

**The Strengthening Career and Technical Education for the 21st Century Act
Signed by the President on July 31, 2018**

Amendments that Support Youth Experiencing Homelessness

This document quotes relevant sections of the new law exactly. References to people experiencing homelessness and “special populations” are highlighted in yellow.

20 USC 2301 Purpose

The purpose of this chapter is to develop more fully academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by—

...

(8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and **homeless individuals**.

20 U.S.C. 2302 Definitions

(7) Career guidance and academic counseling

The term “career guidance and academic counseling” means guidance and counseling that—

...

(C) may provide assistance for **special populations** with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.”

(19) Eligible Entity.—The term ‘eligible entity’ means a consortium, group, or partnership that includes the following:

...

(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.S.C. 6472))

(48) Special populations. The term “special populations” means—

(A) individuals with disabilities;

(B) individuals from economically dis-advantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

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

- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
 - (i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

20 U.S.C. 2322 Within State Allocation

(a)(2)...

- (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—
 - (i) an amount equal to 0.1 percent; or
 - (ii) \$50,000;

20 U.S.C. 2323 Accountability

(b) State Determined Performance Measures ...

(3)(A) State Determined Levels of Performance for Core Indicators of Performance

(i) In General.—

...

(III) Requirements.—Such State determined levels of performance shall, at a minimum—

...

(bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including ... special populations, as described in section 3(48); and

...

(3)(C) State Report.— (i) In General.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—

...

(II) the actual levels of performance for all CTE concentrators, ... and special populations, as described in section 3(48).

(ii) Data.—Except as provided in subparagraph (E), each eligible agency that receives an allotment under section 111 shall—

(I) disaggregate data for each of the indicators of performance under paragraph (2)—

(aa) for subgroups of students, ... and special populations, as described in section 3(48), that are served under this Act; ...

(II) identify and quantify any disparities or gaps in performance on 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 of 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.

...

(4)(A) Local Levels of Performance for Core Indicators of Performance

(i) In general ... The levels of performance established under this subparagraph shall, at a minimum-- ...

(II) require the eligible recipient to continually make meaningful progress toward improving the performance of all CTE concentrators, including subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965 and special populations, as described in section 3(48);

20 U.S.C. 2324 National Activities

...

(d)(2) Evaluation...

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

...

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

...

(d)(4) Research...

(B) Grant Activities.—An institution or consortium receiving a grant under this paragraph shall use grant funds to carry out one or more of the following activities:

(i) Evidence-based research and evaluation for the purpose of developing, improving, and identifying the most successful methods for—

...

(II) addressing the education, employment, and training needs of CTE participants, including special populations, in career and technical education programs or programs of study.

...

(iv) The implementation of, evaluation of, or evidence-based research of, innovative methods that support high-quality implementation of career and technical education programs and programs of study and student achievement related to career and technical education, including—

...

(IV) initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including barriers affecting rural students and special populations.

...

(e) Innovation and Modernization

(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—

...

(C) a description of how the applicant will use the grant funds, including how such funds will directly benefit students, including special populations, served by the applicant;

...

(6) Duration.—

...

(B) Extension.—The Secretary may extend such grants for not more than 1 additional 2-year period if the grantee demonstrates to the Secretary that the grantee is achieving the grantee’s program objectives and, as applicable, has improved education outcomes for career and technical education students, including special populations.

(7) Uses of Funds.—

...

(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 on-line savings accounts to be used exclusively for postsecondary CTE programs and programs of study.

(8) Evaluation.—Each eligible entity, eligible institution, or eligible recipient receiving a grant under this paragraph shall provide for an independent evaluation of the activities carried out using such grant and submit to the Secretary an annual report that includes—

...

(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—

...

(ii) special populations

20 U.S.C. 2342 State plan ...

(c) Plan Development.—

(1) In General.—The eligible agency shall— (A) develop the State plan in consultation with—

(iv) members and representatives of special populations;

...

(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));

...

(d) Plan Contents.—The State plan shall include—

... (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...

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

...

(B) the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

... (ii) expand access to career and technical education for **special populations**;

(C) how the eligible agency will—

(i) make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual and concurrent enrollment opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, **and special populations**, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;...

(iv) ensure equal access to approved career and technical education programs of study and activities assisted under this Act **for special populations**; ...

(vii) improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of **special populations**;

...

(6) a description of how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for **special populations**; ...

(9) a description of the eligible agency's program **strategies for special populations, including a description of how individuals who are members of special populations**—

(A) will be provided with equal access to activities assisted under this Act;

(B) will not be discriminated against on the basis of status as a member of a special population;

(C) will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

(D) will be provided with appropriate accommodations; and

(E) will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment;

20 U.S.C. 2344 State Leadership Activities

(a) General authority

From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall--

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, support for programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

...

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

(B) prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support

...

(16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;

20 U.S.C. 2354 Local Application for Career and Technical Education Programs

...

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

(2) information on the career and technical education course offerings and activities, which shall include not less than 1 State-approved program of study approved by a State under section 124(b)(2) and supported by the eligible recipient with funds under this part, including—

...

(C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

...

(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;

...

(c) Comprehensive Needs Assessment...

(2) Requirements.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

...

(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.

(d) Consultation.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

...

(5) representatives of **special populations**;
(6) representatives of **regional or local agencies serving out-of-school youth, homeless children and youth**, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

20 U.S.C. 2355 Local Uses of Funds

...

(b) Requirements for Uses of Funds.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that— ...

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

...

(S) support to reduce or eliminate out-of-pocket expenses for **special populations** participating in career and technical education, including those participating in dual or concurrent enrollment or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations;

SEC. 219. Study on Programs of Study Aligned to High-Skill, High-Wage Occupations.

(A) Scope of Study.—The Comptroller General of the United States shall conduct a study...

(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—

...

(5) **special populations**;