
(b) WAIVER FOR MORE EQUITABLE	(b) WAIVER FOR MORE EQUITABLE	
DISTRIBUTION.—The Secretary may	DISTRIBUTION.—The Secretary may	
waive the application of subsection (a) if	waive the application of subsection (a) if	
an eligible agency submits to the Secretary	an eligible agency submits to the Secretary	
an application for such a waiver that—	an application for such a waiver that—	
(1) demonstrates that the formula	(1) demonstrates that the formula	
described in subsection (a) does not	described in subsection (a) does not	
result in a distribution of funds to	result in a distribution of funds to	
the eligible institutions or consortia	the eligible institutions or consortia	
within the State that have the	within the State that have the	
highest numbers of economically	highest numbers of economically	
disadvantaged individuals and that	disadvantaged individuals and that	
an alternative formula will result in	an alternative formula will result in	
such a distribution; and	such a distribution; and	
(2) includes a proposal for such an	(2) includes a proposal for such an	
alternative formula.	alternative formula.	
(c) MINIMUM GRANT AMOUNT.—	(c) MINIMUM GRANT AMOUNT.—	
(1) IN GENERAL.—No institution	(1) IN GENERAL.—No institution	
or consortium shall receive an	or consortium shall receive an	
allocation under this section in an	allocation under this section in an	
amount that is less than \$50,000.	amount that is less than \$50,000.	
(2) REDISTRIBUTION.—Any	(2) REDISTRIBUTION.—Any	
amounts that are not distributed by	amounts that are not distributed by	
reason of paragraph (1) shall be	reason of paragraph (1) shall be	
redistributed to eligible institutions	redistributed to eligible institutions	
or consortia in accordance with this	or consortia in accordance with this	
section.	section.	

Special	(a) SPECIAL RULE FOR MINIMAL	(a) SPECIAL RULE FOR MINIMAL	Adds references to "programs of study" in
Rules for	ALLOCATION.—	ALLOCATION.—	addition to "programs;" no meaningful
Career and	(1) GENERAL AUTHORITY.—	(1) GENERAL AUTHORITY.—	effect.
Technical	Notwithstanding the provisions of	Notwithstanding the provisions of	
Education	sections 131 and 132 and in order	sections 131 and 132 and in order	
	to make a more equitable	to make a more equitable	
	distribution of funds for programs	distribution of funds for programs	
	serving the areas of greatest	serving the areas of greatest	
	economic need, for any program	economic need, for any program	
	year for which a minimal amount is	year for which a minimal amount is	
	made available by an eligible	made available by an eligible	
	agency for distribution under	agency for distribution under	
	section 131 or 132, such eligible	section 131 or 132, such eligible	
	agency may distribute such minimal	agency may distribute such minimal	
	amount for such year—	amount for such year—	
	(A) on a competitive basis;	(A) on a competitive basis;	
	or	or	
	(B) through any alternative	(B) through any alternative	
	method determined by the	method determined by the	
	eligible agency.	eligible agency.	
	(2) MINIMAL AMOUNT.—For	(2) MINIMAL AMOUNT.—For	
	purposes of this section, the term	purposes of this section, the term	
	"minimal amount" means not	"minimal amount" means not more	
	more than 15 percent of the total	than 15 percent of the total amount	
	amount made available for	made available for distribution $112(x)(1)$	
	distribution under section	under section 112(a)(1).	
	112(a)(1). (b) REDISTRIBUTION.—	(b) REDISTRIBUTION.—	
	(1) IN GENERAL.—In any	(1) IN GENERAL.—In any	
	academic year that an eligible	academic year that an eligible	
	recipient does not expend all of the	recipient does not expend all of the	
	amounts the eligible recipient is	amounts the eligible recipient is	
	allocated for such year under	allocated for such year under	
	section 131 or 132, such eligible	section 131 or 132, such eligible	
	recipient shall return any	recipient shall return any	
	recipioni shan tetum any	icorpione shan foturn any	

unexpended amounts to the eligible	unexpended amounts to the eligible	
agency to be reallocated under	agency to be reallocated under	
section 131 or 132, as appropriate.	section 131 or 132, as appropriate.	
(2) REDISTRIBUTION OF	(2) REDISTRIBUTION OF	
AMOUNTS RETURNED LATE	AMOUNTS RETURNED LATE	
IN AN ACADEMIC YEAR.—In	IN AN ACADEMIC YEAR.—In	
any academic year in which	any academic year in which	
amounts are returned to the eligible	amounts are returned to the eligible	
agency under section 131 or 132	agency under section 131 or 132	
and the eligible agency is unable to	and the eligible agency is unable to	
reallocate such amounts according	reallocate such amounts according	
to such sections in time for such	to such sections in time for such	
amounts to be expended in such	amounts to be expended in such	
academic year, the eligible agency	academic year, the eligible agency	
shall retain such amounts for	shall retain such amounts for	
distribution in combination with	distribution in combination with	
amounts provided under section	amounts provided under section	
112(a)(1) for the following	112(a)(1) for the following	
academic year.	academic year.	
(c) CONSTRUCTION.—Nothing in	(c) CONSTRUCTION.—Nothing in	
section 131 or 132 shall be construed—	section 131 or 132 shall be construed—	
(1) to prohibit a local educational	(1) to prohibit a local educational	
agency or a consortium thereof that	agency or a consortium thereof that	
receives assistance under section	receives assistance under section	
131, from working with an eligible	131, from working with an eligible	
institution or consortium thereof	institution or consortium thereof	
that receives assistance under	that receives assistance under	
section 132, to carry out career and	section 132, to carry out career and	
technical education programs at the	technical education programs or	
secondary level in accordance with	programs of study at the	
this title;	secondary level in accordance with	
(2) to prohibit an eligible institution	this title;	
or consortium thereof that receives	(2) to prohibit an eligible institution	
assistance under section 132, from	or consortium thereof that receives	
working with a local educational	assistance under section 132, from	

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	agency or consortium thereof that	working with a local educational	
	receives assistance under section	agency or consortium thereof that	
	131, to carry out postsecondary and	receives assistance under section	
	adult career and technical education	131, to carry out postsecondary and	
	programs in accordance with this	adult career and technical education	
	title; or	programs or programs of study in	
	(3) to require a charter school, that	accordance with this title; or	
	provides career and technical	(3) to require a charter school, that	
	education programs and is	provides career and technical	
	considered a local educational	education programs or programs	
	agency under State law, to jointly	of study and is considered a local	
	establish the charter school's	educational agency under State law,	
	eligibility for assistance under this	to jointly establish the charter	
	title unless the charter school is	school's eligibility for assistance	
	explicitly permitted to do so under	under this title unless the charter	
	the State's charter school statute.	school is explicitly permitted to do	
	(d) CONSISTENT APPLICATION.—For	so under the State's charter school	
	purposes of this section, the eligible agency	statute.	
	shall provide funds to charter schools	(d) CONSISTENT APPPLICATION.—	
	offering career and technical education	For purposes of this section, the eligible	
	programs in the same manner as the	agency shall provide funds to charter	
	eligible agency provides those funds to	schools offering career and technical	
	other schools. Such career and technical	education programs or programs of study	
	education programs within a charter school	in the same manner as the eligible agency	
	shall be of sufficient size, scope, and	provides those funds to other schools. Such	
	quality to be effective.	career and technical education programs or	
		programs of study within a charter school	
		shall be of sufficient size, scope, and	
		quality to be effective.	
Local Plan	(a) LOCAL PLAN REQUIRED.—Any	(a) LOCAL APPLICATION	Changes the local plan as it exists in Perkins
Required	eligible recipient desiring financial	REQUIRED.—Any eligible recipient	IV to the "local application" for purposes of
-	assistance under this part shall, in	desiring financial assistance under this part	Perkins V and restructures it into three
	accordance with requirements established	shall, in accordance with requirements	pieces: the actual application components,
	by the eligible agency (in consultation with	established by the eligible agency (in	the comprehensive needs assessment and
	such other educational training entities as	consultation with such other educational	consultation requirements. A note on
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	the eligible agency determines to be	training entities as the eligible agency	terminology: This is an important signaling
	appropriate) submit a local plan to the	determines to be appropriate) submit a	change - by replacing the term "local plan"
	eligible agency. Such local plan shall cover	local application to the eligible agency.	with "local application;" this suggests that
	the same period of time as the period of		
		Such local application shall cover the same	while funding may be allocated to an
	time applicable to the State plan submitted	period of time as the period of time	eligible recipient via the formula, the funds
	under section	applicable to the State plan submitted	are not a guarantee. The eligible recipient
	122.	under section 122.	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.
Local Plan	(b) CONTENTS.—The eligible agency	(b) CONTENTS.—The eligible agency	Updates the reference from "local plan" to
Contents	shall determine the requirements for local	shall determine the requirements for local	"local application" and maintains that the
	plans, except that each local plan shall—	applications, except that each local	eligible agency may choose to require
		application shall contain—	additional elements as part of the local
			application. The eligible agency may also
			choose to add additional components to the
			local application, including parameters
			about minimum and caps on how much
			funding can be dedicated toward certain
			purposes or priorities, such as programs of
			study.
	No similar provision.	(1) a description of the results of the	Introduces the concept of the local needs
		comprehensive needs assessment	assessment.
		conducted under subsection (c);	assessment.
	(1) describe how the corear and tashring!		Mointaing the requirement that local aligible
	(1) describe how the career and technical	(2) information on the career and technical	Maintains the requirement that local eligible
	education programs required under section	education course offerings and activities	recipients must implement at least one
	135(b) will be carried out with funds	that the eligible recipient will provide with	program of study to be eligible to receive
	received under this title.	funds under this part, which shall include	funds. Specifies that the local application

(3) describe how the eligible recipient	not less than 1 State-approved programs of	should include how the local needs
will—	study approved by a State under section	assessment informed the selection of such
(A) offer the appropriate courses of	124(b)(2), including—	program(s) of study.
not less than 1 of the career and	(A) how the results of the	program(s) or study.
technical programs of study	comprehensive needs assessment	
described in section 122(c)(1)(A);	described in subsection (c)	
(B) improve the academic and	informed the selection of the	
technical skills of students	specific career and technical	
participating in career and technical	-	
1 1 0	education programs and activities selected to be funded;	
education programs by strengthening the academic and	(B) a description of any new	
career and technical education		
components of such programs	programs of study the eligible recipient will develop and submit to	
through the integration of coherent	the State for approval; and	
and rigorous content aligned with	(C) how students, including	
challenging academic standards and	students who are members of	
relevant career and technical	special populations, will learn about	
education programs to ensure	their school's career and technical	
learning in—	education course offerings and	
(i) the core academic subjects	whether each course is part of a	
(as defined in section 9101 of	career and technical education	
the Elementary and Secondary	program of study;	
Education Act of 1965); and	program of study,	
(ii) career and technical		
education subjects;		
(C) provide students with strong		
experience in, and understanding of,		
all aspects of an industry;		
(D) ensure that students who		
participate in such career and		
technical education programs are	Y	
taught to the same coherent and		
rigorous content aligned with		
challenging academic standards as		
are taught to all other students; and		
are taught to an other students, and		

(E) encourage career and technical		
education students at the secondary		
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);		
No similar provision.	(3) a description of how the eligible	New requirement: Address how the eligible
_	recipient, in collaboration with local	recipient will collaborate with local
	workforce development boards and other	workforce partners.
	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;	
No similar provision.	(4) a description of how the eligible	New requirement: Address how the eligible
re similar provision	recipient will improve the academic and	recipient will improve the academic and
	technical skills of students participating in	technical skills of CTE students.
	career and technical education programs by	commour skins of CTL students.
	career and teenmear education programs by	

 (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 	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 the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965); (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	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.
populations; (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and	non-traditional fields; (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and	
status as members of the special populations;		

(10) describe how funds will be used to promote preparation for non-traditional fields;		
No similar provision.	(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;	New requirement: Describe how the eligible recipient will provide work-based learning opportunities for CTE students.
No similar provision.	(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;	New requirement: Describe the CTE programs that provide opportunities for students to gain postsecondary credit while in high school.
 (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 	(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	Maintains that the local application must address how the eligible recipient will support the recruitment, preparation, retention, and professional development for CTE educators.

	provided that promotes the integration of		
	coherent and rigorous content aligned with		
	challenging academic standards and		
	relevant career and technical education		
	(including curriculum development);		
	(2) describe how the career and technical	(9) a description of how the eligible	Requires eligible recipients to describe how
	education activities will be carried out with	recipient will address disparities or gaps in	they will address disparities or gaps when
	respect to meeting State and local adjusted	performance as described in section	examining performance data on the
	levels of performance established under	113(b)(3)(C)(ii)(II) in each of the plan	accountability indicators and a description
	section 113;	years, and if no meaningful progress has	of how they would meet those levels of
	(7) describe the process that will be used to	been achieved prior to the third program	performance and promote continuous
	evaluate and continuously improve the	year, a description of the additional actions	progress.
	performance of the eligible recipient;	such recipient will take to eliminate these	
Local Needs	No similar provision.	disparities or gaps. (c) COMPREHENSIVE NEEDS	Now requirement: The comprehensive reads
Assessment	No similar provision.	ASSESSMENT.—	New requirement: The comprehensive needs assessment is the largest addition to this
Assessment		(1) IN GENERAL.—To be eligible to	section of the law. This new process must
		receive financial assistance under this	be completed by the eligible recipient at the
		part, an eligible recipient shall—	beginning of the grant period (upon
		(A) conduct a comprehensive local	submission of the local application) and
		needs assessment related to career	updated at least once every two years. Some
		and technical education and include	of the elements that must be addressed in
		the results of the needs assessment	the local needs assessment were items that
		in the local application submitted	were part of the local plan under Perkins IV
		under subsection (a); and	as noted below.
		(B) not less than once every 2 years,	
		update such comprehensive local	
		needs assessment.	
		(2) REQUIREMENTS.— The	Maintains the size, scope and quality
		comprehensive local needs assessment	requirements in Perkins IV, but instead
		described in paragraph (1) shall include	requires that this description be addresses
		each of the following—	through the needs assessment (which is part
		(A) An evaluation of the	of the local application in Perkins V) instead
		performance of the students served	of in the local plan in Perkins IV.
		by the eligible recipient with	

LOCAL PLAN COMPONENT IN PERKINS IV:

(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; respect to State determined and local levels of performance established pursuant to section 113, 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	
and programs of study.	
(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.	
(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 —	
(i) strategies to overcome	
barriers that result in lower rates	
of access to, or performance	
gaps in, the courses and	
programs for special	
populations;	
(ii) providing programs that are	
designed to enable special	
populations to meet the local	
levels of performance; and	
(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.	
	FROM THE LOCAL PLAN	(d) CONSULTATION.—In conducting the	
for Local	REQUIREMENTS:	comprehensive needs assessment under	consult with the following groups during the
Application	(5) describe how parents, students,	subsection (c), and developing the local	needs assessment process and the
and Needs	academic and career and technical	application described in subsection (b), an	development of the local application (which
Assessment	education teachers, faculty, administrators,	eligible recipient shall involve a diverse	is an expansion of the consultation process
	career guidance and academic counselors,	body of stakeholders, including, at a	that is included in Perkins IV related to the
	representatives of tech prep consortia (if	minimum —	local plan):
	applicable), representatives of the entities	(1) representatives of career and	 secondary and postsecondary
	participating in activities described in	technical education programs in a local	educators, administrators and other
	section 117 of Public Law 105–220 (if	educational agency or educational	support staff;
	applicable), representatives of business	service agency, including teachers,	State or local workforce
	(including small business) and industry,	career guidance and academic	development boards;
	labor organizations, representatives of	counselors, principals and other school	• business and industry
	special populations, and other interested	leaders, administrators, and specialized	representatives;
	individuals are involved in the	instructional support personnel and	• parents and students;
	development, implementation, and	paraprofessionals;	• representatives of special
	evaluation of career and technical	(2) representatives of career and	populations;
	education programs assisted under this	technical education programs at	• representatives of agencies serving
	title, and how such individuals and entities	postsecondary educational institutions,	out-of-school youth, homeless
	are effectively informed about, and assisted	including faculty and administrators;	children and youthand at-risk youth;
	in understanding, the requirements of this	(3) representatives of the State board or	• representatives of Indian Tribes and
	title, including career and technical	local workforce development boards	Tribal organizations in the State
	programs of study;	and a range of local or regional	(where applicable); and
		businesses or industries;	• any other stakeholders required by
		(4) parents and students;	the eligible agency.
		(5) representatives of special	
		populations;	Requires continued consultation with the
		(6) representatives of regional or local	stakeholder groups involved in the local
		agencies serving out-of-school youth,	needs assessment, with specific parameters
		homeless children and youth, and at-	determined by the eligible agency.
		risk youth (as defined in section 1432	
		of the Elementary and Secondary	

	Education Act of 1965);	
	(7) representatives of Indian Tribes and	
	Tribal organizations in the State, where	
	applicable; and	
	(8) any other stakeholders that the	
	eligible agency may require the eligible	
	recipient to consult.	
(6	e) CONTINUED CONSULTATION.—	
A	An eligible recipient receiving financial	
a	ssistance under this part shall consult with	
st	takeholders described in subsection (d) on	
a	in ongoing basis, as determined by the	
el	ligible agency. This may include	
c	consultation in order to—	
	(1) provide input on annual updates to	
	the	
	comprehensive needs assessment	
	required under subsection (c)(1)(B);	
	(2) ensure programs of study are—	
	(A) responsive to community	
	employment needs;	
	(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;	
	(C) informed by labor market	
	information, including information	
	provided under section 15(e)(2)(C)	
	of the Wagner-Peyser Act (29	
	U.S.C. 491–2(e)(2)(C));	

		(D) designed to meet current, intermediate, or long-term labor	
		market projections; and	
		(E) allow employer input, including	
		input from industry or sector	
		partnerships in the local area, where	
		applicable, into the development	
		and implementation of programs of	
		study to ensure programs align with	
		skills required by local employment	
		opportunities, including activities	
		such as the identification of relevant	
		standards, curriculum, industry-	
		recognized credentials, and current	
		technology and equipment;	
		(3) identify and encourage opportunities for work-based learning;	
		and	
		(4) ensure funding under this part is	
		used in a coordinated manner with	
		other local resources.	
Local	(a) GENERAL AUTHORITY.—Each	(a) GENERAL AUTHORITY.—Each	New requirement: Requires that the
General	eligible recipient that receives funds under	eligible recipient that receives funds under	allocation of resources be aligned with the
v	this part shall use such funds to improve	this part shall use such funds to develop,	results of the local needs assessment.
	career and technical education programs.	coordinate, implement, or improve career	
		and technical education programs to meet	
		the needs identified in the comprehensive	
		needs assessment described in section	
		134(c).	
	(b) REQUIREMENTS FOR USES OF	(b) REQUIREMENTS FOR USES OF	Streamlines the local uses of funds list. The
1	FUNDS.—Funds made available to eligible recipients under this part shall be	FUNDS.—Funds made available to eligible recipients under this part shall be	majority of the uses of funds in Perkins IV are still covered in Perkins V, although
	used to support career and technical	used to support career and technical	some have fewer explicit clauses. Maintains
	education programs that—	education programs that are of sufficient	the requirement for funds to be used to
	REQUIRED USE OF LOCAL FUNDS:	size, scope, and quality to be effective,	support CTE programs that are of sufficient

(8) provide services and activities that are	that—	size, scope and quality and instead embeds
of sufficient size, scope, and quality to be		this in the "requirements for uses of funds"
effective; and		clause. There are also no longer discrete
		"required" and "permissive" uses of funds
		subsections, but instead, many of the former
		"permissive" uses in Perkins IV are
		included as options under required activities
		in Perkins V and these are noted below.
PERMISSIBLE USE OF LOCAL FUNDS:	REQUIRED USE OF LOCAL FUNDS:	Maintains that local funds must be used to
(2) to provide career guidance and	(1) provide career exploration and career	provide career guidance and academic
academic counseling, which may include	development activities through an	counseling.
information described in section 118, for	organized, systematic framework designed	-
students participating in career and	to aid students, including in the middle	
technical education programs, that-	grades, before enrolling and while	
(A) improves graduation rates and	participating in a career and technical	
provides information on	education program, in making informed	
postsecondary and career options,	plans and decisions about future education	
including baccalaureate degree	and career opportunities and programs of	
programs, for secondary students,	study, which may include—	
which activities may include the use	PERMISSIBLE USE OF LOCAL FUNDS:	
of graduation and career plans; and	(A) introductory courses or	
(B) provides assistance for	activities focused on career	
postsecondary students, including	exploration and career awareness,	
for adult students who are changing	including non-traditional fields;	
careers or updating skills;	PERMISSIBLE USE OF LOCAL FUNDS:	
	(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;	
		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;	
			Maintains that local funds can be used for
	ort training and activities (such	(E) any other activity that advances	activities that advance knowledge of non-
	and outreach) in non-	knowledge of career opportunities	traditional fields.
traditional fie	elds;	and assists students in making	
		informed decisions about future	
		education and employment goals,	
		including in non-traditional fields;	
		or	
-	USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used for
· / 1	tudents with strong experience	(F) provide students with strong	providing students with an understanding of
	standing of all aspects of an	experience in, and comprehensive	all aspects of industry. "All aspects of an
-	ch may include workbased	understanding of, all aspects of	industry" is also included in the definition
learning expe		industry;	of CTE in Section 3.
-	USE OF LOCAL FUNDS:	REQUIRED USE OF LOCAL FUNDS:	Maintains that local funds must be used for
	rofessional development	(2) provide professional development for	professional development activities.
1 0	t are consistent with section	teachers, faculty, school leaders,	
	dary and postsecondary	administrators, specialized instructional	
	-	support personnel, career guidance and	
Ũ	academic counselors who are	academic counselors, or paraprofessionals,	
	ntegrated career and technical	which may include—	
	ograms, including—	PERMISSIBLE USE OF LOCAL FUNDS:	
. ,	a-service and preservice	(A) professional development on	
trainii	ng on—	supporting individualized academic	

(i) effective integration and use	and career and technical education	
of challenging academic and	instructional approaches, including	
career and technical education	the integration of academic and	
provided jointly with academic	career and technical education	
teachers to the extent	standards and curriculum;	
practicable;	PERMISSIBLE USE OF LOCAL FUNDS:	
(ii) effective teaching skills	(B) professional development on	
based on research that includes	ensuring labor market information	
promising practices;	is used to inform the programs,	
(iii) effective practices to	guidance, and advisement offered to	
improve parental and	students, including information	
community involvement; and	provided under section 15(e)(2)(C)	
(iv) effective use of	of the Wagner-Peyser Act (29	
scientifically based research and	U.S.C. 491–2(e)(2)(C));	
data to improve instruction;	PERMISSIBLE USE OF LOCAL FUNDS:	
(B) support of education programs	(C) providing teachers, faculty,	
for teachers of career and technical	school leaders, administrators,	
education in public schools and	specialized instructional support	
other public school personnel who	personnel, career guidance and	
are involved in the direct delivery	academic counselors, or	
of educational services to career and	paraprofessionals, as appropriate,	
technical education students, to	with opportunities to advance	
ensure that such teachers and	knowledge, skills, and	
personnel stay current with all	understanding of all aspects of an	
aspects of an industry;	industry, including the latest	
(C) internship programs that	workplace equipment, technologies,	
provide relevant business	standards, and credentials;	
experience; and	PERMISSIBLE USE OF LOCAL FUNDS:	
(D) programs designed to train	(D) supporting school leaders and	
teachers specifically in the effective	administrators in managing career	
use and application of technology to	and technical education programs in	
improve instruction;	the schools, institutions, or local	
	educational agencies of such	
	administrators or school leaders;	
	PERMISSIBLE USE OF LOCAL FUNDS:	

r		
	(E) supporting the implementation	
	of strategies to improve student	
	achievement and close gaps in	
	student participation and	
	performance in career and technical	
	education programs;	
	PERMISSIBLE USE OF LOCAL FUNDS:	
	(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;	
	PERMISSIBLE USE OF LOCAL FUNDS:	
	(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;	
	PERMISSIBLE USE OF LOCAL FUNDS:	
	(H) training teachers, faculty,	
	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	
	PERMISSIBLE USE OF LOCAL FUNDS:	
	(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;	
REQUIRED USE OF LOCAL FU	NDS: REQUIRED USE OF LOCAL FUNDS:	Maintains that local funds must be used to
(9) provide activities to prepare sp	ecial (3) provide within career and technical	support CTE activities for special
populations, including single pare		populations.
displaced homemakers who are er		
career and technical education pro-		
for high skill, high wage, or high	lemand	
occupations that will lead to self-		
sufficiency.		
REQUIRED USE OF LOCAL FU		Maintains that local funds must be used for
(1) strengthen the academic and c		supporting the integration of academic and
technical skills of students particip	0	career and technical skills.
career and technical education pro-		
by strengthening the academic and	l career support—	

and technical education components of	(A) CTE participants at the	
such programs through the integration of	secondary school level in meeting	
academics with career and technical	the challenging State academic	
education programs through a coherent	standards adopted under section	
sequence of courses, such as career and	1111(b)(1) of the Elementary and	
technical programs of study described in	Secondary Education Act of 1965	
section $122(c)(1)(A)$, to ensure learning	by the State in which the eligible	
in—	recipient is located; and	
	(B) CTE participants at the	
(A) the core academic subjects (as defined in section 9101 of the		
	postsecondary level in achieving	
Elementary and Secondary	academic skills;	
Education Act of 1965); and		
(B) career and technical education		
subjects;		
REQUIRED USE OF LOCAL FUNDS:	REQUIRED USE OF LOCAL FUNDS:	Maintains that local funds must be used for
(2) link career and technical education at		supporting at least one program of study.
the secondary level and career and	the implementation of career and technical	
technical education at the postsecondary	education programs and programs of study	
level, including by offering the relevant	and that result in increasing student	
elements of not less than 1 career and	achievement of the local levels of	
technical program of study described in	performance established under section 113,	
section 122(c)(1)(A);	which may include—	
		Specifically states that local funds can be
(20) to support other career and technical	(A) curriculum aligned with the	used for curriculum aligned with the
education activities that are consistent with	requirements for a program of study;	requirements for a program of study.
the purpose of this Act.		
PERMISSIBLE USE OF LOCAL FUNDS:		Maintains that local funds can be used for
(1) to involve parents, businesses, and	(B) sustainable relationships among	partnerships with local stakeholders to
labor organizations as appropriate, in the		support CTE programs.
design, implementation, and evaluation of	community stakeholders, including	
career and technical education programs	industry or sector partnerships in the local	
authorized under this title, including	area, where applicable, that are designed to	
establishing effective programs and	facilitate the process of continuously	
procedures to enable informed and	updating and aligning programs of study	
effective participation in such programs;	with skills in demand in the State, regional,	
<u> </u>		

		or local economy, and in collaboration with	
		business outreach staff in one-stop career	
		centers, as defined in section 3 of the	
		Workforce Innovation and Opportunity Act	
		(29 U.S.C. 3102), and other appropriate	
		organizations, including community-based	
		and youth-serving organizations;	
PI	ERMISSIBLE USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used for
(1	2) for improving or developing new	(C) where appropriate, expanding	supporting dual and concurrent enrollment
ca	areer and technical education courses,	opportunities for CTE concentrators to	opportunities.
in	cluding the development of new	participate in accelerated learning	
pr	roposed career and technical programs of	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	
	igh wage, or high demand occupations	dual or concurrent enrollment programs,	
	nd dual or concurrent enrollment	early college high schools, and the	
-		development or implementation of	
		articulation agreements as part of a career	
	1	and technical education program of study;	
to	wards an associate or baccalaureate		
	egree;		
		PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used for
	7) for leasing, purchasing, upgrading or	(D) appropriate equipment, technology,	equipment, technology and materials for
	dapting	and instructional materials (including	CTE.
-	quipment, including instructional aids and	support for library resources) aligned with	
-	ublications (including support for library	business and industry needs, including	
	esources) designed to strengthen and	machinery, testing equipment, tools,	
	11	implements, hardware and software, and	
	chievement;	other new and emerging instructional	
	EQUIRED USE OF LOCAL FUNDS:	materials;	
	7) initiate, improve, expand, and		
	odernize quality career and technical		
	ducation programs, including relevant		
tee	chnology;		

PERMISSIBLE USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used to
(3) for local education and business	(E) a continuum of work-based learning	support work-based learning activities.
(including small business) partnerships,	opportunities, including simulated work	
including for—	environments;	
(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;		
(B) adjunct faculty arrangements		
for qualified industry professionals;		
and		
(C) industry experience for teachers		
and faculty;		
	PERMISSIBLE USE OF LOCAL FUNDS:	Specifically states that local funds can be
(20) to support other career and technical	(F) industry-recognized certification exams	used on industry-recognized certification
education activities that are consistent with	or other assessments leading toward a	exams or other assessments leading toward
the purpose of this Act.	recognized postsecondary credential;	a recognized postsecondary credential.
PERMISSIBLE USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used to
(8) for teacher preparation programs that	(G) efforts to recruit and retain career and	recruit and retain CTE educators.
address the integration of academic and	technical education program teachers,	
career and technical education and that	faculty, school leaders, administrators,	
assist individuals who are interested in	specialized instructional support personnel,	
becoming career and technical education	career guidance and academic counselors,	
teachers and faculty, including individuals	and paraprofessionals;	
with experience in business and industry;		
PERMISSIBLE USE OF LOCAL FUNDS:		Maintains that local funds can be used to
(16) to provide assistance to individuals	(H) where applicable, coordination with	coordinate with other programs (such as
who have participated in services and	other education and workforce	WIOA, IDEA, etc.) supported by federal
activities under this Act in continuing their	development programs and initiatives,	funds.
education or training or finding an	including career pathways and sector	
appropriate job, such as through referral to	partnerships developed under the	
the system established under section 121 of	Workforce Innovation and Opportunity Act	

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	Public Law 105–220 (29 U.S.C. 2801 et	(29 U.S.C. 3101 et seq.) and other Federal	
	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:	Maintains that local funds can be used to
	(9) to develop and expand postsecondary	(I) expanding opportunities for students to	expand opportunities for distance education
	program offerings at times and in formats	participate in distance career and technical	for CTE.
	that are accessible for students, including	education and blended-learning programs;	
	working students, including through the		
	use of distance education;		
		PERMISSIBLE USE OF LOCAL FUNDS:	Specifically states that local funds can be
	(20) to support other career and technical	(J) expanding opportunities for students to	used for competency-based education.
		participate in competency-based education	
	the purpose of this Act.	programs;	
		PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used for
		(K) improving career guidance and	education and financial aid counseling.
	transition of subbaccalaureate career and	academic counseling programs that assist	
	technical education students into	students in making informed academic and	
	baccalaureate degree programs,	career and technical education decisions,	
	including—	including academic and financial aid	
		counseling;	
	sub-baccalaureate degree granting		
	career and technical education		
	postsecondary educational		
	institutions and baccalaureate		
	degree granting postsecondary		
	educational institutions;		
	(B) postsecondary dual and		
	concurrent enrollment programs;		
	(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		
	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;		
		PERMISSIBLE USE OF LOCAL FUNDS:	Specifically states that local funds can be
	(14) to provide support for family and	(L) supporting the integration of	used for the integration of employability
	consumer sciences programs;	employability skills into career and	skills into CTE programs and programs of
			study.
		of study, including through family and	
		consumer science programs;	
	REQUIRED USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS:	Shifts the focus from developing, improving
	(4) develop, improve, or expand the use of	(M) supporting programs and activities that	and expanding the use of technology in CTE
	technology in career and technical	increase access, student engagement, and	to supporting programs and activities that
	education, which may include—	success in science, technology,	increase student access, engagement and
	(A) training of career and technical	engineering, and mathematics fields	success in STEM fields.
	education teachers, faculty, and	(including computer science and	
	administrators to use technology,	architecture) for students who are members	
	which may include distance	of groups underrepresented in such subject	
	learning;	fields;	
	(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		

(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;		
PERMISSIBLE USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used to
(15) to provide career and technical	(N) providing career and technical	provide CTE to adults and out-of-school
education programs for adults and school	education, in a school or other educational	youth.
dropouts to complete the secondary school	setting, for adults or out-of-school youth to	
education, or upgrade the technical skills,	complete secondary school education or	
	upgrade technical skills;	
PERMISSIBLE USE OF LOCAL FUNDS:	PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used to
(5) to assist career and technical student	(O) supporting career and technical student	support CTSOs and specifies that such
organizations;	organizations, including student	funds can be used for student preparation
	preparation for and participation in	for and participation in technical skills
	technical skills competitions aligned with	competitions aligned with CTE program
	career and technical education program	standards and curriculum.
	standards and curriculum;	
	PERMISSIBLE USE OF LOCAL FUNDS:	Specifically states that local funds can be
(20) to support other career and technical	(P) making all forms of instructional	used to support making instructional content
	content widely available, which may	widely available, the integration of arts and
the purpose of this Act.	include use of open educational resources;	design skills into CTE programs and
	PERMISSIBLE USE OF LOCAL FUNDS:	programs of study and partnering with
	(Q) supporting the integration of arts and	qualified intermediaries.
	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-	

	quality career and technical education;	
PERMISSIBLE USE OF LOCAL FUNDS: I	PERMISSIBLE USE OF LOCAL FUNDS:	Maintains that local funds can be used to
	(S) support to reduce or eliminate out-of-	provide program for special populations.
	pocket expenses for special populations	
1	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	
	PERMISSIBLE USE OF LOCAL FUNDS:	Removes some local permissible uses of
	(T) other activities to improve career and	funds, but also maintains that eligible
	technical education programs; and	recipients have the flexibility to dedicate
(11) to provide activities to support		local funds to other activities that improve
entrepreneurship education and training;		CTE so long as they are aligned with the
PERMISSIBLE USE OF LOCAL FUNDS:		results of the local needs assessment.
(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.		
	REQUIRED USE OF LOCAL FUNDS:	Maintains that local funds must be used to
	(6) develop and implement evaluations of	develop and implement evaluation of the
	the activities carried out with funds under	activities carried out with funds received.
	this part, including evaluations necessary to	
	complete the comprehensive needs	the cost associated with the local needs
	assessment required under section 134(c)	assessment.
	and the local report required under section	ubbebblieft.
	113(b)(4)(B).	

	(10) to pool a portion of such fur do with a	(a) DOOLING FUNDS An aligible	Mointaing pooling option but now limits the
	(19) to pool a portion of such funds with a	(c) POOLING FUNDS.—An eligible	Maintains pooling option but now limits the
	portion of funds available to not less than 1	recipient may pool a portion of funds	activity for the purpose of professional
	other eligible recipient for innovative	received under this Act with a portion of	development.
	initiatives, which may include—	funds received under this Act available to	
	(A) improving the initial	one or more eligible recipients to support	
	preparation and professional	implementation of programs of study	
		through the activities described in	
	education teachers, faculty,	subsection (b)(2).	
	administrators, and counselors;		
	(B) establishing, enhancing, or		
	supporting systems for—		
	(i) accountability data collection		
	under this Act; or		
	(ii) reporting data under this		
	Act;		
	(C) implementing career and		
	technical programs of study		
	described in section 122(c)(1)(A);		
	or		
	(D) implementing technical		
	assessments; and		
Local	(d) ADMINISTRATIVE COSTS.—Each	(d) ADMINISTRATIVE COSTS.—Each	Maintains the five percent limit on
Admin	eligible recipient receiving funds under this		administrative costs at the local level.
Costs	part shall not use more than 5 percent of	part shall not use more than 5 percent of	
CUSIS	the funds for administrative costs	such funds for costs associated with the	
	associated with the administration of	administration of activities under this	
	activities assisted under this section.	section.	
	activities assisted under this section.	section.	
Title II:	See Carl D. Perkins Career and Technical	No similar provisions.	Removes Title II and all references to Tech
Tech Prep	Education Act of 2006.		Prep as they appeared in Perkins IV. It has
Education	Luucation Act of 2000.		not been funded in recent years. Title II
Euucation			becomes what was previously Title III in
			Perkins IV: General Provisions.
	(a) Sugalament Nat Sugalant Free de	(a) CLIDDI EMENIT NOT CLIDDI ANT	
	(a) Supplement Not Supplant.—Funds	(a) SUPPLEMENT NOT SUPPLANT.—	Removes the reference to "tech prep
	made available under this Act for career	Funds made available under this Act for	program activities" in Perkins IV.

Fiscal	and technical education activities shall	career and technical education activities	
Requiremen	supplement, and shall not supplant, non-	shall supplement, and shall not supplant,	
ts	Federal funds expended to carry out career	non-Federal funds expended to carry out	
15	and technical education activities and tech	career and technical education activities.	
		career and technical education activities.	
	prep program activities.		NT 1
	(b) Maintenance of Effort.—	(b) MAINTENANCE OF EFFORT.—	No change.
	(1) Determination.—	(1) DETERMINATION.—	
	(A) In general.—Except as	(A) IN GENERAL.—	
	provided in subparagraphs (B) and	Except as provided in	
	(C), no payments shall be made	subparagraph (B), (C), or	
	under this Act for any fiscal year to	(D), in order for a State to	
	a State for career and technical	receive its full allotment of	
	education programs or tech prep	funds under this Act for any	
	programs unless the Secretary	fiscal year, the Secretary	
	determines that the fiscal effort per	must find that the State's	
	student or the aggregate	fiscal effort per student, or	
	expenditures of such State for	the aggregate expenditures	
	career and technical education	of such State, with respect	
	programs for the fiscal year	to career and technical	
	preceding the fiscal year for which	education for the preceding	
	the determination is made, equaled	fiscal year was not less than	
	or exceeded such effort or	the fiscal effort per student,	
	expenditures for career and	or the aggregate	
	technical education programs for	expenditures of such State,	
	the second fiscal year preceding the	for the second preceding	
	fiscal year for which the	fiscal year.	
	determination is made.		
	(B) Computation.—In computing the fiscal	(B) COMPUTATION.—In computing the	Expands the list of CTE-related
	effort or aggregate expenditures pursuant	fiscal effort or aggregate expenditures	expenditures that can be excluded from the
	to subparagraph (A), the Secretary shall	pursuant to subparagraph (A), the Secretary	maintenance of effort calculation to now
	exclude capital expenditures, special 1-	shall, at the request of the State, exclude	include competitive or incentive-based
	time project costs, and the cost of pilot	competitive or incentive-based programs	programs (in addition to capital
	programs.	established by the State, capital	expenditures, special one-time project costs,
		expenditures, special one-time project	and the cost of pilot programs that were
		costs, and the cost of pilot programs.	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.

		technical education, as was in effect	
		on the day before the date of	
		enactment of the Strengthening	
		Career and Technical Education for	
		the 21st Century Act; or	
		(ii) 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.	
	No similar provision.	(2) FAILURE TO MEET.—	New requirement: Allows for proportional
		(A) IN GENERAL.—The Secretary	reduction of a state's Basic State Grant
		shall reduce the amount of a State's	allocation if a state fails to meet
		allotment of funds under this Act	maintenance of effort.
		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.	
		(B) Special rule. – No such lesser	
1	1	amount shall be used for computing	

(1) for subsequent years.(2) Waiver.—The Secretary may waive requirements of this section, with respect 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 unforesen 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 for the subsequent years shall be computed on the basis of the level of funding that would, but for 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 maintanance of effort waiver, have been required waiver, have been required.Authority to Make PaymentsAny 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.(1) for subsequent years.Maintains maintanance of effort waiver, such waiver, have been required waiver, have been requiredAuthority to nAny 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 contracts under this Act shall be paymentsNo change.Nothing in this Act shall be construed to permit, allow, encourage, or authorize any Federal control ov				
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regardless of whether a home school is regardless of whether a home school is		regardless of whether a home school is	regardless of whether a home school is	
treated as a private school or home school treated as a private school or home school		•	0	
under State law. This section shall not be under State law. This section shall not be		-	-	

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

Participatio	(a) Personnel.—An eligible agency or	(a) PERSONNEL.—An eligible agency or	Adds the term "programs of study." Updates
n of Private	eligible recipient that uses funds under this	eligible recipient that uses funds under this	references from "geographical areas" to
School	Act for in-service and preservice career and	Act for in-service and preservice career and	"areas," which has no meaningful effect.
Personnel	technical education professional	technical education professional	
and	development programs for career and	development programs for career and	
Children	technical education teachers,	technical education teachers,	
	administrators, and other personnel shall,	administrators, and other personnel shall,	
	to the extent practicable, upon written	to the extent practicable, upon written	
	request, permit the participation in such	request, permit the participation in such	
	programs of career and technical education	programs of career and technical education	
	secondary school teachers, administrators,	secondary school teachers, administrators,	
	and other personnel in nonprofit private	and other personnel in nonprofit private	
	schools offering career and technical	schools offering career and technical	
	secondary education programs located in	secondary education programs located in	
	the geographical area served by such	the geographical area served by such	
	eligible agency or eligible recipient.	eligible agency or eligible recipient.	
	(b) Student Participation.—	(b) STUDENT PARTICIPATION.—	
	(1) Student participation.—Except	(1) STUDENT	
	as prohibited by State or local law,	PARTICIPATION.—Except as	
	an eligible recipient may, upon	prohibited by State or local law, an	
	written request, use funds made	eligible recipient may, upon written	
	available under this Act to provide	request, use funds made available	
	for the meaningful participation, in	under this Act to provide for the	
	career and technical education	meaningful participation, in career	
	programs and activities receiving	and technical education programs	
	funding under this Act, of	and activities, including programs	
	secondary school students attending	of study, receiving funding under	
	nonprofit private schools who	this Act, of secondary school	
	reside in the geographical area	students attending nonprofit private	
	served by the eligible recipient.	schools in areas served by the	
	(2) Consultation.—An eligible	eligible recipient.	
	recipient shall consult, upon written	(2) CONSULTATION.—An	
	request, in a timely and meaningful	eligible recipient shall consult,	
	manner with representatives of	upon written request, in a timely	
	nonprofit private schools in the	and meaningful manner with	

students attending nonprofit private of study, receiving funding under schools. this Act, of secondary school students attending nonprofit private students attending nonprofit private schools. schools.	
Limitation The Secretary may issue regulations under The Secretary may issue regulations under No change.	
on Federal this Act only to the extent necessary to this Act only to the extent necessary to	
Regulations administer and ensure compliance with the administer and ensure compliance with the	
specific requirements of this Act. specific requirements of this Act.	
Study onNo similar provision.(a) SCOPE OF STUDY.—TheRequires the Government Accord	
Programs of Comptroller General of the United States Office (GAO) to conduct a stud	•
Study shall conduct a study to evaluate— the "strategies, components, poly	
Aligned to(1) the strategies, components,practices" used by eligible agen	
High-Skill,policies, and practices used bylocal eligible recipients to ensure	
High-Wage eligible agencies or eligible students, including specific sub	
Occupations receiving funding under are able to pursue and complete	
this Act to successfully assist— programs of study aligned to hi	0
(A) all students in pursuing high-wage occupations. The stu	
and completing programs of assess challenges associated wi	
study aligned to high-skill, replication of these approaches,	
high-wage occupations; and a specific focus on subgroups the (P) any special population and differences and in such occupations.	
(B) any special population underrepresented in such occup or specific subgroup of conducting this study, the GAO	
students identified in section consult with stakeholders, inclu	
1111(h)(1)(C)(ii) of the agencies. The study would be st	
Elementary and Secondary the House Committee on Education	
Education Act of 1965 in Workforce and Senate HELP C	
pursuing and completing and would not be binding.	
programs of study aligned to	

high-skill, high-wage	
occupations in fields in	
which such special	
population or subgroup is	
underrepresented; and	
(2) any challenges associated with	
replication of such strategies,	
components, policies, and practices.	
(b) CONSULTATION.—In carrying out	
the study conducted under subsection (a),	
the Comptroller General of the United	
States shall consult with a geographically	
diverse (including urban, suburban, and	
rural) representation of—	
(1) students and parents;	
(2) eligible agencies and eligible	
recipients;	
(3) teachers, faculty, specialized	
instructional support personnel, and	
paraprofessionals, including those	
with expertise in preparing career	
and technical education students for	
non-traditional fields;	
(4) Indian Tribes and Tribal	
organizations;	
(5) special populations; and	
(6) representatives of business and	
industry.	
(c) SUBMISSION.—Upon completion, the	
Comptroller General of the United States	
shall submit the study conducted under	
subsection (a) to the Committee on	
Education and the Workforce of the House	
of Representatives and the Committee on	
Health, Education, Labor, and Pensions of	

		the Senate.	
Joint	(a) General Authority.—Funds made	(a) GENERAL AUTHORITY.—Funds	No change.
Funding	available to eligible agencies under this Act	made available to eligible agencies under	
	may be used to provide additional funds	this Act may be used to provide additional	
	under an applicable program if—	funds under an applicable program if—	
	(1) such program otherwise meets	(1) such program otherwise meets	
	the requirements of this Act and the	the requirements of this Act and the	
	requirements of the applicable	requirements of the applicable	
	program;	program;	
	(2) such program serves the same	(2) such program serves the same	
	individuals that are served under	individuals that are served under	
	this Act;	this Act;	
	(3) such program provides services	(3) such program provides services	
	in a coordinated manner with	in a coordinated manner with	
	services provided under this Act;	services provided under this Act;	
	and	and	
	(4) such funds are used to	(4) such funds are used to	
	supplement, and not supplant, funds	supplement, and not supplant, funds	
	provided from non-Federal sources.	provided from non-Federal sources.	
	(b) Applicable Program.—For the purposes		
	of this section, the term "applicable	of this section, the term "applicable	
	program" means any program under any of	program" means any program under any of	
	the following provisions of law:	the following provisions of law:	
	(1) Chapters 2 and 3 of subtitle B of	(1) Chapters 2 and 3 of subtitle B of	
	title I of the Workforce Innovation	title I of the Workforce Innovation	
	and Opportunity Act.	and Opportunity Act.	
	(2) The Wagner-Peyser Act.	(2) The Wagner-Peyser Act.	
	(c) Use of Funds as Matching Funds.—For		
	the purposes of this section, the term	the purposes of this section, the term	
	"additional funds" does not include funds	"additional funds" does not include funds	
	used as matching funds.	used as matching funds.	
Prohibition	No funds provided under this Act shall be	No funds provided under this Act shall be	No change.
on Use of	used for the purpose of directly providing	used for the purpose of directly providing	
Funds to	incentives or inducements to an employer	incentives or inducements to an employer	
Induce Out-	to relocate a business enterprise from one	to relocate a business enterprise from one	

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

	Act for the determination year bears to the	Act for the determination year bears to the	
	amount made available from Federal	amount made available from Federal	
	sources for the administration of programs	sources for the administration of programs	
	under this Act for the preceding fiscal year.	under this Act for the preceding fiscal year.	
Student	(a) Attendance Costs Not Treated as	(a) ATTENDANCE COSTS NOT	No change.
Assistance	Income or Resources.—The portion of any	TREATED AS INCOME OR	
and Other	student financial assistance received under	RESOURCES.—The portion of any	
Federal	this Act that is made available for	student financial assistance received under	
Programs	attendance costs described in subsection	this Act that is made available for	
	(b) shall not be considered as income or	attendance costs described in subsection	
	resources in determining eligibility for	(b) shall not be considered as income or	
	assistance under any other program funded	resources in determining eligibility for	
	in whole or in part with Federal funds.	assistance under any other program funded	
	(b) Attendance Costs.—The attendance	in whole or in part with Federal funds.	
	costs described in this subsection are—	(b) ATTENDANCE COSTS.—The	
	(1) tuition and fees normally	attendance costs described in this	
	assessed a student carrying an	subsection are—	
	academic workload as determined	(1) tuition and fees normally	
	by the institution, and including	assessed a student carrying an	
	costs for rental or purchase of any	academic workload as determined	
	equipment, materials, or supplies	by the institution, and including	
	required of all students in that	costs for rental or purchase of any	
	course of study; and	equipment, materials, or supplies	
	(2) an allowance for books,	required of all students in that	
	supplies, transportation, dependent	course of study; and	
	care, and miscellaneous personal	(2) an allowance for books,	
	expenses for a student attending the	supplies, transportation, dependent	
	institution on at least a half-time	care, and miscellaneous personal	
	basis, as determined by the	expenses for a student attending the	
	institution.	institution on at least a half-time	
	(c) Costs of Career and Technical	basis, as determined by the	
	Education Services.—Funds made	institution.	
	available under this Act may be used to pay		
	for the costs of career and technical	TECHNICAL EDUCATION	
	education services required in an	SERVICES.—Funds made available under	

	individualized education program	this Act may be used to pay for the costs of	
	developed pursuant to section 614(d) of the	career and technical education services	
	Individuals with Disabilities Education Act	required in an individualized education	
	and services necessary to meet the	program developed pursuant to section	
	requirements of section 504 of the	614(d) of the Individuals with Disabilities	
	Rehabilitation Act of 1973 with respect to	Education Act and services necessary to	
	ensuring equal access to career and	meet the requirements of section 504 of the	
	technical education.	Rehabilitation Act of 1973 with respect to	
		ensuring equal access to career and	
		technical education.	
Title III:	No similar provision.	SEC. 301. AMENDMENTS TO THE	The Workforce and Labor Market
Amendment		WAGNER-PEYSER ACT.	Information System under the Wagner-
s to Other		Section 15(e)(2) of the Wagner-Peyser Act	Peyser Act is amended through Perkins V to
Laws		(29 U.S.C. 491–2(e)(2)) is amended—	ensure that the labor market information
		(1) by striking subparagraph (B) and	produced under the Act can be readily
		inserting the following:	accessed and used by the Perkins eligible
		"(B) consult with eligible agencies	agency.
		(defined in section 3 of the Carl D.	
		Perkins Career and Technical	Adds the Perkins eligible agency to the list
		Education Act of 2006 (20 U.S.C.	of who must be consulted about workforce
		2302)), State educational agencies,	and labor market information that would 1)
		and local educational agencies	meet the needs of secondary and
		concerning the provision of	postsecondary students who seek such
		workforce and labor market	information and 2) inform the development
		information in order to—	and implementation of programs of study
		"(i) meet the needs of	and career pathways in Perkins V (which
		secondary school and	was added as a purpose through this
		postsecondary school	amendment).
		students who seek such	
		information; and	Adds that the eligible agency must be
		"(ii) annually inform the	provided with the following data:
		development and	(A) statistical data from cooperative
		implementation of programs	statistical survey and projection programs
		of study defined in section 3	and data from administrative reporting
		of the Carl D. Perkins	systems that, taken together, enumerate,

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	Career and Technical	estimate, and project employment
	Education Act of 2006 (20	opportunities and conditions at national,
	U.S.C. 2302), and career	State, and local levels in a timely manner,
	pathways;";	including statistics on-
	(2) in subparagraph (G), by striking	(i) employment and unemployment
	"and" after the semicolon;	status of national, State, and local
	(3) in subparagraph (H), by striking	populations, including self-
	the period at the end and inserting	employed, part-time, and seasonal
	"; and"; and	workers;
	(4) by adding at the end the	(ii) industrial distribution of
	following:	occupations, as well as current and
	"(I) provide, on an annual	projected employment opportunities,
	and timely basis to each	wages, benefits (where data is
	eligible agency (defined in	available), and skill trends by
	section 3 of the Carl D.	occupation and industry, with
	Perkins Career and	particular attention paid to State and
	Technical Education Act of	local conditions;
	2006 (20 U.S.C. 2302)), the	(iii) the incidence of, industrial and
	data and information	geographical location of, and
	described in subparagraphs	number of workers displaced by,
	(A) and (B) of subsection	permanent layoffs and plant
	(a)(1)."	closings; and
		(iv) employment and earnings
		information maintained in a
		longitudinal manner to be used for
		research and program evaluation;
		(B) information on State and local
		employment opportunities, and other
		appropriate statistical data related to labor
		market dynamics, which-
		(i) shall be current and
		comprehensive;
		(ii) shall meet the needs identified
		through the consultations described
		in subparagraphs (A) and (B) of
		In subparagraphs (A) and (D) Of

		subsection (e)(2); and (iii) shall meet the needs for the information identified in section 134(d) of WIOA
No similar provision.	 SEC. 302. AMENDMENTS TO THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. (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,". 	Amends ESSA's reference to the secondary academic achievement core indicator under Perkins IV and updates it to reference the new Perkins. Also amends ESSA to remove references to Tech Prep, which has been eliminated under Perkins V.

No	o similar provision.	SEC. 303. AMENDMENTS TO THE	Amends WIOA's reference from "school
		WORKFORCE INNOVATION AND	dropouts" to "out-of-school youth" in
		OPPORTUNITY ACT.	WIOA's "Use of Funds for Employment
		Section 134(c)(2)(A)(vii) of the Workforce	and Training Activities."
		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".	