

115TH CONGRESS
2D SESSION

S. 3081

To identify and develop best practices for the training of elementary and secondary school counselors regarding career counseling.

IN THE SENATE OF THE UNITED STATES

JUNE 18, 2018

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

A BILL

To identify and develop best practices for the training of elementary and secondary school counselors regarding career counseling.

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 “Supporting Useful Ca-
5 reer Counseling in Elementary and Secondary Schools
6 (SUCCESS) Act of 2018”.

1 **SEC. 2. BEST PRACTICES FOR SECONDARY SCHOOL COUN-**
 2 **SELORS TRAINING GRANT.**

3 Section 114 of the Carl D. Perkins Career and Tech-
 4 nical Education Act of 2006 (20 U.S.C. 2324) is amend-
 5 ed—

6 (1) by redesignating subsection (e) as sub-
 7 section (g);

8 (2) in subsection (d)—

9 (A) in paragraph (2)(A), by striking “sub-
 10 section (e)” and inserting “subsection (g)”; and

11 (B) in paragraph (4)(A), by striking “sub-
 12 section (e)” and inserting “subsection (g)”; and

13 (3) by inserting after subsection (d) the fol-
 14 lowing:

15 “(e) BEST PRACTICES FOR ELEMENTARY AND SEC-
 16 ONDARY SCHOOL COUNSELORS TRAINING GRANT.—

17 “(1) IN GENERAL.—

18 “(A) GRANT ACTIVITIES.—The Secretary
 19 shall award grants, on a competitive basis, to
 20 institutions of higher education or other entities
 21 that provide State-recognized elementary and
 22 secondary school counseling credentials (re-
 23 ferred to in this subsection as ‘grantees’) to en-
 24 able those grantees to—

25 “(i) consult with State boards or local
 26 boards (as those terms are defined in sec-

tion 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)) to assess local and regional employment needs and trends;

“(ii) not later than 6 months after receipt of the award, develop best practices for training elementary and secondary school counselors on career counseling based on those trends;

“(iii) develop curricula, training modules, or materials to train elementary and secondary school counselors based on those best practices; and

“(iv) not later than 12 months after receipt of the award, start carrying out the best practices described in clause (ii) using the curricula, modules, or materials described in clause (iii) at one or more counselor training sites.

“(B) BEST PRACTICES.—The best practices developed through grants under this subsection shall aim to improve—

“(i) elementary and secondary school counselor awareness of both postsecondary education and postsecondary career op-

tions, including 2-year programs at institutions of higher education, short-term credentials, apprenticeship programs, and other skilled job training programs that lead to in-demand occupations;

“(ii) the ability of elementary and secondary school counselors to communicate to students the career opportunities and employment trends identified under subparagraph (A)(i); and

“(iii) the ability of elementary and secondary school counselors to discuss a comprehensive range of options for financing postsecondary education that will minimize student debt burden.

“(2) EVALUATION OF BEST PRACTICES.—

“(A) ANNUAL ANALYSIS.—Beginning not later than 24 months after receiving a grant award under this subsection, each grantee shall—

“(i) annually analyze the results of the activities carried out under the grant, including—

1 “(I) changes in the skills and
2 knowledge of school counselors result-
3 ing from the grant program;

4 “(II) the number of students who
5 receive career counseling from elemen-
6 tary and secondary school counselors
7 who received training that was devel-
8 oped with assistance from the grant
9 program;

10 “(III) changes in the number of
11 students who enroll in postsecondary
12 programs discussed by those coun-
13 selors; and

14 “(IV) any other results, as deter-
15 mined by the Secretary; and

16 “(ii) determine, using the results of
17 that analysis, the extent to which the best
18 practices developed with a grant under this
19 subsection are evidence-based.

20 “(B) ASSESSMENT.—Beginning not later
21 than 4 years after the award of a grant under
22 this subsection, and continuing annually for 5
23 additional years, each grantee shall submit an
24 assessment of the grant program to the Sec-
25 retary, which shall include—

1 “(i) a description of the best practices
 2 that are determined to be evidenced-based
 3 in accordance with subparagraph (A)(ii);
 4 and

5 “(ii) a description of the best prac-
 6 tices that are determined to require further
 7 review in order to determine whether those
 8 practices are evidence-based.

9 “(3) DISSEMINATION OF BEST PRACTICES.—
 10 Beginning not later than 4 years after the award of
 11 a grant under this subsection, and continuing annu-
 12 ally for 5 additional years, the Secretary shall—

13 “(A) post on the website of the Depart-
 14 ment and the website of the Perkins Collabo-
 15 rative Resource Network the best practices that
 16 are identified in an assessment under subpara-
 17 graph (B)(i); and

18 “(B) disseminate those best practices to
 19 States, State boards and local boards, institu-
 20 tions of higher education, local educational
 21 agencies, and other entities, as determined by
 22 the Secretary.

23 “(f) NATIONAL ANALYSIS OF STATE POLICY FOR
 24 COUNSELOR TRAINING REQUIREMENTS.—The Comp-
 25 troller General shall prepare and submit a report on State

1 elementary and secondary school counselor certification
2 and recertification requirements. The report shall discuss
3 the impact of those requirements on the availability of ca-
4 reer counseling that effectively informs elementary and
5 secondary school students about postsecondary options
6 that lead to in-demand occupations and that minimize stu-
7 dent debt.”.

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