

115TH CONGRESS  
1ST SESSION

# S. 1004

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to support innovative approaches to career and technical education and redesign the high school experience for students by providing students with equitable access to rigorous, engaging, and relevant real world education through partnerships with business and industry and higher education that prepare students to graduate from high school and enroll into postsecondary education without the need for remediation and with the ability to use knowledge to solve complex problems, think critically, communicate effectively, collaborate with others, and develop academic mindsets.

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## IN THE SENATE OF THE UNITED STATES

MAY 2, 2017

Mr. KAINE (for himself, Mr. PORTMAN, Ms. BALDWIN, Mrs. CAPITO, Mr. YOUNG, and Ms. HASSAN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to support innovative approaches to career and technical education and redesign the high school experience for students by providing students with equitable access to rigorous, engaging, and relevant real world education through partnerships with business and industry and higher education that prepare students to graduate from high school and enroll into postsecondary education without the need for remediation and with

the ability to use knowledge to solve complex problems, think critically, communicate effectively, collaborate with others, and develop academic mindsets.

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 “Perkins Fund for Eq-  
 5 uity and Excellence”.

6 **SEC. 2. CAREER AND TECHNICAL EDUCATION FUND FOR**  
 7 **EXCELLENCE AND EQUITY.**

8        (a) CAREER AND TECHNICAL EDUCATION FUND FOR  
 9 EXCELLENCE AND EQUITY.—Section 114(d) of the Carl  
 10 D. Perkins Career and Technical Education Act of 2006  
 11 (20 U.S.C. 2324(d)) is amended by adding at the end the  
 12 following:

13            “(6) CAREER AND TECHNICAL EDUCATION  
 14 FUND FOR EXCELLENCE AND EQUITY.—

15            “(A) PURPOSE.—The purpose of this para-  
 16 graph is to support innovative approaches to ca-  
 17 reer and technical education and redesign the  
 18 high school experience for students by providing  
 19 students with equitable access to rigorous, en-  
 20 gaging, and relevant real world education  
 21 through partnerships with business and indus-  
 22 try and higher education that prepare students

1 to graduate from high school and enroll into  
2 postsecondary education—

3 “(i) without the need for remediation;

4 and

5 “(ii) with the ability to use knowledge  
6 to solve complex problems, think critically,  
7 communicate effectively, collaborate with  
8 others, and develop academic mindsets.

9 “(B) DEFINITIONS.—In this paragraph:

10 “(i) IN GENERAL.—Except as other-  
11 wise provided in section 3 or this subpara-  
12 graph, the terms used in this paragraph  
13 have the meanings given the terms in sec-  
14 tion 8101 of the Elementary and Sec-  
15 ondary Education Act of 1965.

16 “(ii) CAREER AND TECHNICAL EDU-  
17 CATION PROGRAM OF STUDY.—The term  
18 ‘career and technical education program of  
19 study’ means a coordinated, non-duplica-  
20 tive sequence of high school and postsec-  
21 ondary academic and technical courses  
22 that—

23 “(I) incorporates rigorous, State-  
24 identified college and career readiness  
25 standards, including State-identified

1 career and technical education stand-  
2 ards that address both academic and  
3 technical knowledge and skills that  
4 are aligned with the needs of in-de-  
5 mand industry sectors or occupations  
6 for the State, region, or local area;

7 “(II) supports attainment of em-  
8 ployability and career readiness skills;

9 “(III) progresses in content spec-  
10 ificity (by beginning with all aspects  
11 of an industry or career cluster and  
12 leading to more occupationally specific  
13 instruction and by preparing students  
14 for ongoing postsecondary career  
15 preparation);

16 “(IV) incorporates multiple entry  
17 and exit points with portable dem-  
18 onstrations of technical or career com-  
19 petency, which may include credit-  
20 transfer agreements or industry-recog-  
21 nized credentials; and

22 “(V) culminates in the attain-  
23 ment of a recognized postsecondary  
24 credential.

1                   “(iii) CERTIFICATE.—The term ‘cer-  
2                   tificate’ means—

3                               “(I) an occupation-specific cer-  
4                   tificate that—

5                                       “(aa) is aligned with State  
6                                       standards of career and technical  
7                                       education, or other standards de-  
8                                       veloped by a State industry sec-  
9                                       tor in an in-demand industry sec-  
10                                      tor or occupation;

11                                     “(bb) provides for skills that  
12                                     can be assessed; and

13                                     “(cc) identifies clearly the  
14                                     specific skills that the certificate  
15                                     qualifies the receiving candidate  
16                                     to demonstrate; or

17                                     “(II) a career pathways program  
18                                     certificate that is based on quality  
19                                     program standards and provides for  
20                                     individual assessments of skill attain-  
21                                     ment and college and career readi-  
22                                     ness.

23                                     “(iv) ELIGIBLE ENTITY.—The term  
24                                     ‘eligible entity’ means a local educational

1 agency, or a consortium of local edu-  
 2 cational agencies—

3 “(I) in partnership with—

4 “(aa) one or more institu-  
 5 tions of higher education;

6 “(bb) one or more employ-  
 7 ers, or a consortium of employ-  
 8 ers; and

9 “(cc) a qualified inter-  
 10 mediary, which may include a  
 11 local workforce development  
 12 board, established under section  
 13 107 of the Workforce Innovation  
 14 and Opportunity Act; and

15 “(II) that may be in partnership  
 16 with—

17 “(aa) one or more additional  
 18 external partners; or

19 “(bb) the eligible agency.

20 “(v) IN-DEMAND INDUSTRY SECTOR  
 21 OR OCCUPATION.—The term ‘in-demand  
 22 industry sector or occupation’ has the  
 23 meaning given the term in section 3 of the  
 24 Workforce Innovation and Opportunity  
 25 Act.

1           “(vi) INTEGRATED COURSE.—The  
 2 term ‘integrated course’ means a course of-  
 3 fered by a high school for credit toward a  
 4 regular high school diploma that combines  
 5 instruction in core academic subjects with  
 6 career and technical education that, where  
 7 applicable, is fully aligned with the State’s  
 8 challenging State academic standards re-  
 9 quired under section 1111(b) of the Ele-  
 10 mentary and Secondary Education Act of  
 11 1965.

12           “(vii) QUALIFIED INTERMEDIARY.—  
 13 The term ‘qualified intermediary’ means  
 14 an entity that demonstrates expertise to  
 15 build, connect, sustain, and measure part-  
 16 nerships with entities such as employers,  
 17 schools, community-based organizations,  
 18 postsecondary institutions, social service  
 19 organizations, economic development orga-  
 20 nizations, and workforce systems to broker  
 21 services, resources, and supports to youth  
 22 and the organizations and systems that are  
 23 designed to serve youth, including—

24                   “(I) connecting employers to  
 25 classrooms;

1                   “(II) assisting in the design and  
2                   implementation of career and tech-  
3                   nical education programs of study;

4                   “(III) assisting in the develop-  
5                   ment of curricula and assessments;

6                   “(IV) delivering professional de-  
7                   velopment; and

8                   “(V) connecting students to in-  
9                   ternships and other work-based learn-  
10                  ing opportunities.

11                  “(viii) RECOGNIZED POSTSECONDARY  
12                  CREDENTIAL.—The term ‘recognized post-  
13                  secondary credential’ has the meaning  
14                  given the term in section 3 of the Work-  
15                  force Innovation and Opportunity Act.

16                  “(C) GRANTS AUTHORIZED.—

17                  “(i) RESERVATION.—From the total  
18                  amount of funds available under subpara-  
19                  graph (L) for a fiscal year, the Secretary  
20                  shall reserve—

21                  “(I) not more than 5 percent for  
22                  national activities, which the Sec-  
23                  retary shall use for technical assist-  
24                  ance, including the development of  
25                  State career readiness indicators, data

1 collection and dissemination, and eval-  
2 uation and reporting activities; and

3 “(II) not less than 5 percent for  
4 the Bureau of Indian Education for  
5 activities consistent with the purpose  
6 of this paragraph.

7 “(ii) GRANTS.—From the total  
8 amount of funds available under subpara-  
9 graph (L) for a fiscal year and not re-  
10 served under clause (i), the Secretary shall  
11 award grants on a competitive basis to eli-  
12 gible entities, based on the quality of the  
13 applications submitted under subparagraph  
14 (H), to implement activities described  
15 under subparagraph (I).

16 “(D) GRANT DURATION.—Grants awarded  
17 under this paragraph shall be for a period of 5  
18 years, conditional after 3 years of satisfactory  
19 progress on the performance indicators de-  
20 scribed in subparagraph (J)(ii), as determined  
21 by the Secretary.

22 “(E) PRIORITY.—In awarding grants  
23 under this paragraph, the Secretary shall give  
24 priority to applications from eligible entities  
25 that—

1 “(i) will serve the greatest percentage  
2 of students in poverty based on—

3 “(I) the poverty rate of the geo-  
4 graphic area to be served under the  
5 grant according to the most recent  
6 census;

7 “(II) the number and percentage  
8 of students from low-income families,  
9 adjusted for cost-of-living; and

10 “(III) the median income level of  
11 the geographic area to be served  
12 under the grant according to the most  
13 recent census;

14 “(ii) include a process for measuring  
15 career-readiness for the purposes described  
16 under subparagraph (J)(iii)(I);

17 “(iii) propose a strategy to enroll par-  
18 ticipating students in—

19 “(I) multiple integrated courses  
20 per academic year; and

21 “(II) a progression of integrated  
22 courses with enhanced rigor from 9th  
23 through the 12th grade;

1           “(iv) provide students with paid in-  
2           ternships or other paid work-based learn-  
3           ing experiences; and

4           “(v) include partnerships with employ-  
5           ers from an in-demand industry sector or  
6           occupation.

7           “(F) MATCHING REQUIREMENT.—Each el-  
8           igible entity awarded a grant under this para-  
9           graph shall provide, from non-Federal sources,  
10          an amount (which may be provided in cash or  
11          in-kind) to carry out the activities supported by  
12          the grant—

13                 “(i) in year 4 of the grant, equal to  
14                 25 percent of the amount of the grant; and

15                 “(ii) in year 5 of the grant, equal to  
16                 50 percent of the amount of the grant.

17           “(G) WAIVER.—The Secretary may waive  
18           the matching requirement described under sub-  
19           paragraph (F) based on a determination that  
20           the eligible entity is unable to provide the  
21           matching funds due to inadequate financial re-  
22           sources.

23           “(H) APPLICATION.—

24                 “(i) IN GENERAL.—An eligible entity  
25                 that seeks a grant under this paragraph

1 shall submit an application to the Sec-  
2 retary at such time, in such manner, and  
3 containing such information as the Sec-  
4 retary may reasonably require.

5 “(ii) CONTENTS.—Each application  
6 submitted under clause (i) shall include, at  
7 a minimum, a description of the following:

8 “(I) The integrated courses that  
9 will be offered to students in at least  
10 one core academic subject per student  
11 enrolled in a participating school, per  
12 year, in courses that meet college and  
13 university admissions requirements, as  
14 validated by the Secretary based on  
15 evidence submitted by the eligible en-  
16 tity.

17 “(II) Articulation and placement  
18 agreements between participating  
19 local educational agencies and institu-  
20 tions of higher education for at least  
21 one career and technical education  
22 program of study aligned with an in-  
23 demand industry sector or occupation  
24 that ensures that student completion  
25 of such program of study results in ei-

1           ther a recognized postsecondary cre-  
2           dential or academic credit toward a  
3           recognized postsecondary credential.

4           “(III) The role of employer part-  
5           nerships under the grant, including  
6           how such partnerships will be utilized  
7           to—

8                   “(aa) provide students with  
9                   a continuum of work-based learn-  
10                  ing experiences, including oppor-  
11                  tunities such as career explo-  
12                  ration, job shadowing, pre-ap-  
13                  prenticeship programs, men-  
14                  toring, internships, school-based  
15                  enterprises, and virtual work-  
16                  based learning opportunities;

17                  “(bb) engage employers in  
18                  program design, curriculum de-  
19                  velopment, program evaluation,  
20                  and assessments of student work;  
21                  and

22                  “(cc) provide educators with  
23                  externship opportunities.

24           “(IV) The integrated student  
25           supports that will be made available

1 to address the comprehensive needs of  
2 students, which may include—

3 “(aa) accelerated and tar-  
4 geted instruction for historically  
5 underserved students served  
6 under this Act who require addi-  
7 tional support in order to meet  
8 proficiency requirements in core  
9 academic or technical subjects;

10 “(bb) universal and individ-  
11 ualized academic and non-aca-  
12 demic, college and career guid-  
13 ance and counseling, beginning in  
14 middle school that includes the  
15 development of individual devel-  
16 opment plans for each student  
17 and is reviewed at regular inter-  
18 vals throughout the school year  
19 and annually;

20 “(cc) a system of timely,  
21 consistent, and structured stu-  
22 dent supports that include an as-  
23 sessment of academic and career  
24 and technical coursework needed  
25 for high school completion and

1 successful postsecondary edu-  
2 cation transition, work-based  
3 learning experiences, the develop-  
4 ment of career objectives, and  
5 college planning, including finan-  
6 cial planning; and

7 “(dd) a community-based  
8 approach that provides wrap-  
9 around academic, social and emo-  
10 tional, and health supports to im-  
11 prove overall youth development.

12 “(V) The accelerated and dif-  
13 ferentiated learning opportunities sup-  
14 ported by evidence-based strategies  
15 for special populations, including stu-  
16 dents underrepresented in the fields of  
17 science, technology, engineering, and  
18 mathematics, English learners, stu-  
19 dents with disabilities, Native stu-  
20 dents, pregnant and parenting stu-  
21 dents, foster youth, court-involved  
22 youth, and homeless youth.

23 “(VI) The roles and responsibil-  
24 ities of each partner within the eligi-  
25 ble entity, including—

1           “(aa) a description of which  
2 partner will serve as the fiscal  
3 agent and why that entity is best  
4 qualified to serve in this capacity;  
5 and

6           “(bb) a description of the  
7 role of the qualified intermediary,  
8 including how such entity will co-  
9 ordinate activities between the  
10 participating local educational  
11 agencies, institutions of higher  
12 education, employers, and other  
13 local partners, as appropriate,  
14 and how it will provide resources  
15 and services aligned with the ac-  
16 tivities included within the appli-  
17 cation described under this sec-  
18 tion, including technical assist-  
19 ance, professional development,  
20 and coordinating internships and  
21 work-based learning opportuni-  
22 ties.

23           “(VII) An assurance that the ac-  
24 tivities under this grant are coordi-  
25 nated and aligned, as appropriate,

1 with the State plan under section 122  
2 of the State in which the entity is lo-  
3 cated.

4 “(I) ALLOWABLE ACTIVITIES.—An eligible  
5 entity receiving a grant under this paragraph  
6 may use grant funds to implement the fol-  
7 lowing:

8 “(i) Career and technical education  
9 programs of study, including relevant  
10 work-based learning opportunities, aligned  
11 to postsecondary education training, de-  
12 grees, and certificates.

13 “(ii) Dual or concurrent enrollment  
14 programs and early college high school  
15 programs that provide equitable access to  
16 high-quality, credit bearing community col-  
17 lege courses, and programs that accelerate  
18 and facilitate the completion of a recog-  
19 nized postsecondary credential.

20 “(iii) Evidence-based transitional sup-  
21 port strategies for students who have yet  
22 to meet postsecondary education eligibility  
23 requirements or who require remediation in  
24 mathematics or English in order to

1 progress to credit-bearing and degree-ap-  
2 plicable coursework.

3 “(iv) Teacher and leader experiential  
4 and information-gathering site visits for  
5 the purpose of effectively implementing the  
6 activities under the grant.

7 “(v) Supporting professional develop-  
8 ment of educators and business partners,  
9 which may include—

10 “(I) integrated professional de-  
11 velopment between core academic  
12 teachers and teachers of career and  
13 technical education;

14 “(II) allocating time for inte-  
15 grated curriculum design and develop-  
16 ment;

17 “(III) evidence-based delivery  
18 models of professional development  
19 that are structured to improve the  
20 quality of course delivery for career  
21 and technical education and core sub-  
22 ject integration;

23 “(IV) evidence-based strategies  
24 that effectively prepare teachers,  
25 counselors, principals, and service pro-

1           viders, including through professional  
2           development with a focus on equity,  
3           that addresses the needs of histori-  
4           cally underserved students;

5           “(V) structured inter-disciplinary  
6           collaboration and common planning  
7           time built into a school’s master  
8           schedule;

9           “(VI) teacher and leader extern-  
10          ship programs developed in partner-  
11          ship with business or industry and  
12          local postsecondary education institu-  
13          tions;

14          “(VII) cross-credentialing to pro-  
15          vide teachers with both an academic  
16          single-subject credential and a career  
17          and technical education credential;  
18          and

19          “(VIII) outreach and recruitment  
20          efforts that diversify and ensure equi-  
21          table student access to pathways and  
22          career and technical education pro-  
23          grams of study.

24          “(vi) Research-based strategies used  
25          to provide additional support and facilitate

1 accelerated instruction such as extended  
2 learning time opportunities.

3 “(vii) Paid student internships or  
4 other paid work-based learning experi-  
5 ences.

6 “(viii) Guidance counseling and other  
7 activities that support student transitions  
8 to postsecondary education.

9 “(J) REPORTING AND EVALUATION.—

10 “(i) IN GENERAL.—Each eligible enti-  
11 ty that receives a grant under this para-  
12 graph shall annually, for each year of the  
13 grant, provide a report to the Secretary  
14 that includes a description of outcomes on  
15 the indicators described under clause (ii),  
16 disaggregated by special populations, and  
17 the subgroups described in section  
18 1111(b)(2)(B)(xi) of the Elementary and  
19 Secondary Education Act.

20 “(ii) INDICATORS.—Each eligible enti-  
21 ty that receives a grant under this para-  
22 graph shall report on the following indica-  
23 tors:

24 “(I) Performance on the assess-  
25 ments required under section 1111 of

1 the Elementary and Secondary Edu-  
2 cation Act, including the number and  
3 percentage of participating students  
4 demonstrating academic growth.

5 “(II) The number and percentage  
6 of students graduating with a regular  
7 high school diploma within 4 years,  
8 including disaggregation by diploma  
9 type, and, where available, who meet  
10 any of the following:

11 “(aa) Enroll in a registered  
12 apprenticeship program.

13 “(bb) Enroll in at least one  
14 remedial course at an institution  
15 of higher education.

16 “(cc) Enroll in a 2-year or  
17 4-year institution of higher edu-  
18 cation and persist beyond the  
19 first year of postsecondary edu-  
20 cation.

21 “(dd) Graduate from a 2-  
22 year or 4-year program at an in-  
23 stitution of higher education.

24 “(ee) Secure employment  
25 within 6 months of graduating

1 from an institution of higher edu-  
2 cation.

3 “(III) The number and percent-  
4 age of students receiving—

5 “(aa) a recognized postsec-  
6 ondary credential or an industry-  
7 recognized credential in in-de-  
8 mand industry sectors or occupa-  
9 tions while enrolled in high  
10 school; or

11 “(bb) academic credit to-  
12 ward recognized postsecondary  
13 credentials while enrolled in high  
14 school.

15 “(IV) The number and percent-  
16 age of students participating in work-  
17 based learning opportunities while en-  
18 rolled in high school, including pre-ap-  
19 prenticeship programs, that include  
20 an employer assessment of student  
21 performance.

22 “(iii) PERMISSIBLE INDICATORS.—  
23 Each eligible entity that receives a grant  
24 under this paragraph may report on the  
25 following indicators:

1           “(I) The number and percentage  
2           of students scoring proficient or ad-  
3           vanced on assessments of career read-  
4           iness.

5           “(II) The number and percentage  
6           of students scoring proficient or ad-  
7           vanced on capstone experiences that  
8           are evaluated by peers, educators, and  
9           employers.

10          “(III) The number and percent-  
11          age of students who have mentors and  
12          participate in a formal mentoring pro-  
13          gram.

14          “(IV) Student attendance rates,  
15          including rates of chronic absentee-  
16          ism.

17          “(V) As appropriate, any indica-  
18          tors described in section 116(b)(2) of  
19          the Workforce Innovation and Oppor-  
20          tunity Act.

21          “(K) GRANT OR CONTRACT FOR EVALUA-  
22          TION.—From among funds reserved under sub-  
23          paragraph (C)(i)(I), the Secretary shall award a  
24          grant or contract to an entity outside the De-  
25          partment to conduct an evaluation of the activi-

1           ties assisted under this paragraph and their im-  
2           pact as measured by the indicators described  
3           under this paragraph. Results from the evalua-  
4           tion shall provide information on effective prac-  
5           tices that can be replicated.

6                   “(L) AUTHORIZATION OF APPROPRIA-  
7           TIONS.—There are authorized to be appro-  
8           priated to carry out this paragraph such sums  
9           as may be necessary.”.

10           (b) AUTHORIZATION OF APPROPRIATIONS.—Section  
11 114(e) of the Carl D. Perkins Career and Technical Edu-  
12 cation Act of 2006 (20 U.S.C. 2324(e)) is amended by  
13 inserting “, other than paragraph (6) of subsection (d),”  
14 after “this section”.

○