

114TH CONGRESS  
1ST SESSION

# S. 478

To promote career readiness indicators and career counseling for students.

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## 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

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## 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           (1) by striking “include other academic indica-  
2           tors” and inserting “include other college and career  
3           ready indicators”; and

4           (2) by striking “such as achievement on” and  
5           all that follows through the end of the clause and in-  
6           serting “such as—

7                           “(I) achievement on additional  
8                           State or locally administered assess-  
9                           ments;

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

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

14                          “(IV) the number and percentage  
15                          of students attaining recognized post-  
16                          secondary credentials, as defined by  
17                          the Workforce Innovation and Oppor-  
18                          tunity Act, while in secondary school;

19                          “(V) the number and percentage  
20                          of students attaining State and local  
21                          adjusted levels of performance, as de-  
22                          fined in section 113(b) of the Carl D.  
23                          Perkins Career and Technical Edu-  
24                          cation 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”;

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”;

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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