

115TH CONGRESS
2D SESSION

S. 3141

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to provide for career and technical education research and outreach.

IN THE SENATE OF THE UNITED STATES

JUNE 26, 2018

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

A BILL

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to provide for career and technical education research and outreach.

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.**

4 This Act may be cited as the “Career and Technical
5 Education Research and Outreach Act of 2018”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) According to the Bureau of Labor Statis-
9 tics, the current number of job openings is at record
10 high levels, with 6,000,000 job openings nationally.

1 (2) The National Skills Coalition has found
2 that middle-skill jobs—jobs requiring some edu-
3 cation beyond a high school diploma, but not a 4-
4 year degree—account for 53 percent of the labor
5 market in the United States, yet only 43 percent of
6 all workers are trained at the middle-skill level.

7 (3) A report by Manpower Group found that
8 employers in many industries struggle to find work-
9 ers with the right skills and experience. For exam-
10 ple, more than 80 percent of manufacturers say that
11 talent shortages will affect their ability to meet cus-
12 tomer needs. Employers also report difficulties in
13 finding skilled trade workers, nurses, and techni-
14 cians.

15 (4) Career and technical education plays a crit-
16 ical role in closing the skills gap and strengthening
17 the workforce. By helping students develop the skills
18 they need for high-wage, high-demand 21st century
19 jobs, career and technical education makes American
20 businesses and workers more competitive in the glob-
21 al economy. Our economic future depends on a high-
22 ly skilled and competitive workforce.

23 (5) According to a national organization rep-
24 resenting State leaders in secondary, postsecondary,
25 and adult career and technical education, Advance

1 CTE, high school students who concentrate in career
2 and technical education programs are less likely to
3 drop out; the average graduation rate for these stu-
4 dents is 93 percent, as compared to the national av-
5 erage of 82 percent.

6 (6) Career and technical education programs
7 help students obtain industry relevant academic in-
8 struction that allows them to explore career possibili-
9 ties, acquire real-world skills, gain opportunities to
10 earn college credit through dual enrollment, and
11 earn industry-recognized credentials.

12 (7) Evidence suggests that school counselors
13 and teachers are trusted sources of information
14 about career and technical education. For example,
15 a national study by Advance CTE shows that 82
16 percent of prospective parents and 84 percent of
17 prospective students trust and want to hear from
18 school counselors regarding career and technical
19 education, and that 79 percent of parents and 83
20 percent of students trust teachers to provide such
21 information. School counselors and teachers are
22 therefore well positioned to engage students and par-
23 ents early about the range of education and career
24 opportunities.

1 (8) Reports suggest that additional research on
2 career and technical education is needed, in par-
3 ticular, on the effectiveness of different delivery sys-
4 tems and approaches to career and technical edu-
5 cation. Such research will help guide the develop-
6 ment of new career and technical education pro-
7 grams and the improvement of existing ones, en-
8 hancing education and career outcomes for students
9 and expanding the skilled and competent workforce
10 that is critical to our Nation’s long term economic
11 success and competitiveness.

12 **SEC. 3. CAREER AND TECHNICAL EDUCATION RESEARCH**
13 **AND OUTREACH.**

14 Section 114(d)(4)(A)(i) of the Carl D. Perkins Ca-
15 reer and Technical Education Act of 2006 (20 U.S.C.
16 2324(d)(4)(A)(i)) is amended—

17 (1) in subclause (IV), by striking “and” after
18 the semicolon;

19 (2) in subclause (V)(bb), by inserting “and”
20 after the semicolon; and

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

22 “(VI) the effectiveness of dif-
23 ferent delivery systems and ap-
24 proaches for career and technical edu-
25 cation, including comprehensive high

1 schools, technical high schools, area
2 technical centers, career academies,
3 community and technical colleges,
4 early college high schools, pre-appren-
5 ticeship programs, voluntary after-
6 school programs, and individual
7 course offerings, including dual or
8 concurrent enrollment programs, as
9 well as communication strategies for
10 promoting career and technical edu-
11 cation opportunities involving teach-
12 ers, school counselors, and parents or
13 other guardians;”.

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