

114TH CONGRESS
1ST SESSION

S. 478

To promote career readiness indicators and career counseling for students.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 12, 2015

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

A BILL

To promote career readiness indicators and career counseling
for students.

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 Ready Act of
5 2015”.

6 **SEC. 2. CAREER READINESS INDICATORS.**

7 (a) ADEQUATE YEARLY PROGRESS.—Section
8 1111(b)(2)(C)(vii) of the Elementary and Secondary Edu-
9 cation Act of 1965 (20 U.S.C. 6311(b)(2)(C)(vii)) is
10 amended—

(1) by striking “include other academic indicators” and inserting “include other college and career ready indicators”; and

(2) by striking “such as achievement on” and all that follows through the end of the clause and inserting “such as—

“(I) achievement on additional State or locally administered assessments;

“(II) decreases in grade-to-grade retention rates;

“(III) attendance rates and rates of chronic absenteeism;

“(IV) the number and percentage of students attaining recognized post-secondary credentials, as defined by the Workforce Innovation and Opportunity Act, while in secondary school;

“(V) the number and percentage of students attaining State and local adjusted levels of performance, as defined in section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006, and reported by

1 the State in a manner consistent with
 2 section 113(c) of such Act;

3 “(VI) measures that integrate
 4 preparation for postsecondary edu-
 5 cation and the workforce, including
 6 measures of performance in
 7 coursework sequences that include rig-
 8 orous academics, work-based learning,
 9 and career and technical education;

10 “(VII) performance on assess-
 11 ments of career readiness;

12 “(VIII) rates of enrollment, re-
 13 mediation, persistence, and completion
 14 of postsecondary education; and

15 “(IX) the number, percentage,
 16 and changes in the percentages of stu-
 17 dents completing gifted and talented,
 18 advanced placement, and college pre-
 19 paratory courses.”.

20 (b) STATE REPORT CARD OPTIONAL INFORMA-
 21 TION.—Section 1111(h)(1)(D) of the Elementary and Sec-
 22 ondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(D))
 23 is amended—

24 (1) in clause (vi), by striking “and” after the
 25 semicolon;

1 (2) in clause (vii), by striking the period at the
2 end and inserting a semicolon; and

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

4 “(viii) the number and percentage of
5 students enrolled in each public secondary
6 school in the State who attain State and
7 local adjusted levels of performance, as de-
8 fined in section 113(b) of the Carl D. Per-
9 kins Career and Technical Education Act
10 of 2006, and reported by the State in a
11 manner consistent with section 113(c) of
12 such Act;

13 “(ix) the number and percentage of
14 students enrolled in each public secondary
15 school in the State that attain a recognized
16 postsecondary credential, as defined in sec-
17 tion 3 of the Workforce Innovation and
18 Opportunity Act, while in secondary school;
19 and

20 “(x) for high schools—

21 “(I) the high school graduation
22 rate; and

23 “(II) rates of enrollment, remedi-
24 ation, persistence, and completion of

1 postsecondary education for stu-
 2 dents.”.

3 **SEC. 3. CAREER GUIDANCE AND COUNSELING.**

4 Section 5421 of the Elementary and Secondary Edu-
 5 cation Act of 1965 (20 U.S.C. 7245) is amended—

6 (1) in subsection (a)(2)(B), by striking “for ini-
 7 tiating or expanding school counseling” and insert-
 8 ing “for initiating, enriching, or expanding school
 9 counseling and career guidance”;

10 (2) in subsection (b)(2)—

11 (A) in subparagraph (D)—

12 (i) by inserting “local workforce devel-
 13 opment board described in section 107 of
 14 the Workforce Opportunity and Investment
 15 Act (29 U.S.C. 3122), regional economic
 16 development agencies, area career and
 17 technical education schools (as defined in
 18 section 3 of the Carl D. Perkins Career
 19 and Technical Education Act of 2006),
 20 local businesses and industries, organiza-
 21 tions offering apprenticeship programs,
 22 tribal organizations, labor organizations,
 23 programs leading to a recognized postsec-
 24 ondary credential,” after “social service
 25 agencies,”; and

1 (ii) by inserting “, where appropriate
 2 in the case of secondary school applica-
 3 tions” after “school-linked services integra-
 4 tion”;

5 (B) in subparagraph (G), by striking and
 6 after the semicolon;

7 (C) in subparagraph (H) by striking the
 8 period at the end and inserting “; and”; and

9 (D) by adding at the end the following:

10 “(I) describe how the local educational
 11 agency will provide college and career aware-
 12 ness and exploration activities, which may begin
 13 prior to a student entering high school; and

14 “(J) describe how the local educational
 15 agency will provide students with comprehensive
 16 and timely school counseling that addresses
 17 both college and career planning needs.”; and

18 (3) in subsection (c)(2)—

19 (A) in subparagraph (K) by striking “and”
 20 after the semicolon;

21 (B) in subparagraph (L) by striking the
 22 period at the end and inserting “; and”; and

23 (C) by adding at the end the following:

1 “(M) develop and implement comprehen-
 2 sive school counseling programs that align with
 3 the local educational agency’s application;

4 “(N) in the case of a program serving sec-
 5 ondary schools, identify regional workforce
 6 trends in collaboration with entities with exper-
 7 tise in identifying such trends, such as local
 8 workforce development boards described in sec-
 9 tion 107 of the Workforce Opportunity and In-
 10 vestment Act (29 U.S.C. 3122) and regional
 11 economic development organizations;

12 “(O) in the case of a program serving sec-
 13 ondary schools, train counselors to effectively
 14 provide students with labor market information;

15 “(P) in the case of a program serving sec-
 16 ondary schools, develop and implement a proc-
 17 ess for school counselors and school counselor
 18 programs to access the information regarding
 19 the regional workforce trends identified in para-
 20 graph (N);

21 “(Q) where appropriate, develop and imple-
 22 ment integrated, job-embedded, and ongoing
 23 professional development programs for coun-
 24 selors and other educators involved in preparing

1 students for postsecondary opportunities and
2 careers; and

3 “(R) where appropriate, develop personal-
4 ized learning plans for each student that map
5 a defined program of study based on the stu-
6 dent’s academic and career goals.”.

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