

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.

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

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

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

4 This Act may be cited as the “Perkins Fund for Eq-
5 uity and Excellence”.

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:

“(A) PURPOSE.—The purpose of this paragraph is 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—

“(i) without the need for remediation;
and

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

“(B) DEFINITIONS.—In this paragraph:

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

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

“(I) incorporates rigorous, State-
identified college and career readiness
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

agency, or a consortium of local educational agencies—

“(I) in partnership with—

“(aa) one or more institutions of higher education;

“(bb) one or more employers, or a consortium of employers; and

“(cc) a qualified intermediary, which may include a local workforce development board, established under section 107 of the Workforce Innovation and Opportunity Act; and

“(II) that may be in partnership with—

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

“(bb) the eligible agency.

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

○