

112TH CONGRESS
1ST SESSION

S. 830

To establish partnerships to create or enhance educational and skills development pathways to 21st century careers, and for other purposes.

IN THE SENATE OF THE UNITED STATES

APRIL 14, 2011

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

A BILL

To establish partnerships to create or enhance educational and skills development pathways to 21st century careers, and for other purposes.

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

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) **SHORT TITLE.**—This Act may be cited as the
5 “Promoting Innovations to 21st Century Careers Act”.

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

- Sec. 1. Short title; table of contents.
- Sec. 2. Findings; purposes.
- Sec. 3. Definitions.

TITLE I—CAREER PATHWAYS GRANTS

- Sec. 101. State partnership planning grants.
- Sec. 102. State partnership implementation grants.
- Sec. 103. Regional partnership subgrants.
- Sec. 104. State partnership transition grants.

TITLE II—CAREER PATHWAYS PARTNERSHIP SUPPLEMENTAL
GRANTS

- Sec. 201. State partnership supplemental grants program authorized.
- Sec. 202. Types of supplemental grants.

TITLE III—GENERAL PROVISIONS

- Sec. 301. Establishment of the National Academic and Career Innovation Center.
- Sec. 302. Accountability and performance measurement.
- Sec. 303. Evaluation and research.
- Sec. 304. Benefits and labor standards.
- Sec. 305. Sunshine provision.
- Sec. 306. Authorization of appropriations and distribution.

1 SEC. 2. FINDINGS; PURPOSES.

2 (a) FINDINGS.—Congress finds the following:

3 (1) A highly skilled and agile workforce is necessary to compete in the global economy and maintain the standard of living of the United States.

6 (2) According to a 2006 report by Civic Enterprises for the Bill and Melinda Gates Foundation, nearly one-third of all public high school students in the United States do not graduate, and in 2003, 3,500,000 youth ages 16 to 25 did not have a high school diploma and were not enrolled in school.

12 (3) According to the Congressional Research Service's analysis of data from the National Center for Education Statistics, in 2002–2003 (the most recent year for which all necessary data were reported by all States) more than 25 percent of first-year

1 high school students in the United States did not re-
2 ceive their diploma on time. By age 24, more than
3 1 in 10 individuals do not have a high school di-
4 ploma or its equivalent.

5 (4) High school dropouts have a high social
6 cost. According to a 2006 report by Civic Enter-
7 prises for the Bill and Melinda Gates Foundation, 4
8 out of 10 young adults between the ages of 16 and
9 24 lacking a high school diploma received some type
10 of government assistance in 2001, and the lifetime
11 cost to the United States of a dropout who enters
12 a life of crime or drugs ranges from \$1,700,000 to
13 \$2,300,000.

14 (5) According to the National Center for Edu-
15 cation Statistics, measuring economic outcomes as of
16 2000, students completing high school in 4 years
17 had, on average, higher wage rates and annual earn-
18 ings than those who took longer to complete a high
19 school credential. High school dropouts, on average,
20 earn about \$1,000,000 less over a lifetime than col-
21 lege graduates.

22 (6) By some estimates, less than half of stu-
23 dents who enter 9th grade graduate from high
24 school and enter postsecondary education, and for
25 those who do, many are not academically prepared.

1 Twenty-eight percent of first-time college freshman
2 in fall 2000 took at least 1 remedial course. Forty-
3 two percent of first-time community college fresh-
4 man took at least 1 remedial course.

5 (7) According to the Education Commission of
6 the States, nearly 60 percent of today's jobs require
7 some training or education beyond high school, com-
8 pared to just 20 percent in the 1940s.

9 (8) According to a 2003 report for the Edu-
10 cational Testing Service, the fastest-growing and
11 best-paying jobs are those that require some college
12 education. As baby-boomers retire, however, the
13 shortage of workers with some college-level skills
14 may increase to more than 14,000,000 by 2020.

15 (9) According to the findings of a 2006 study
16 conducted by the American College Testing Program
17 (ACT), the skills required for high school students
18 to be ready to successfully enter postsecondary edu-
19 cation and to enter workforce training programs are
20 comparable. The report found that high school grad-
21 uates need a comparable level of readiness in read-
22 ing and mathematics to enter college-level courses
23 without remediation and to enter workforce training
24 programs in jobs that are likely to offer family-sup-

1 porting wages and the potential for career advance-
2 ment.

3 (10) According to a 2003 report for the Edu-
4 cational Testing Service, about 40 percent of Amer-
5 ican adults do not have skills typical of those with
6 some college, but the fastest job growth will occur in
7 those jobs in which incumbent workers currently
8 have skill levels reflecting at least some postsec-
9 ondary education.

10 (11) Increases in a country's overall level of
11 educational attainment leads to increases in its over-
12 all rate of economic growth. According to a 2003 re-
13 port for the Educational Testing Service, increasing
14 a country's average level of schooling by only 1 year
15 can increase economic growth by about 5 to 15 per-
16 cent.

17 (b) PURPOSES.—The purposes of this Act are—

18 (1) to increase the graduation rate of students
19 from high school;

20 (2) to increase the number of high school stu-
21 dents prepared with 21st century skills for college-
22 level work and workforce development after gradua-
23 tion from secondary school;

24 (3) to improve the long-term labor market pros-
25 pects for young people;

1 (4) to establish State and regional partnerships
2 among education, business, labor, and workforce and
3 economic development leaders for the purposes of—

4 (A) creating or enhancing educational
5 pathways for high school students to postsec-
6 ondary education, including registered appren-
7 ticeship programs, and to 21st century careers;

8 (B) aligning the requirements for success-
9 fully exiting secondary education and entering
10 postsecondary education and workforce develop-
11 ment; and

12 (C) developing a coherent vision for com-
13 munity development that complements and co-
14 ordinates ongoing and new efforts in education
15 and workforce and economic development;

16 (5) to increase the use of industry-based skill
17 standards, such as those certifications developed by
18 the Manufacturing Skill Standards Council and the
19 National Institute for Metalworking Skills; and

20 (6) to increase the number of highly skilled and
21 agile workers available to employers, particularly in
22 high skill, high demand industries.

23 **SEC. 3. DEFINITIONS.**

24 In this Act:

1 (1) AT-RISK YOUTH.—The term “at-risk youth”
2 means a high school student who—

3 (A) is economically disadvantaged, as de-
4 termined by the student being—

5 (i) eligible for free or reduced price
6 lunch under the Richard B. Russell Na-
7 tional School Lunch Act (42 U.S.C. 1751
8 et seq.);

9 (ii) eligible to receive medical assist-
10 ance under the State Medicaid program es-
11 tablished under title XIX of the Social Se-
12 curity Act (42 U.S.C. 1396 et seq.); or

13 (iii) a member of a family receiving
14 assistance under the State program funded
15 under part A of title IV of the Social Secu-
16 rity Act (42 U.S.C. 601 et seq.);

17 (B) is at risk for academic failure;

18 (C) is a student with disabilities;

19 (D) is a student who is a homeless child or
20 youth, as defined in section 725 of the McKin-
21 ney-Vento Homeless Assistance Act (42 U.S.C.
22 11434a);

23 (E) is a migrant student or a student with
24 limited English proficiency;

25 (F) is a youth offender; or

1 (G) is in foster care or is aging out of the
2 foster care system.

3 (2) BOARD.—The term “Board” means the Na-
4 tional Academic and Career Innovation Center
5 Board established under section 301(d).

6 (3) CAREER PATHWAY.—The term “career
7 pathway” means a rigorous, engaging, and high-
8 quality set of courses and services that—

9 (A) includes an articulated sequence of
10 academic and career courses, including 21st
11 century skills;

12 (B) is aligned with the needs of high skill,
13 high demand industries in a region or State;

14 (C) prepares students for entry into the
15 full range of postsecondary education options,
16 including registered apprenticeships, and ca-
17 reers;

18 (D) provides academic and career coun-
19 seling in student-to-counselor ratios that allow
20 students to make informed decisions about aca-
21 demic and career options;

22 (E) meets State academic standards, State
23 requirements for secondary school graduation
24 and is aligned with requirements for entry into

1 postsecondary education, and applicable indus-
2 try standards; and

3 (F) leads to 2 or more credentials, includ-
4 ing—

5 (i) a secondary school diploma; and

6 (ii) a postsecondary degree, an ap-
7 prenticeship or other occupational certifi-
8 cation, a certificate, or a license.

9 (4) CENTER.—The term “Center” means the
10 National Academic and Career Innovation Center es-
11 tablished under section 301.

12 (5) DIRECTOR.—The term “Director” means
13 the Director of the National Academic and Career
14 Innovation Center.

15 (6) DROPOUT RECOVERY.—The term “dropout
16 recovery” means a wide range of effective efforts to
17 provide former high school students who did not
18 graduate from secondary school in a standard num-
19 ber of years with an opportunity to earn a secondary
20 school diploma and continue onto postsecondary edu-
21 cation.

22 (7) HIGH SCHOOL STUDENT.—The term “high
23 school student” means a student who is enrolled in
24 a public secondary school—

25 (A) in one of grades 9 through 12; or

1 (B) in the case of a student enrolled in a
2 secondary school approved by a State to issue
3 a regular diploma concurrently with a postsec-
4 ondary degree or with not more than 2 years'
5 worth of postsecondary academic credit, in
6 grade 13.

7 (8) HIGH SKILL, HIGH DEMAND INDUSTRY.—

8 (A) IN GENERAL.—The term “high skill,
9 high demand industry” means an industry
10 that—

11 (i) has a significant current or poten-
12 tial impact on the regional economy over-
13 all;

14 (ii) brings net dollars into a region or
15 is critical to attracting and sustaining
16 businesses within the industry;

17 (iii) stimulates the growth of other
18 supporting businesses, or the growth of
19 other industries or economic sectors within
20 the region;

21 (iv) provides workers with competitive
22 and family-supporting wages and benefits
23 that increase the strength and vitality of
24 the entire regional economy; and

1 (v) provides opportunities for career
2 advancement.

3 (B) DETERMINATION.—The determination
4 of whether an industry is a high skill, high de-
5 mand industry shall be made using State or re-
6 gional business and labor market projections
7 and an analysis of real time data derived from
8 labor market transactions.

9 (9) INSTITUTION OF HIGHER EDUCATION.—The
10 term “institution of higher education” has the
11 meaning given the term in section 101 of the Higher
12 Education Act of 1965 (20 U.S.C. 1001).

13 (10) LOCAL EDUCATIONAL AGENCY.—The term
14 “local educational agency” has the meaning given
15 the term in section 9101 of the Elementary and Sec-
16 ondary Education Act of 1965 (20 U.S.C. 7801).

17 (11) ONE-STOP CENTER.—The term “one-stop
18 center” means a one-stop center described in section
19 134(c) of the Workforce Investment Act of 1998 (29
20 U.S.C. 2864(c)).

21 (12) PATHWAYS GRANTS.—The term “pathways
22 grants” means the grants authorized under title I
23 (excluding section 103) and title II.

24 (13) POSTSECONDARY EDUCATION.—The term
25 “postsecondary education” means—

1 (A) not less than a 1-year program of in-
2 struction offered by an institution of higher
3 education that is acceptable for credit toward
4 an associate or a baccalaureate degree; or

5 (B) a certificate or registered apprentice-
6 ship program at the postsecondary level offered
7 by an institution of higher education or a non-
8 profit educational institution.

9 (14) REGIONAL PARTNERSHIP.—The term “re-
10 gional partnership” means a regional pathways part-
11 nership receiving funds under section 103.

12 (15) REGISTERED APPRENTICESHIP PRO-
13 GRAM.—The term “registered apprenticeship pro-
14 gram” means an industry skills training program at
15 the postsecondary level that combines technical and
16 theoretical training through structured on-the-job
17 learning with related instruction (in classrooms or
18 through distance learning) while an individual is em-
19 ployed, working under the direction of qualified per-
20 sonnel or a mentor, and earning incremental wage
21 increases aligned to enhanced job proficiency, result-
22 ing in the acquisition of a nationally recognized and
23 portable certificate, under a plan approved by the
24 Office of Apprenticeship or a State agency recog-
25 nized by the Department of Labor.

1 (16) SECONDARY SCHOOL.—The term “sec-
2 ondary school” has the meaning given the term in
3 section 9101 of the Elementary and Secondary Edu-
4 cation Act of 1965 (20 U.S.C. 7801).

5 (17) STATE.—The term “State” means each of
6 the several States, the District of Columbia, the
7 Commonwealth of Puerto Rico, the United States
8 Virgin Islands, Guam, American Samoa, and the
9 Commonwealth of the Northern Mariana Islands.

10 (18) STATE EDUCATIONAL AGENCY.—The term
11 “State educational agency” has the meaning given
12 the term in section 9101 of the Elementary and Sec-
13 ondary Education Act of 1965 (20 U.S.C. 7801).

14 (19) STATE P-16 OR P-20 COUNCIL.—The term
15 “State P-16 or P-20 Council” means a body of
16 public officials and public and private sector leaders
17 that—

18 (A) is established by a State executive
19 order, statute, or voluntary agreement and may
20 be regularly chaired or co-chaired by the Gov-
21 ernor of the State;

22 (B) sets formal, aligned expectations for a
23 seamless system of education from the earliest
24 years of a child’s development through the kin-

1 dergarten through grade 12 system and into
2 and through postsecondary education;

3 (C) acts as a venue for collaboration across
4 early learning, including preschool (the “P”)
5 through the first 4 years of higher education
6 (the “16”) or through doctoral and professional
7 schools (the “20”); and

8 (D) receives State, foundation, business, or
9 other funding to carry out the body’s agenda.

10 (20) STATE PARTNERSHIP.—The term “State
11 partnership” means a State pathways partnership as
12 established or appointed under section 101(b)(1).

13 (21) STATE WORKFORCE INVESTMENT
14 BOARD.—The term “State workforce investment
15 board” has the meaning given the term “State
16 board” in section 101 of the Workforce Investment
17 Act of 1998 (29 U.S.C. 2801).

18 (22) WORK-BASED EXPERIENCE.—The term
19 “work-based experience” means an activity for high
20 school students, postsecondary students, or teachers
21 that provides career knowledge, skills, and abilities,
22 including job-shadowing and internships.

1 **TITLE I—CAREER PATHWAYS**
2 **GRANTS**

3 **SEC. 101. STATE PARTNERSHIP PLANNING GRANTS.**

4 (a) GRANTS AUTHORIZED.—

5 (1) IN GENERAL.—The Director is authorized
6 to award planning grants to eligible State partner-
7 ships for the purpose of enabling the State partner-
8 ships to complete comprehensive planning to carry
9 out activities establishing career pathways.

10 (2) GRANT PERIOD.—A planning grant awarded
11 under this section shall be for a period of not more
12 than 1 year.

13 (3) MAXIMUM AMOUNT.—A planning grant
14 awarded under this section may not be more than
15 \$250,000.

16 (4) NONRENEWABILITY.—The Director shall
17 not award a State partnership more than 1 planning
18 grant under this section.

19 (b) ELIGIBILITY.—

20 (1) IN GENERAL.—An entity shall be a State
21 pathways partnership for purposes of this Act if the
22 entity—

23 (A) has been established as the State path-
24 ways partnership by the Governor of a State

1 and is composed of the members described in
2 paragraph (3); or

3 (B) has been appointed by the Governor of
4 a State as the State pathways partnership
5 under paragraph (2).

6 (2) APPOINTMENT OF ORGANIZATION.—The
7 Governor may appoint an existing education, work-
8 force, or economic development organization, such as
9 the State workforce investment board, the State P-
10 16 or P-20 Council, a joint labor-management part-
11 nership organization, or a business-education part-
12 nership, as the State pathways partnership for pur-
13 poses of this Act if the organization—

14 (A) includes, or modifies the members of
15 the organization to include, the representatives
16 required under paragraph (3)(A); or

17 (B) establishes a subcommittee that in-
18 cludes such representatives and uses such sub-
19 committee to carry out the duties of the State
20 partnership under this Act.

21 (3) PARTNERS.—

22 (A) REQUIRED PARTNERS.—A State path-
23 ways partnership shall include a representative
24 from each of the following:

1 (i) Public secondary education, who
2 shall be the chief State school officer.

3 (ii) A public 2-year institution of
4 higher education.

5 (iii) A public 4-year institution of
6 higher education.

7 (iv) A business and trade organiza-
8 tion.

9 (v) An economic development entity.

10 (vi) The State workforce investment
11 board.

12 (vii) The State employment security
13 agency.

14 (viii) The recognized State federation
15 of labor.

16 (ix) A joint apprenticeship and train-
17 ing committee.

18 (x) A labor organization that rep-
19 resents teachers.

20 (xi) The State P-16 or P-20 Council,
21 if such a council exists in the State.

22 (B) OTHER PARTNERS.—A State pathways
23 partnership may include other members, such
24 as—

1 (i) additional representatives de-
2 scribed in subparagraph (A);

3 (ii) additional representatives of pub-
4 lic secondary education, such as the chief
5 State school officer responsible for career
6 and technical education; or

7 (iii) nontraditional participants, in-
8 cluding representatives from philanthropic
9 organizations or members of regional part-
10 nerships.

11 (4) STATE AUTHORITY.—The Governor of a
12 State receiving a planning grant under this section
13 has the authority to appoint a fiscal and an adminis-
14 trative agent for the State partnership.

15 (c) APPLICATION.—

16 (1) IN GENERAL.—Each State partnership de-
17 siring a planning grant under this section shall sub-
18 mit an application to the Director at such time, in
19 such manner, and accompanied by such information
20 as the Director may reasonably require.

21 (2) CONTENTS.—Each application submitted
22 under this subsection shall—

23 (A) describe the members of the State
24 partnership;

1 (B) describe the activities for which assist-
2 ance under this section is sought, including the
3 process by which the applicable industry stand-
4 ards for a career pathway supported under the
5 grant will be identified and considered;

6 (C) describe proposed performance bench-
7 marks to be used to measure progress under
8 the planning grant;

9 (D) provide a budget for use of funds to
10 complete required activities in section (d); and

11 (E) provide such additional assurances and
12 information as the Director determines to be es-
13 sential to ensure compliance with the require-
14 ments of this section.

15 (3) PERFORMANCE BENCHMARKS.—Before a
16 State partnership receives a planning grant under
17 this section, the State partnership and the Director
18 shall jointly determine the performance benchmarks
19 that shall be established for the purposes of the
20 planning grant.

21 (d) REQUIRED ACTIVITIES.—A State partnership re-
22 ceiving funds under this subsection shall carry out all of
23 the following:

1 (1) Analyze State labor market information in
2 order to create career pathways and carry out the
3 purposes of this Act.

4 (2) Identify and agree on State or regional high
5 skill, high demand industries for the purposes of
6 planning career pathways.

7 (3) Identify existing Federal, State, and private
8 resources for youth development and plan to lever-
9 age other existing Federal, State, and private re-
10 sources to strengthen partnerships and implementa-
11 tion grant activities.

12 (4)(A) Provide a description of existing (as of
13 the time of the application)—

14 (i) State academic standards for secondary
15 school graduation and industry standards;

16 (ii) State requirements for secondary
17 school graduation and entry requirements for
18 postsecondary education;

19 (iii) State policies or models for career and
20 guidance counseling; and

21 (iv) career pathway-related programs and
22 activities for secondary school students, such as
23 programs of study under the Carl D. Perkins
24 Career and Technical Education Act of 2006

1 (20 U.S.C. 2301 et seq.), or early college or
2 dual enrollment programs.

3 (B) A State partnership may use an already
4 completed review of the information described in
5 subparagraph (A) that has been completed by the
6 State P-16 or P-20 Council, or other entity recog-
7 nized by the State, if the review is not more than
8 2 years old. If the review does not contain all of the
9 information required in clauses (i) through (iv) of
10 subparagraph (A), the State partnership shall com-
11 plete the missing components.

12 (5) Plan for the alignment of State require-
13 ments for secondary school graduation and entry to
14 postsecondary education.

15 (6) Identify possible areas in which statewide
16 teacher and administration professional development
17 or teacher certification related to promising practices
18 in career pathways will be needed and plan for such
19 professional development.

20 (7) Plan for and create a State partnership im-
21 plementation plan to submit to the Center.

22 (8) Determine the criteria for selecting regional
23 partnerships for implementation subgrants in ac-
24 cordance with section 102(e)(1), which—

1 (A) will incorporate the concepts of career
2 pathways and high skill, high demand indus-
3 tries; and

4 (B) may incorporate criteria such as low
5 graduation rates and low academic achievement
6 in the schools served by the regional partner-
7 ship.

8 (e) MATCHING REQUIREMENT.—Each State partner-
9 ship receiving a planning grant under this section shall
10 provide an amount, in cash or in-kind, that is not less
11 than 15 percent of the amount of the grant, to carry out
12 the activities supported by the grant. The matching re-
13 quirement under this subsection may be provided from
14 funds available from other Federal, State, local, or private
15 sources to carry out such activities.

16 (f) REPORTING REQUIREMENT.—Not later than 1
17 year after an eligible State partnership receives a planning
18 grant under this section, the partnership shall submit a
19 report to the Director on the State’s performance of the
20 activities described in subsection (d). The report shall in-
21 clude—

22 (1) a description of the use of funds, including
23 matching funds required under subsection (e), to
24 carry out required activities under subsection (d);
25 and

1 (2) a description of the progress of the State
2 partnership in meeting the performance benchmarks
3 under subsection (c)(3).

4 **SEC. 102. STATE PARTNERSHIP IMPLEMENTATION GRANTS.**

5 (a) GRANTS AUTHORIZED.—

6 (1) IN GENERAL.—The Director is authorized
7 to award implementation grants, on a competitive
8 basis, to eligible State partnerships described in sub-
9 section (c) to enable the State partnerships to estab-
10 lish or enhance career pathways.

11 (2) GRANT PERIOD.—An implementation grant
12 awarded under this section shall be for a period of
13 not more than 5 years.

14 (3) NONRENEWABILITY.—

15 (A) IN GENERAL.—The Director shall not
16 award a State partnership more than 1 imple-
17 mentation grant under this section except as
18 provided in subparagraph (B).

19 (B) EXCEPTION.—In cases where the Di-
20 rector determines that the State partnership is
21 high performing and the activities supported by
22 the State partnership warrant additional grant
23 funding, the Director may continue to provide
24 funding to a State partnership through a tran-
25 sition grant under section 104.

1 (b) USE OF FUNDS.—An eligible State partnership
2 that receives an implementation grant under this sec-
3 tion—

4 (1) may reserve not more than 20 percent of
5 the grant funds to carry out the activities described
6 in paragraphs (2) through (5) of subsection (e); and

7 (2) shall use not less than 80 percent of the
8 grant funds to make subgrants to regional partner-
9 ships in accordance with subsection (e)(1).

10 (c) ELIGIBILITY.—To be eligible for an implementa-
11 tion grant under this section, a State partnership de-
12 scribed in section 101(b) shall have—

13 (1) received a planning grant under section 101
14 and completed all requirements of such grant; or

15 (2) completed a satisfactory application, includ-
16 ing a plan to coordinate with required partners and
17 complete the required activities described in section
18 101(d) during the 5-year period of an implementa-
19 tion grant under this section.

20 (3) STATE PARTNERSHIP AUTHORITY.—A State
21 partnership receiving an implementation grant under
22 this section shall appoint a fiscal and an administra-
23 tive agent for the implementation of such grant.

24 (d) APPLICATION.—

1 (1) IN GENERAL.—Each eligible State partner-
2 ship desiring an implementation grant under this
3 section shall submit an application to the Director at
4 such time, in such manner, and accompanied by
5 such information as the Director may reasonably re-
6 quire.

7 (2) CONTENTS.—Each application submitted
8 under this subsection shall include—

9 (A) a description of the members of the
10 State partnership;

11 (B) a description of how the State partner-
12 ship completed the required activities described
13 in section 101(d), if applicable or, in the case
14 of a State partnership that has not completed
15 such activities, a description of how the State
16 partnership plans to complete such activities,
17 including a description of the process by which
18 career pathways will be selected and any appli-
19 cable industry standards for the career path-
20 ways will be identified and considered;

21 (C) a description of the activities for which
22 assistance under this section is sought, includ-
23 ing a description of the career pathways that
24 will be supported by such activities;

1 (D) a description of how the State partner-
2 ship will coordinate with required partners and
3 complete the required partnership activities de-
4 scribed in subsection (e) over the 5-year dura-
5 tion of an implementation grant awarded under
6 this section;

7 (E) a budget proposal of the cost of the
8 activities supported by the implementation
9 grant, and a timeline for the provision of the
10 matching funds required under subsection (f);

11 (F) proposed performance measures in ac-
12 cordance with section 302 to be used to assess
13 and evaluate the progress of the career path-
14 ways activities of regional partnerships;

15 (G) a description of how the State partner-
16 ship will collect long-term aggregated data on
17 students assisted under the implementation
18 grant, in accordance with section 444 of the
19 General Education Provisions Act (the Family
20 Educational Rights and Privacy Act of 1974)
21 (20 U.S.C. 1232g), for purposes of reporting
22 progress in grant activities; and

23 (H) such additional assurances as the Di-
24 rector determines to be essential to ensure com-
25 pliance with the requirements of this section.

1 (e) REQUIRED ACTIVITIES.—An eligible State part-
2 nership receiving an implementation grant under this sec-
3 tion shall—

4 (1) award subgrants to eligible regional part-
5 nerships in accordance with section 103;

6 (2) develop and implement coherent, early, and
7 sustained statewide academic and career guidance
8 strategies linked to high skill, high demand indus-
9 tries;

10 (3) collect data from regional partnerships on
11 the performance measures selected by the partner-
12 ship and Director in accordance with section 302 for
13 career pathways activities carried out by the regional
14 partnerships;

15 (4) convene the State partnership members on
16 a regular basis, and at least on a semiannual basis;

17 (5) assist regional partnerships to create coher-
18 ent career pathways, including the provision of tech-
19 nical assistance and capacity building activities, such
20 as the dissemination of best practices and tools with-
21 in the State;

22 (6) provide any necessary statewide teacher and
23 school administrator professional development re-
24 lated to career pathways and coordinate with exist-
25 ing professional development efforts or activities;

1 (7) in consultation with regional partnerships,
2 make recommendations on State and local policies to
3 foster the development of career pathways for high
4 school students; and

5 (8) in coordination with regional partnerships,
6 conduct ongoing studies to continuously improve ca-
7 reer pathways, including testing innovative ap-
8 proaches, within the State in order to achieve high
9 level performance and to maximize coordination of
10 the studies with the Center's studies under title III.

11 (f) MATCHING REQUIREMENT.—

12 (1) IN GENERAL.—Each State partnership re-
13 ceiving an implementation grant under this section
14 shall provide an amount, in cash or in-kind, that is
15 not less than 25 percent of the amount of the grant,
16 to carry out the activities supported by the grant.
17 The matching requirement under this subsection
18 may be provided from funds available from other
19 Federal, State, local, or private sources to carry out
20 such activities.

21 (2) TIMING OF MATCHING CONTRIBUTION.—An
22 eligible State partnership may satisfy the matching
23 requirement of an implementation grant awarded
24 under this section at any time during the 5-year du-
25 ration of the grant, as specified in the budget pro-

1 posal that is submitted in the application process
2 and approved by the Director.

3 (g) **REPORTING REQUIREMENT.**—For each year of
4 the grant period, each eligible State partnership receiving
5 an implementation grant under this section shall submit
6 a report to the Director on the State’s performance of the
7 activities described in subsection (e). Each report shall in-
8 clude—

9 (1) a description of the use of funds, including
10 matched funds, to complete required activities under
11 subsection (d); and

12 (2) a description of the performance of the
13 State partnership in meeting the performance meas-
14 ures under section 302.

15 **SEC. 103. REGIONAL PARTNERSHIP SUBGRANTS.**

16 (a) **IN GENERAL.**—The administrative agent ap-
17 pointed under section 102(c)(3) by a State partnership re-
18 ceiving an implementation grant under such section shall,
19 on behalf of the State partnership, award subgrants, on
20 a competitive basis, to eligible regional partnerships to en-
21 able the eligible regional partnerships to establish or en-
22 hance career pathways.

23 (b) **ELIGIBILITY FOR SUBGRANTS.**—

24 (1) **REQUIRED PARTNERS.**—In order for a re-
25 gional area of a State served by a State partnership

1 receiving an implementation grant under section 102
2 to participate in the subgrant program under this
3 section, the regional area shall form a regional path-
4 ways partnership that includes a representative from
5 each of the following:

6 (A) Public secondary education, who may
7 be a representative of a local educational agen-
8 cy.

9 (B) Postsecondary education, including
10 public 2-year and 4-year postsecondary edu-
11 cation institutions.

12 (C) A business or trade organization.

13 (D) The local workforce investment board
14 (meaning a local board, as defined in section
15 101 of the Workforce Investment Act of 1998
16 (29 U.S.C. 2801)).

17 (E) An economic development entity.

18 (F) Local elected officials.

19 (G) A central labor council.

20 (H) A labor organization that represents
21 teachers.

22 (I) High school students and postsec-
23 ondary education students.

1 (J) Parents or legal guardians of high
2 school students and postsecondary education
3 students.

4 (K) A community-based organization that
5 is relevant to career pathways.

6 (2) OTHER PARTNERS.—A regional partnership
7 may include other members, such as additional rep-
8 resentatives described in paragraph (1), representa-
9 tives of educational service agencies, or nontradi-
10 tional participants, including representatives from
11 philanthropic organizations.

12 (3) DESIGNATION.—A regional area may agree
13 to designate an existing education, workforce, or eco-
14 nomic development organization such as a local
15 workforce investment board, regional economic devel-
16 opment authority, joint labor management partner-
17 ship organization, or business-education partnership,
18 as the regional pathways partnership for purposes of
19 this Act if the organization—

20 (A) includes, or modifies the members of
21 the organization to include, the representatives
22 required under paragraph (1); or

23 (B) establishes a subcommittee that in-
24 cludes such representatives and uses such sub-

1 committee to carry out the duties of the re-
2 gional partnership under this Act.

3 (c) REGIONAL PARTNERSHIP AUTHORITY.—A re-
4 gional partnership shall choose an entity to be the fiscal
5 agent and an entity to be the administrative agent for the
6 subgrant funds received under this section.

7 (d) APPLICATION FOR SUBGRANT.—

8 (1) IN GENERAL.—Each regional partnership
9 desiring a subgrant under this section shall submit
10 an application to the State partnership at such time,
11 in such manner, and accompanied by such informa-
12 tion as the State partnership may reasonably re-
13 quire.

14 (2) CONTENTS.—Each application submitted
15 pursuant to this subsection shall include—

16 (A) a description of the activities for which
17 assistance under this section is sought, includ-
18 ing activities to address the needs of at-risk
19 youth;

20 (B)(i) a description of the career pathways,
21 including the applicable industry standards
22 used for the career pathways, that will be sup-
23 ported by such activities, including, as applica-
24 ble, a description of the types of industry cer-

1 tification assessments to be funded under sub-
2 section (f)(1); and

3 (ii) information describing how the part-
4 nership incorporates the concepts of the career
5 pathways and high skill, high demand indus-
6 tries;

7 (C) proposed performance measures in ac-
8 cordance with section 302 to be used to assess
9 and evaluate the progress of the career path-
10 ways activities under this section;

11 (D) a budget for use of funds to complete
12 the required activities in subsection (e);

13 (E) a definition of the geographic bound-
14 aries of the region to be served by the career
15 pathways initiatives, including whether the re-
16 gion is—

17 (i) a local workforce investment area
18 established under section 116 of the Work-
19 force Investment Act of 1998 (29 U.S.C.
20 2831);

21 (ii) an economic development area as
22 defined by the State; or

23 (iii) justified on other criteria, includ-
24 ing—

1 (I) the alignment of labor market
2 areas;

3 (II) school districts and edu-
4 cation service agencies;

5 (III) postsecondary educational
6 institutions and area career and tech-
7 nical schools;

8 (IV) geographic distances; or

9 (V) regional resources that are
10 available to effectively administer the
11 activities carried out under this sec-
12 tion;

13 (F) a description of how meetings of the
14 regional partnership will be convened on a reg-
15 ular basis;

16 (G) an assurance that employers providing
17 student work-based experiences will provide or
18 arrange for the necessary liability coverage as
19 determined by the participating secondary
20 schools; and

21 (H) such additional assurances as the
22 State partnership determines to be essential to
23 ensure compliance with the requirements of this
24 section.

25 (e) USE OF FUNDS.—

1 (1) RESERVATION OF AMOUNTS.—Of the
2 subgrant amount received by an eligible regional
3 partnership under this section—

4 (A) not less than 85 percent of the
5 subgrant funds shall be used to carry out the
6 activities described in subparagraphs (A)
7 through (D) of paragraph (2); and

8 (B) a total of not more than 15 percent of
9 the subgrant funds shall be spent to—

10 (i) carry out the activities described in
11 subparagraphs (E) through (G) of para-
12 graph (2);

13 (ii) pay for the costs associated with
14 the fiscal or administrative agent; or

15 (iii) sustain the regional partnership.

16 (2) REQUIRED ACTIVITIES.—A regional part-
17 nership receiving a subgrant under this section shall
18 use subgrant funds to—

19 (A) establish or enhance career pathways
20 for high school students in high skill, high de-
21 mand industries;

22 (B) establish or designate an intermediary
23 with demonstrated experience in working with
24 schools serving high school students, postsec-
25 ondary education, and the workforce delivery

1 system, and within the partnership area that
2 shall under financial agreement with the re-
3 gional partnership—

4 (i) coordinate career pathways activi-
5 ties;

6 (ii) conduct community outreach and
7 informational activities related to career
8 pathways;

9 (iii) consider the needs of individual
10 school districts in the regional partnership
11 area;

12 (iv) identify academic and career
13 counseling options and resources (such as
14 the one-stop career center career services,
15 including resources and services funded
16 under the Wagner-Peyser Act (29 U.S.C.
17 49 et seq.)) to counsel students and the
18 students' families in the development of ca-
19 reer pathways plans to ensure that stu-
20 dents' course crediting and content re-
21 quirements for secondary school gradua-
22 tion and entrance into postsecondary edu-
23 cation are aligned and that shall have a
24 ratio of students to counselors of not more
25 than 1:150; and

1 (v) develop work-based experiences for
2 high school students and teachers;

3 (C) train and provide professional develop-
4 ment to individuals providing academic and ca-
5 reer counseling options in the area served by
6 the regional partnership, or designate the inter-
7 mediary described in subparagraph (B) to pro-
8 vide such training and professional develop-
9 ment;

10 (D) develop and implement a dropout re-
11 covery strategy for entry into career pathways
12 for former high school students who have
13 dropped out of school;

14 (E) complete a community asset map or
15 build upon an existing analysis of resources by
16 workforce boards or other entities to identify
17 those existing resources that can be leveraged
18 in a region and the gaps that need to be ad-
19 dressed to strengthen connections between ef-
20 fective education and career success;

21 (F) coordinate with existing support serv-
22 ices for students; and

23 (G) track and report on the progress of the
24 regional partnership in meeting performance
25 goals negotiated with the State partnership.

1 (f) OPTIONAL ACTIVITIES.—A regional partnership
2 receiving a subgrant under this section may—

3 (1) provide funds for student fees and books
4 and equipment fees associated with completing in-
5 dustry certification assessments, or examinations for
6 Advanced Placement and International Baccalaureate
7 courses, for high school students who are at
8 or below 200 percent of the Federal poverty level
9 line, in order to support a career pathway in a high
10 skill, high demand industry for such students;

11 (2) provide funds for costs associated with stu-
12 dent work-based experiences in high skill, high de-
13 mand industries, except that no such funds shall be
14 used to pay wages;

15 (3) create 1-to-1 mentorships between the most
16 at-risk youth in a career pathway and responsible,
17 supportive adults within the region as identified by
18 the regional partnership;

19 (4) assist students in identifying and com-
20 pleting financial aid applications for postsecondary
21 education; and

22 (5) provide funds to expand the scope of career
23 services for career pathway students offered by one-
24 stop centers within the region.

1 (g) REPORTING REQUIREMENT.—For each year of
 2 the grant period, each eligible regional partnership receiv-
 3 ing a subgrant under this section shall submit a report
 4 to the State partnership on the partnership’s performance
 5 on the activities described in subsection (e). Each report
 6 shall include—

7 (1) a description of the use of funds, including
 8 any matched funds, to complete the required activi-
 9 ties under subsection (e); and

10 (2) a description of the performance of the
 11 partnership in meeting the performance measures,
 12 as described in section 302 consistent with section
 13 444 of the General Education Provisions Act.

14 **SEC. 104. STATE PARTNERSHIP TRANSITION GRANTS.**

15 (a) GRANTS AUTHORIZED.—

16 (1) IN GENERAL.—The Director is authorized
 17 to award transition grants, on a competitive basis,
 18 to eligible State partnerships described in subsection

19 (b) to enable the State partnerships to continue suc-
 20 cessful career pathways programs, while increasing
 21 State and regional investment and gradually de-
 22 creasing Federal funds.

23 (2) GRANT PERIOD.—A transition grant award-
 24 ed under this section shall be for a period of not
 25 more than 3 years.

1 (3) NONRENEWABILITY.—The Director shall
2 not award a State partnership more than 1 transi-
3 tion grant under this section.

4 (b) ELIGIBILITY.—To be eligible for a transition
5 grant under this section, a State partnership shall have
6 received an implementation grant under section 102 and
7 satisfactorily completed all requirements of such grant.

8 (c) APPLICATION.—

9 (1) IN GENERAL.—Each eligible State partner-
10 ship desiring a transition grant under this section
11 shall submit an application to the Director at such
12 time, in such manner, and accompanied by such in-
13 formation as the Director may reasonably require.

14 (2) CONTENTS.—Each application submitted
15 under this subsection shall provide—

16 (A) a description of the activities for which
17 assistance under this section is sought;

18 (B) a description of how the State partner-
19 ship has made progress on the activities de-
20 scribed in section 102(e);

21 (C) description of how the State partner-
22 ship will coordinate with required partners and
23 complete the required partnership activities de-
24 scribed in subsection (d) over the duration of a
25 grant awarded under this section;

1 (D) a budget proposal of the cost of the
2 activities supported by the transition grant, and
3 a timeline for the provision of the matching
4 funds required under subsection (e);

5 (E) proposed performance measures in ac-
6 cordance with section 302 to be used to assess
7 and evaluate the progress of the activities of
8 State partnerships under this section; and

9 (F) such additional assurances as the Di-
10 rector determines to be essential to ensure com-
11 pliance with the requirements of this section.

12 (d) ACTIVITIES.—A State partnership receiving a
13 transition grant under this section—

14 (1) shall use grant funds to continue the activi-
15 ties required under section 102(e); and

16 (2) may use grant funds to expand career ex-
17 ploration and guidance activities to students in
18 grades lower than grade 9, with priority given to
19 serving such students who are at risk of failure to
20 graduate, based on indicators for middle school stu-
21 dents predictive of whether or not a student is on
22 track to graduate from secondary school with a reg-
23 ular diploma.

24 (e) MATCHING REQUIREMENT.—

1 (1) IN GENERAL.—Each State partnership re-
2 ceiving a transition grant under this section shall
3 provide, from funds available from other Federal,
4 State, local, or private sources to carry out the ac-
5 tivities supported by the transition grant—

6 (A) for the first year of the grant, an
7 amount that is not less than 25 percent of the
8 amount of the grant for such year;

9 (B) for the second year of the grant, an
10 amount that is not less than 50 percent of the
11 amount of the grant for such year; and

12 (C) for the third year of the grant, an
13 amount that is not less than 75 percent of the
14 amount of the grant for such year.

15 (2) USE AND TYPE OF MATCHING FUNDS.—The
16 matching funds required under paragraph (1) may
17 be provided in cash or in-kind and shall be used to
18 carry out the activities supported by the transition
19 grant under this section.

20 (f) REPORTING REQUIREMENT.—For each year of
21 the grant period, each eligible State partnership receiving
22 a transition grant under this section shall submit a report
23 to the Director on the State’s performance of the activities
24 described in subsection (d). Each report shall include—

1 (1) a description of the use of funds, including
 2 matched funds, to complete the required activities
 3 described in subsection (d); and

4 (2) a description of the performance of the
 5 State partnership in meeting the performance meas-
 6 ures, as described in section 302.

7 **TITLE II—CAREER PATHWAYS**
 8 **PARTNERSHIP SUPPLE-**
 9 **MENTAL GRANTS**

10 **SEC. 201. STATE PARTNERSHIP SUPPLEMENTAL GRANTS**

11 **PROGRAM AUTHORIZED.**

12 (a) **PURPOSES.**—The purposes of this title are—

13 (1) to enhance the capacity of States and re-
 14 gions to offer career pathways to high school stu-
 15 dents;

16 (2) to enhance one-stop career services for
 17 youth to more effectively provide career exploration
 18 and guidance services to high school students and
 19 postsecondary students; and

20 (3) to increase the number of registered ap-
 21 prenticeship programs in high skill, high demand in-
 22 dustries.

23 (b) **GRANTS AUTHORIZED.**—The Director is author-
 24 ized to award, on a competitive basis, supplemental grants

1 described in section 202 to States to enable the States
2 to carry out the activities described in such section.

3 (c) DURATION OF GRANT.—Each eligible State re-
4 ceiving a grant under this title shall use the grant funds
5 within a 5-year period, as designated by the Director.

6 (d) NON-RENEWABILITY.—An eligible State may not
7 receive more than 1 grant under each subsection of section
8 202.

9 **SEC. 202. TYPES OF SUPPLEMENTAL GRANTS.**

10 (a) CAREER PATHWAYS CURRICULUM DEVELOP-
11 MENT GRANTS.—

12 (1) PURPOSES.—The purposes of a grant under
13 this subsection are—

14 (A) to increase the number of innovative,
15 high quality, rigorous, engaging, and relevant
16 career pathways curricula available for the pur-
17 pose of instructing high school students through
18 the development of new, or enhancement of ex-
19 isting, model courses of study focused on high
20 skill, high demand industries;

21 (B) to support the development of career
22 pathways curricula that develop and reinforce
23 reading and mathematics skills for high school
24 students, including through the real world ap-
25 plication of academics; and

1 (C) to establish teacher training processes
2 that will provide effective professional develop-
3 ment in the application of each career pathways
4 course sequence assisted under this subsection.

5 (2) APPLICATIONS.—

6 (A) IN GENERAL.—The Governor of a
7 State, in partnership with the State partnership
8 serving the State, may submit an application
9 for a curriculum grant under this subsection to
10 the Director at such time, in such manner, and
11 containing such information as the Director
12 may require.

13 (B) PEER REVIEW.—Applications for a
14 curriculum grant under this subsection shall be
15 peer reviewed by a panel of experts in cur-
16 riculum development, career pathways or career
17 and technical education, and workforce develop-
18 ment and industry.

19 (C) CONTENTS.—Each application sub-
20 mitted under this paragraph shall—

21 (i) be submitted during the period
22 that the State partnership serving the
23 State is receiving an implementation grant
24 under section 102;

1 (ii) demonstrate a need for the cur-
2 rriculum grant;

3 (iii) describe the activities for which
4 assistance under this subsection is sought,
5 including—

6 (I) how the applicant will carry
7 out the activities described in para-
8 graph (4);

9 (II) how the applicant will in-
10 clude the industry standards of the
11 relevant industries in the development
12 of the curriculum and, in the case of
13 an applicant using grant funds to
14 carry out paragraph (5)(A), the in-
15 dustry certificates to be used;

16 (III) how the applicant will col-
17 laborate with and incorporate input
18 from representatives from the State
19 partnership members in the develop-
20 ment of the curriculum; and

21 (IV) the research or evidence
22 that supports the key curriculum
23 theories and activities of the proposed
24 career pathways curriculum;

1 (iv) include a budget of the cost of the
2 project and a time-line for the provision of
3 the matching funds required under para-
4 graph (6);

5 (v) include a description of the per-
6 formance benchmarks to be used to meas-
7 ure the development, implementation, dis-
8 tribution, and professional development
9 concerning career pathways curriculum;

10 (vi) provide an assurance that cur-
11 ricula and other products or materials de-
12 veloped under this Act will be made avail-
13 able to the Center for distribution; and

14 (vii) provide such additional assur-
15 ances as the Director determines to be es-
16 sential to ensure compliance with the re-
17 quirements of this title.

18 (3) FISCAL AND ADMINISTRATION AGENT.—The
19 Governor of a State receiving a curriculum grant
20 under this subsection shall appoint the State edu-
21 cational agency to serve as the fiscal agent and ad-
22 minister the grant funds.

23 (4) REQUIRED ACTIVITIES.—A State receiving
24 a curriculum grant under this subsection shall use
25 the grant funds—

1 (A) to develop a curriculum with industry
2 engagement that—

3 (i) provides a logical sequence of inte-
4 grated academic and career-related
5 coursework focused on a specific high skill,
6 high demand industry and meets regional
7 or national workforce needs;

8 (ii) incorporates rigorous academic
9 content from core academic subjects, as
10 defined in section 9101 of the Elementary
11 and Secondary Education Act of 1965 (20
12 U.S.C. 7801), in a majority of the courses
13 within each curricular sequence of study,
14 so that a majority of courses are eligible
15 for academic credit, and links the material
16 in each course to State academic content
17 standards;

18 (iii) provides academic rigor to career
19 pathways courses;

20 (iv) emphasizes the development of
21 communication skills, such as reading,
22 writing, speaking, mathematic, and science
23 skills across all courses and provides for
24 the development of work readiness skills
25 and 21st century work skills, including

1 problem solving skills, communication
2 skills, analytic skills, time management,
3 teamwork, and technological prowess;

4 (v) provides knowledge of all aspects
5 of an industry;

6 (vi) uses best practices within cur-
7 riculum development theory, including rig-
8 orous standards, higher order thinking
9 skills, real world applications, project-based
10 learning, contextual learning, and other
11 practices;

12 (vii) incorporates opportunities for
13 work-based experience within each career
14 pathways course sequence; and

15 (viii) prepares high school students
16 for postsecondary education and skills de-
17 velopment programs;

18 (B) to create curriculum materials and in-
19 structional resources that will support the
20 teaching and learning of the career pathways
21 curriculum developed under this subsection; and

22 (C) to develop a statewide teacher profes-
23 sional development implementation plan that
24 will describe the model of professional develop-
25 ment used for teacher training, including

1 courses that will increase the capacity of teach-
2 ers to effectively implement the career pathways
3 curriculum developed under this subsection, and
4 a description of the costs of such a program.

5 (5) OPTIONAL USE OF FUNDS.—In addition to
6 the required activities under subsection (g), a State
7 receiving a grant under this subsection may use the
8 grant funds—

9 (A) to create career and technical edu-
10 cation course sequences that lead to an industry
11 certificate;

12 (B) to develop and include transitional
13 mathematics and reading courses for students
14 who struggle to meet the academic require-
15 ments necessary to enter and successfully com-
16 plete postsecondary education or workforce de-
17 velopment; or

18 (C) to provide options for high school stu-
19 dents to concurrently earn college credit
20 through establishing college course articulation
21 agreements.

22 (6) MATCHING REQUIREMENT.—Each State
23 partnership receiving a curriculum grant under this
24 subsection shall provide an amount, in cash or in-
25 kind, that is not less than 25 percent of the amount

1 of the grant, to carry out the activities supported by
2 the grant. The matching requirement under this
3 subsection may be provided from funds available
4 from other Federal, State, local, or private sources
5 to carry out such activities.

6 (7) EVALUATION AND REPORTING REQUIRE-
7 MENT.—Each State partnership in a State receiving
8 a curriculum grant under this subsection shall annu-
9 ally report to the Director regarding—

10 (A) the progress made on the activities de-
11 scribed in paragraph (4), including the progress
12 made in the development and distribution of the
13 career pathways curriculum assisted through
14 the grant;

15 (B) the data and information gathered to
16 benchmark appropriate outcomes of the cur-
17 riculum development, implementation, distribu-
18 tion, and professional development, which may
19 include student outcomes;

20 (C) the use of grant funds, including
21 matched funds, by the State; and

22 (D) the State's progress on the perform-
23 ance benchmarks described in paragraph (2)(C)
24 that are established with the agreement of the
25 Director.

1 (8) RULE OF CONSTRUCTION.—Nothing in this
2 section shall be construed to authorize an officer or
3 employee of the Federal Government to mandate, di-
4 rect, or control a State’s, local educational agency’s,
5 or school’s specific instructional content, academic
6 achievement standards or assessments, curriculum,
7 or program of instruction.

8 (b) CAREER PATHWAYS CAPACITY EXPANSION AND
9 MODERNIZATION GRANTS.—

10 (1) PURPOSE.—The purpose of this subsection
11 is to enable States to better prepare students for
12 postsecondary education and careers in State and re-
13 gional high skill, high demand industries by pro-
14 viding eligible States with grants in order to expand,
15 enhance, and modernize school facilities and equip-
16 ment to reflect the requirements of State and re-
17 gional high skill, high demand industries.

18 (2) DEFINITION OF QUALIFYING REGION.—In
19 this subsection, the term “qualifying region” means
20 a region of a State that has a regional partnership
21 that has—

22 (A) previously received a partnership im-
23 plementation subgrant under section 103; and

1 (B) a low graduation rate, compared to the
2 State average, or a high percentage of at-risk
3 youth, compared to the State average.

4 (3) APPLICATION.—

5 (A) IN GENERAL.—A Governor of a State,
6 in partnership with the State partnership serv-
7 ing the State, desiring an expansion and mod-
8 ernization grant under this section shall submit
9 an application to the Director at such time, in
10 such manner, and accompanied by such infor-
11 mation as the Director may reasonably require.

12 (B) CONTENTS.—Each application sub-
13 mitted under subparagraph (A) shall—

14 (i) be submitted during the period
15 that the State partnership serving the
16 State is receiving an implementation grant
17 under section 102;

18 (ii) demonstrate a need for the expan-
19 sion, enhancement, or modernization of ex-
20 isting facilities or equipment as of the date
21 of the application, in qualifying regions;

22 (iii) describe the activities for which
23 assistance under this subsection is sought;

24 (iv) describe creative arrangements to
25 maximize the use of the facilities and

1 equipment that are expanded, enhanced, or
2 modernized with grant funds under this
3 subsection, by sharing the facilities and
4 equipment with other schools or postsec-
5 ondary programs;

6 (v) include a budget of the cost of the
7 project and a timeline for the provision of
8 the matching funds required under para-
9 graph (6);

10 (vi) describe the performance bench-
11 marks to be used to measure the State's
12 progress in implementing a grant under
13 this subsection; and

14 (vii) provide such additional assur-
15 ances as the Director determines to be es-
16 sential to ensure compliance with the re-
17 quirements of this title.

18 (4) FISCAL AND ADMINISTRATION AGENT.—The
19 Governor of a State receiving an expansion and
20 modernization grant under this subsection shall ap-
21 point the State facilities authority or State agency
22 responsible for school construction and renovation to
23 serve as the fiscal agent and administer the grant
24 funds.

1 (5) REQUIRED ACTIVITIES.—A State receiving
2 an expansion and modernization grant under this
3 subsection shall use the grant funds to—

4 (A) make necessary expansions or enhance-
5 ments to existing facilities in qualifying regions;
6 and

7 (B) modernize equipment essential to in-
8 struction within the career pathways cur-
9 riculum.

10 (6) NON-FEDERAL FUNDS MATCHING REQUIRE-
11 MENT.—Each State partnership receiving an expan-
12 sion and modernization grant under this subsection
13 shall provide, from non-Federal sources, an amount
14 that is not less than 50 percent of the amount of the
15 grant, to carry out the activities supported by the
16 grant. The matching requirement under this para-
17 graph may be provided in cash or in-kind.

18 (7) EVALUATION AND REPORTING REQUIRE-
19 MENTS.—Each State partnership in a State receiv-
20 ing an expansion and modernization grant under
21 this subsection shall annually submit a report to the
22 Director regarding—

23 (A) the State’s progress made on the ac-
24 tivities described in paragraph (5);

1 (B) the use of grant funds by the State;
2 and

3 (C) the State's progress on the perform-
4 ance benchmarks described in paragraph (3)(B)
5 that are established with the agreement of the
6 Director.

7 (c) REGISTERED APPRENTICESHIP GRANTS IN HIGH
8 SKILL, HIGH DEMAND INDUSTRIES.—

9 (1) PURPOSE.—The purpose of this subsection
10 is to enable States to expand or create registered ap-
11 prenticeship programs in high skill, high demand in-
12 dustries.

13 (2) APPLICATION.—

14 (A) IN GENERAL.—The Governor, in part-
15 nership with the State partnership serving the
16 State, may submit an application for an ap-
17 prenticeship grant under this subsection to the
18 Director at such time, in such manner, and
19 containing such information as the Director
20 may require.

21 (B) CONTENTS.—Each application sub-
22 mitted under subparagraph (A) shall—

23 (i) be submitted during the period
24 that the State partnership serving the

1 State is receiving an implementation grant
2 under section 102;

3 (ii) demonstrate a need for creation or
4 expansion of registered apprenticeship pro-
5 grams in high skill, high demand indus-
6 tries;

7 (iii) describe the activities for which
8 assistance under this subsection is sought;

9 (iv) describe the performance bench-
10 marks to be used to measure the develop-
11 ment, implementation, and distribution
12 concerning registered apprenticeship pro-
13 grams;

14 (v) include a budget of the cost of the
15 project and a time line for the provision of
16 the matching funds required under para-
17 graph (5); and

18 (vi) provide such additional assur-
19 ances as the Director determines to be es-
20 sential to ensure compliance with the re-
21 quirements of this title.

22 (3) FISCAL AND ADMINISTRATION AGENT.—In
23 the case of a State receiving an apprenticeship grant
24 under this subsection—

1 (A) that has a State apprenticeship council
2 recognized by the Department of Labor, the
3 State apprenticeship council administrative
4 agency shall serve as the fiscal agent and ad-
5 minister the grant funds; or

6 (B) where the Office of Apprenticeship of
7 the Department of Labor administers the reg-
8 istered apprenticeship program, the Governor of
9 the State shall appoint the appropriate State
10 agency to serve as the fiscal agent and admin-
11 ister the grant funds.

12 (4) REQUIRED ACTIVITIES.—An eligible State
13 receiving an apprenticeship grant under this sub-
14 section shall use the grant funds for activities nec-
15 essary to create or expand registered apprenticeship
16 programs in high skill, high demand industries, in-
17 cluding—

18 (A) developing and administering a new or
19 enhancing an existing registered apprenticeship
20 program in a high skill, high demand industry
21 as identified by the State;

22 (B) registering the apprenticeship program
23 with the Department of Labor;

1 (C) providing or arranging for equipment
2 necessary for training in the registered appren-
3 ticeship program;

4 (D) developing skills-based theoretical and
5 technical classroom and on-the-job curricula;

6 (E) identifying and training, as appro-
7 priate, instructors for the registered apprentice-
8 ship program; and

9 (F) conducting outreach and marketing
10 about the registered apprenticeship program to
11 interested stakeholders, including secondary
12 schools serving high school students.

13 (5) PROHIBITED USE.—A State partnership re-
14 ceiving an apprenticeship grant under this sub-
15 section shall not use any Federal funds provided
16 under the grant to pay wages or provide benefits to
17 workers.

18 (6) NON-FEDERAL FUNDS MATCHING REQUIRE-
19 MENT.—Each State partnership receiving an ap-
20 prenticeship grant under this subsection shall pro-
21 vide, from non-Federal sources, an amount that is
22 not less than 25 percent of the amount of the grant,
23 to carry out the activities supported by the grant.
24 The matching requirement under this paragraph
25 may be provided in cash or in-kind.

1 (7) EVALUATION AND REPORTING REQUIRE-
 2 MENT.—Each State partnership in a State receiving
 3 an apprenticeship grant under this subsection shall
 4 annually submit a report to the Director regard-
 5 ing—

6 (A) the progress made on the activities de-
 7 scribed in paragraph (4);

8 (B) the use of grant funds, including
 9 matched funds, by the State; and

10 (C) the State’s progress on the perform-
 11 ance benchmarks described in paragraph (2)(B)
 12 that are established with the agreement of the
 13 Director.

14 (d) YOUTH ONE-STOP CAREER SERVICES ENHANCE-
 15 MENT GRANT.—

16 (1) PURPOSE.—The purpose of this subsection
 17 is to enable States to make career services available
 18 through one-stop centers—

19 (A) more welcoming and user-friendly for
 20 secondary school students; and

21 (B) more accessible to such students while
 22 in school.

23 (2) APPLICATION.—

24 (A) IN GENERAL.—The Governor of a
 25 State, in partnership with the State partnership

1 serving the State, may submit an application
2 for a career services enhancement grant under
3 this subsection to the Director at such time, in
4 such manner, and containing such information
5 as the Director may require.

6 (B) CONTENTS.—Each application sub-
7 mitted under subparagraph (A) shall—

8 (i) be submitted during the period
9 that the State partnership serving the
10 State is receiving an implementation grant
11 under section 102;

12 (ii) demonstrate a need for the en-
13 hancement or expansion of one-stop career
14 guidance and exploration services for high
15 school students;

16 (iii) describe the activities for which
17 assistance under this subsection is sought;

18 (iv) describe the performance bench-
19 marks to be used to measure the State's
20 progress in implementing a grant under
21 this subsection;

22 (v) include a budget of the cost of the
23 project and a time-line for the provision of
24 the matching funds required under para-
25 graph (5); and

1 (vi) provide such additional assur-
2 ances as the Director determines to be es-
3 sential to ensure compliance with the re-
4 quirements of this subsection.

5 (3) FISCAL AND ADMINISTRATION AGENT.—The
6 Governor of a State receiving a career services en-
7 hancement grant under this subsection shall appoint
8 the State workforce investment board or the State
9 workforce administrative entity as the fiscal agent
10 and the entity responsible for administering the
11 grant. The State workforce investment board shall
12 give preference for resources available under this
13 grant to one-stop centers in regions with regional
14 partnerships receiving a subgrant under section 103.

15 (4) REQUIRED ACTIVITIES.—A State receiving
16 a career services enhancement grant under this sub-
17 section shall use the grant funds to expand or en-
18 hance career guidance and exploration services for
19 students provided through one-stop centers, includ-
20 ing resources funded under the Wagner-Peyser Act
21 (29 U.S.C. 49 et seq.), by—

22 (A) enhancing services for students partici-
23 pating in career pathways, such as enhancing—

- 1 (i) job search and placement assist-
2 ance and, as appropriate, career coun-
3 seling;
- 4 (ii) the provision of employment sta-
5 tistics information, including the provision
6 of accurate information related to local, re-
7 gional, and national labor market areas,
8 which may include—
- 9 (I) job vacancy listings in the
10 labor market area;
- 11 (II) information on the job skills
12 necessary to obtain those jobs; and
- 13 (III) information related to local
14 occupations in demand and the earn-
15 ings and skill requirements of such oc-
16 cupations;
- 17 (iii) the provision of performance in-
18 formation and program cost information
19 on eligible providers of training described
20 in section 122 of the Workforce Invest-
21 ment Act of 1998 (29 U.S.C. 2842);
- 22 (iv) comprehensive and specialized as-
23 sessments of skill levels and development
24 of plans to identify and attain career goals;

1 (v) individual counseling and career
2 planning; and

3 (vi) short-term prevocational services,
4 such as the development of learning skills,
5 presentation skills, resume writing skills,
6 interviewing skills, punctuality, and profes-
7 sional conduct, among others, to prepare
8 individuals for unsubsidized employment;
9 or

10 (B) providing one-stop center career serv-
11 ices in proximity to high school students, sub-
12 ject to the requirements of section 134(c) of the
13 Workforce Investment Act of 1998 (29 U.S.C.
14 2864(c)).

15 (5) MATCHING REQUIREMENT.—Each State
16 partnership receiving a career services enhancement
17 grant under this subsection shall provide an amount,
18 in cash or in-kind, that is not less than 50 percent
19 of the amount of the grant, to carry out the activi-
20 ties supported by the grant. The matching require-
21 ment under this subsection may be provided from
22 funds available from other Federal, State, local, or
23 private sources to carry out such activities.

24 (6) EVALUATION AND REPORTING REQUIRE-
25 MENT.—Each eligible State partnership in a State

1 receiving a career services enhancement grant under
 2 this subsection shall submit a report to the Director
 3 regarding—

4 (A) the progress made on the activities de-
 5 scribed in paragraph (4);

6 (B) the use of grant funds, including
 7 matched funds, by the State partnership; and

8 (C) the State’s progress on the perform-
 9 ance benchmarks described in paragraph (2)(B)
 10 that are established with the agreement of the
 11 Director.

12 **TITLE III—GENERAL** 13 **PROVISIONS**

14 **SEC. 301. ESTABLISHMENT OF THE NATIONAL ACADEMIC** 15 **AND CAREER INNOVATION CENTER.**

16 (a) PURPOSE.—The purpose of this section is to es-
 17 tablish a National Academic and Career Innovation Center
 18 that—

19 (1) encourages innovations to address the con-
 20 stant changes in the highly competitive global econ-
 21 omy;

22 (2) serves as a national resource for State part-
 23 nerships and regional partnerships in the United
 24 States by—

1 (A) disseminating information on research
2 and best practices regarding the development of
3 career pathways;

4 (B) disseminating demonstrated curricula
5 developed by States; and

6 (C) supporting the efforts of State partner-
7 ships and regional partnerships to offer career
8 pathways of proven effectiveness;

9 (3) designs and conducts performance evalua-
10 tions of career pathways activities, to determine
11 whether the short- and long-term goals of the activi-
12 ties are being met; and

13 (4) administers, oversees, and evaluates all ca-
14 reer pathways grants.

15 (b) ESTABLISHMENT.—

16 (1) IN GENERAL.—There is established the Na-
17 tional Academic and Career Innovation Center,
18 which shall be administered under the terms of an
19 interagency agreement entered into by the Secretary
20 of Education, the Secretary of Labor, and the Sec-
21 retary of Commerce (in this section referred to as
22 the “Interagency Group”).

23 (2) OFFICES.—The Center shall have offices
24 separate from the offices of the Department of Edu-

1 cation, the Department of Labor, and the Depart-
2 ment of Commerce.

3 (3) RECOMMENDATIONS.—The Interagency
4 Group shall consider the recommendations of the
5 Board, established under subsection (d), in planning
6 the goals of the Center and in implementing any
7 programs to achieve such goals.

8 (c) DUTIES.—

9 (1) IN GENERAL.—In order to serve as a na-
10 tional resource for States and regions creating and
11 implementing career pathways in the United States,
12 the Center is authorized—

13 (A) to administer and oversee grants and
14 contracts under this Act;

15 (B) to conduct evaluations and research in
16 accordance with section 303 to determine the
17 effectiveness of the career pathways initiative
18 under this Act;

19 (C) to make findings as to whether the
20 goals of the career pathways initiatives under
21 this Act have been met by the grant programs
22 created under this Act;

23 (D) to work with State partnerships and
24 regional partnerships to develop performance
25 measures, in accordance with section 302, to

1 determine whether the short- and long-term
2 goals of the activities being funded by the ca-
3 reer pathways grants described in this Act are
4 being met;

5 (E) to advise Congress and the Depart-
6 ments of Labor, Education, and Commerce on
7 the development and continuous improvement
8 of career pathways;

9 (F) to communicate and coordinate with
10 the Departments of Labor, Education, and
11 Commerce on related activities administered by
12 one or more of the Departments; and

13 (G) to disseminate information, through
14 online and other resources that are easily acces-
15 sible, that shall—

16 (i) consist of—

17 (I) model career pathways cur-
18 ricula developed under section 202(a);
19 and

20 (II) proven best practices and ca-
21 reer resources, including multi-media
22 information and products identified by
23 the Center, other entities, and reposi-
24 tories of information; and

1 (ii) facilitate the ability of secondary
2 schools serving high school students or
3 other educational entities to access and im-
4 plement model career pathways curricula if
5 the schools or entities so choose.

6 (2) GRANTS AND CONTRACTS.—The Center
7 may award grants to, or enter into contracts or co-
8 operative agreements with, individuals, public or pri-
9 vate institutions, agencies, or organizations, to carry
10 out the activities of the Center.

11 (3) DISCLOSURES.—The Center shall publicly
12 disclose, through an easily accessible website, the
13 Center’s justification for the Center’s decision to ap-
14 prove or reject each application for a grant under
15 this Act and, in the case of an application that is
16 approved, the amount of the grant awarded.

17 (4) PROHIBITION ON REQUIRED USE OF A CUR-
18 RICULUM.—The Director shall not—

19 (A) use online resources supported under
20 this section to develop a national curriculum; or

21 (B) require States to use any model career
22 pathways curriculum included in the online re-
23 sources.

24 (d) NATIONAL ACADEMIC AND CAREER INNOVATION
25 CENTER BOARD.—

1 (1) ESTABLISHMENT.—

2 (A) IN GENERAL.—There shall be a Na-
3 tional Academic and Career Innovation Center
4 Board, which shall consist of 15 individuals ap-
5 pointed by the President with the advice and
6 consent of the Senate.

7 (B) COMPOSITION.—The Board shall be
8 comprised of individuals who are not otherwise
9 officers or employees of the Federal Govern-
10 ment and who are representative of—

11 (i) public secondary education;

12 (ii) public postsecondary education,
13 including 2-year and 4-year institutions of
14 higher education;

15 (iii) businesses and trade organiza-
16 tions that demonstrate an interest in ca-
17 reer pathways;

18 (iv) high school students or postsec-
19 ondary students, including at-risk youth;

20 (v) workforce development;

21 (vi) economic development;

22 (vii) State and local governments;

23 (viii) parents or legal guardians of
24 students; and

25 (ix) labor organizations.

1 (2) DUTIES.—The Board shall—

2 (A) make recommendations concerning the
3 appointment of the Director and staff of the
4 Center;

5 (B) advise the Center and the Interagency
6 Group on a vision of career pathways that—

7 (i) create opportunities for high school
8 students to make successful transitions to
9 postsecondary education and employment
10 and improve the long-term economic pros-
11 perity for themselves and their families;
12 and

13 (ii) play an integral part in the larger
14 workforce and economic development sys-
15 tems;

16 (C) provide independent advice on the op-
17 eration of the Center; and

18 (D) receive reports from the Interagency
19 Group and the Director.

20 (3) APPOINTMENTS.—

21 (A) IN GENERAL.—Each member of the
22 Board shall be appointed for a term of 5 years,
23 except that the initial terms for members may
24 be 1, 2, or 3 years in order to establish a rota-

1 tion in which $\frac{1}{3}$ of the members are selected in
2 each of the first 3 years of a 5-year cycle.

3 (B) TERM LIMIT.—Any such member may
4 be appointed for not more than 1 full term.

5 (C) VACANCIES.—Any vacancy in the
6 Board shall not affect the powers of the Board,
7 but shall be filled in the same manner as the
8 original appointment.

9 (D) ELECTION OF OFFICERS.—The Board
10 shall elect a Chairperson and Vice Chairperson
11 of the Board from among the members of the
12 Board.

13 (E) MEETINGS.—The Board shall meet at
14 the call of the Chairperson or a majority of the
15 members of the Board.

16 (e) DIRECTOR.—The Board, after considering rec-
17 ommendations made by the Interagency Group, shall ap-
18 point and fix the pay of a Director.

19 (f) GIFTS, BEQUESTS, AND DEVISES.—

20 (1) IN GENERAL.—The Center may accept, ad-
21 minister, and use for the purposes of the Center
22 gifts or donations of services, money, or property,
23 whether real or personal, tangible or intangible.

24 (2) RULES.—The Board shall establish written
25 rules setting forth the criteria to be used by the

1 Center in determining whether the acceptance of
2 contributions of services, money, or property whether
3 real or personal, tangible or intangible, would reflect
4 unfavorably upon the ability of the Center or any
5 employee to carry out the responsibilities of the Cen-
6 ter or employee, or official duties, in a fair and ob-
7 jective manner, or would compromise the integrity or
8 the appearance of the integrity of the Center's pro-
9 grams or any official involved in those programs.

10 (g) FUNDING.—Any amounts appropriated to the
11 Secretary of Education, the Secretary of Labor, the Sec-
12 retary of Commerce, or the head of any other department
13 that participates in the Center, for the purposes that the
14 Center is authorized to perform under this Act, may be
15 provided to the Center for such purposes.

16 **SEC. 302. ACCOUNTABILITY AND PERFORMANCE MEASURE-**
17 **MENT.**

18 (a) PURPOSE.—The purpose of this section is to es-
19 tablish an accountability system, comprised of the activi-
20 ties described in this section, in order to—

21 (1) assess the effectiveness of State and re-
22 gional activities assisted under this Act to help high
23 school students successfully transition from sec-
24 ondary school to postsecondary education and em-
25 ployment primarily in high skill, high demand indus-

1 tries by acquiring the skills and knowledge that lead
2 to long-term career success;

3 (2) improve the State and regional career path-
4 ways activities assisted under this Act;

5 (3) assess the effectiveness of State and re-
6 gional career pathways activities in creating a highly
7 skilled and agile workforce that meets 21st century
8 skill demands;

9 (4) maximize the return on investment of Fed-
10 eral funds in State and regional career pathways ac-
11 tivities assisted under this Act; and

12 (5) assess the effectiveness of State and re-
13 gional career pathways in connecting efforts in edu-
14 cation, economic, and workforce development.

15 (b) PERFORMANCE MEASURES.—

16 (1) IN GENERAL.—For each State partnership
17 and regional partnership, performance measures
18 shall consist of the indicators of performance de-
19 scribed in paragraph (2) and the level of perform-
20 ance described in paragraph (3).

21 (2) INDICATORS OF PERFORMANCE.—The indi-
22 cators of performance shall consist of the following:

23 (A) INTERIM INDICATORS.—

24 (i) Student participation in a career
25 pathway.

1 (ii) Student attainment of a secondary
2 school diploma, disaggregated by the sub-
3 groups described in section
4 1111(b)(2)(C)(v)(II) of the Elementary
5 and Secondary Education Act of 1965 (20
6 U.S.C. 6311(b)(2)(C)(v)(II)).

7 (iii) Student participation in a career
8 pathway and attainment of a secondary
9 school diploma, disaggregated by the sub-
10 groups described in such section
11 1111(b)(2)(C)(v)(II).

12 (B) TRANSITIONAL INDICATORS.—

13 (i) Student acquisition of a secondary
14 school diploma and entrance into postsec-
15 ondary education or employment.

16 (ii) Student acquisition of a secondary
17 school diploma and entrance into postsec-
18 ondary education or employment related to
19 a high skill, high demand industry.

20 (iii) Attainment of 1 or more recog-
21 nized credentials, which may include a cer-
22 tificate, license, journey-status card, or as-
23 sociate degree or baccalaureate degree.

24 (iv) Attainment of 1 or more recog-
25 nized credentials, which may include a cer-

1 tificate, license, journey-status card, or as-
2 sociate degree or baccalaureate degree re-
3 lated to a high skill, high demand industry.

4 (C) LONG-TERM INDICATORS.—

5 (i) Employment of individuals who
6 participated in a career pathway and at-
7 tained a secondary school diploma or a cre-
8 dential.

9 (ii) Employment of individuals who
10 participated in a career pathway and at-
11 tained a secondary school diploma or a cre-
12 dential related to a high skill, high demand
13 industry.

14 (iii) The initial wage or salary level of
15 individuals who participated in a career
16 pathway and attained a secondary school
17 diploma.

18 (iv) The initial wage or salary level of
19 individuals who participated in a career
20 pathway and attained a secondary school
21 diploma and a credential.

22 (D) ADDITIONAL INDICATORS.—A State
23 partnership may identify in the State imple-
24 mentation application additional indicators that
25 regional partnerships receiving a subgrant from

1 the State partnership shall use to evaluate ca-
2 reer pathways activities supported by the
3 subgrant.

4 (3) LEVEL OF PERFORMANCE.—For each indi-
5 cator of performance, there shall be a level of per-
6 formance expressed in objective, quantifiable, and
7 measurable form and in a way to show the progress
8 of the State toward continuously improving perform-
9 ance.

10 (4) STATE PERFORMANCE MEASURES.—

11 (A) IN GENERAL.—Each State partnership
12 that receives an implementation grant under
13 section 102 or a transition grant under section
14 104 shall reach agreement with the Director on
15 the performance measures for the years covered
16 by the implementation grant or the transition
17 grant as a condition of receiving the grant. The
18 performance measures shall take into account
19 the State's economic conditions, student charac-
20 teristics, graduation rates, and the activities or
21 services provided supported by the grants.

22 (B) ADJUSTMENTS.—If unanticipated cir-
23 cumstances arise in a State resulting in a sig-
24 nificant change in the State's economic condi-
25 tions, student characteristics, secondary school

1 graduation rates, or activities or services pro-
2 vided, the State partnership Governor may re-
3 quest that the Director adjust the level of per-
4 formance for the State.

5 (5) REGIONAL PERFORMANCE MEASURES.—

6 (A) IN GENERAL.—Each regional partner-
7 ship that receives a career pathways subgrant
8 under section 103 shall reach agreement with
9 the State partnership on the regional levels of
10 performance for each core indicator and any ad-
11 ditional indicators that the State partnership
12 may establish in accordance with this sub-
13 section for the years covered by the grant as a
14 condition of receiving the subgrant. The per-
15 formance measures shall take into account the
16 economic conditions, student characteristics,
17 graduation rates, and activities or services pro-
18 vided within the region.

19 (B) ADJUSTMENTS.—If unanticipated cir-
20 cumstances arise in a region, resulting in a sig-
21 nificant change in the economic conditions, stu-
22 dent characteristics, graduation rates, or activi-
23 ties or services provided, the regional partner-
24 ship may request that the State partnership ad-
25 just the level of performance.

1 (6) CALCULATION RULES.—

2 (A) WAGE RECORDS.—In measuring
3 progress in labor market-related core indicators,
4 a State partnership or regional partnership
5 shall use wage records, consistent with State
6 law and by making arrangements through the
7 Secretary of Labor, to ensure that the wage
8 records of any State or region are available to
9 any other State or region to the extent required
10 by the other State or region to complete the an-
11 nual report required under this section.

12 (B) REENTERING STUDENTS.—If a stu-
13 dent exits the education system at any point
14 during secondary school or postsecondary edu-
15 cation, a State partnership or regional partner-
16 ship shall include the student in the required
17 performance data if the student reenrolls in
18 public education before the student attains the
19 age of 24.

20 (c) REPORTS.—

21 (1) IN GENERAL.—Each State partnership that
22 receives a grant under this Act shall annually, for
23 each year of the grant, provide a report to the Cen-
24 ter that includes the progress of the State in accom-

1 plishing the performance measures or benchmarks
2 for the State, which annual report shall include—

3 (A) information on the progress each re-
4 gion receiving a career pathways subgrant made
5 in accomplishing its performance measures;

6 (B) the costs of the career pathways activi-
7 ties supported under the implementation grant
8 under section 102 and any supplemental grants
9 received by the State under title II, including—

10 (i) the type of cost, such as cash, per-
11 sonnel, equipment, supplies, or materials,
12 or other cost; and

13 (ii) the sources used to pay such
14 costs, such as funding from other Federal,
15 State, or local public programs or private
16 sector or philanthropic contributions, and
17 the dollar value of the resources leveraged
18 to cover such costs and support the activi-
19 ties; and

20 (C) any fiscal and management account-
21 ability information required by the Center,
22 using sound financial and management prac-
23 tices.

24 (2) VALID AND RELIABLE INFORMATION.—In
25 preparing the State reports under this subsection,

1 each State partnership shall establish procedures,
2 consistent with guidelines issued by the Center, to
3 ensure that the information contained in the reports
4 is valid and reliable.

5 (d) FERPA.—In carrying out the requirements of
6 this section, each State, State partnership, and regional
7 partnership shall comply with section 444 of the General
8 Education Provisions Act (the Family Educational Rights
9 and Privacy Act of 1974) (20 U.S.C. 1232g).

10 (e) AVAILABILITY OF INFORMATION.—The Director
11 shall make the information in the State partnership re-
12 ports required under this section available, through publi-
13 cation and other appropriate methods, to—

14 (1) the Secretary of Commerce, the Secretary of
15 Education, and the Secretary of Labor;

16 (2) the Committee on Health, Education,
17 Labor, and Pensions of the Senate and the Com-
18 mittee on Education and Labor of the House of
19 Representatives; and

20 (3) the public.

21 **SEC. 303. EVALUATION AND RESEARCH.**

22 (a) IN GENERAL.—The Director is authorized to con-
23 duct evaluation and research, either directly or through
24 grants or contracts, to determine the effectiveness of the

1 career pathway initiatives under this Act in meeting the
2 purposes of this Act. Research topics may include—

3 (1) effective activities and interventions to en-
4 gage high school students and help the students
5 transition to postsecondary education and careers,
6 including improving outcomes for at-risk youth;

7 (2) effective improvements to data systems to
8 better enable States and regions to measure student
9 academic and career longitudinal outcomes; and

10 (3) the taxpayer return on investment in the ca-
11 reer pathways initiative under this Act and the par-
12 ticipant return on investment in the career pathways
13 initiatives under this Act.

14 (b) AWARD BASIS.—Each grant or contract awarded
15 under subsection (a) that is in an amount that exceeds
16 \$200,000 shall be awarded only on a competitive basis,
17 except that a noncompetitive award of more than
18 \$200,000 may be made in the case of a project that is
19 funded jointly with other public or private entities that
20 provide a substantial portion of assistance under the grant
21 or contract for the project.

22 (c) PEER REVIEW.—The Center shall utilize a peer
23 review process—

1 (1) to review all applications for research and
2 evaluation grants and contracts in excess of
3 \$500,000; and

4 (2) to review and designate the exemplary and
5 promising career pathways curricula, practices, and
6 model approaches.

7 (d) **METHODOLOGY.**—Evaluations conducted under
8 this section shall utilize appropriate methodology and re-
9 search designs.

10 (e) **DISTRIBUTION.**—Not later than 60 days after the
11 completion of a final research or evaluation report under
12 this subsection, the Director shall—

13 (1) make the final report available to the public
14 and to the States; and

15 (2) submit the final report, accompanied by the
16 recommendations of the Center, as appropriate to
17 the Secretary of Commerce, the Secretary of Edu-
18 cation, and the Secretary of Labor, and the appro-
19 priate committees of Congress.

20 (f) **AFFECT ON OTHER PROGRAMS.**—The Secretary
21 of Commerce, the Secretary of Education, and the Sec-
22 retary of Labor shall take the findings of the evaluation
23 and research described in this section and the reports
24 under section 302(f) into account.

1 **SEC. 304. BENEFITS AND LABOR STANDARDS.**

2 (a) IN GENERAL.—The provisions of subsection
3 (a)(1), paragraphs (2), (3), and (4) of subsection (b), and
4 subsection (c), of section 181 of the Workforce Investment
5 Act of 1988 (29 U.S.C. 2931) that apply to individuals
6 participating in activities under title I of that Act (29
7 U.S.C. 2801 et seq.), shall apply in the same manner to
8 individuals participating in programs under this Act.

9 (b) REFERENCES.—For purposes of the application
10 described in subsection (a), a reference to—

11 (1) funds or a recipient of funds under that
12 title shall be considered to be a reference to funds
13 or a recipient of funds under this Act;

14 (2) a requirement or violation of that title shall
15 be considered to be a reference to a requirement or
16 violation of this Act; and

17 (3) the Secretary of Labor shall be considered
18 to be a reference to the Center.

19 **SEC. 305. SUNSHINE PROVISION.**

20 Each State partnership and regional partnership re-
21 ceiving a grant or subgrant under this Act shall make
22 available to the public—

23 (1) on a regular basis through open meetings—

24 (A) information about the activities of the
25 State partnership or regional partnership, re-
26 spectively, including information on the State

1 plan under section 101 and how to provide com-
2 ments prior to the State partnership's submis-
3 sion of the plan; and

4 (B) information about the membership of
5 the State partnership or regional partnership,
6 respectively; and

7 (2) upon request, the minutes of the formal
8 meetings of the State partnership or regional part-
9 nership, respectively.

10 **SEC. 306. AUTHORIZATION OF APPROPRIATIONS AND DIS-**
11 **TRIBUTION.**

12 (a) AUTHORIZATION OF APPROPRIATIONS.—There is
13 authorized to be appropriated to the Center to carry out
14 the activities described in this Act \$930,000,000 for fiscal
15 year 2012, and such sums as may be necessary for each
16 of the fiscal years 2013 through 2020.

17 (b) DISTRIBUTION.—

18 (1) IN GENERAL.—Of the amount appropriated
19 under subsection (a) for fiscal year 2012, the Center
20 shall use—

21 (A) \$12,000,000 to carry out section 101;

22 (B) a total of \$600,000,000 to carry out
23 sections 102, 103, and 104;

24 (C) \$300,000,000 to carry out section 201;

25 and

1 (D) \$18,000,000 to carry out title III.

2 (2) RATABLE REDUCTION.—In the event that
3 the amounts appropriated under this section for fis-
4 cal year 2012 is less than the amounts required to
5 carry out paragraph (1), the Center shall ratably re-
6 duce each such amount for such fiscal year.

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