

111TH CONGRESS
1ST SESSION

S. 538

To increase the recruitment and retention of school counselors, school social workers, and school psychologists by low-income local educational agencies.

IN THE SENATE OF THE UNITED STATES

MARCH 5, 2009

Mrs. LINCOLN (for herself, Mr. COCHRAN, Mr. LEAHY, Mr. MENENDEZ, and Mr. PRYOR) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To increase the recruitment and retention of school counselors, school social workers, and school psychologists by low-income local educational agencies.

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 “Increased Student
5 Achievement Through Increased Student Support Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Research shows that socioeconomic status
9 and family background characteristics are highly

1 correlated with educational outcomes, with a con-
2 centration of low-performing schools in low-income
3 and under-served communities.

4 (2) Teachers cite poor working conditions, stu-
5 dent behavior, lack of student motivation, and lack
6 of administrative support as key reasons why they
7 choose to leave the teaching profession.

8 (3) Teachers and principals working for low-in-
9 come local educational agencies are increasingly
10 tasked with addressing not only the academic needs
11 of a child, but also the social, emotional, and behav-
12 ioral needs of a child that require the services of a
13 school counselor, school social worker, and school
14 psychologist, and these needs often interfere with de-
15 livering quality instruction and raising student
16 achievement.

17 (4) Rates of abuse and neglect of young chil-
18 dren in military families have doubled with the in-
19 creased military involvement of the United States
20 abroad since October 2002; likewise, adolescents
21 with deployed parents report increased perceptions
22 of uncertainty and loss, role ambiguity, negative
23 changes in mental and behavioral health, and in-
24 creased relationship conflict, raising concerns about
25 the impact of deployment on military personnel and

1 their families and whether schools that serve a large
2 number of children with deployed parents have suffi-
3 cient staff and expertise to meet these challenges.

4 (5) Children of military families in rural com-
5 munities are often geographically isolated, and
6 schools that were already experiencing understaffing
7 of school counselors, school social workers, and
8 school psychologists face even greater challenges
9 meeting the increased needs of students enduring
10 the stress that comes along with having a deployed
11 parent or parents.

12 (6) Schools served by low-income local edu-
13 cational agencies suffer disproportionately from a
14 lack of services, with many schools sharing a single
15 school counselor, school social worker, or school psy-
16 chologist with neighboring schools.

17 (7) Too few school counselors, school social
18 workers, and school psychologists per student means
19 that such personnel are often unable to effectively
20 address the needs of students.

21 (8) The American School Counselor Association
22 and American Counseling Association recommend
23 having at least 1 school counselor for every 250 stu-
24 dents.

1 (9) The School Social Work Association of
2 America recommends having at least 1 school social
3 worker for every 400 students.

4 (10) The National Association of School Psy-
5 chologists recommends having at least 1 school psy-
6 chologist for every 1,000 students.

7 (11) Recent research of victimization of chil-
8 dren ages 2 to 17 suggests that more than one-half
9 of the children experienced a physical assault in the
10 study year. More than 1 in 4 experienced a property
11 offense, more than 1 in 8 experienced a form of
12 child maltreatment, 1 in 12 experienced a sexual vic-
13 timization, and more than 1 in 3 had been a witness
14 to violence or experienced another form of indirect
15 victimization. Only 29 percent of the children had no
16 direct or indirect victimization.

17 (12) Principals and teachers see signs of trau-
18 ma-related stress in many students including hostile
19 outbursts, sliding grades, poor test performance, and
20 the inability to pay attention.

21 (13) It is estimated, based on recent data on
22 the number of children in foster care, that more
23 than 500,000 children are in the foster care system
24 each year, with 289,000 exiting the system each
25 year due to aging out or adoption.

1 **SEC. 3. PURPOSE.**

2 The purpose of this Act is to increase the recruitment
3 and retention of school counselors, school social workers,
4 and school psychologists by low-income local educational
5 agencies in order to—

6 (1) support all students who are at risk of neg-
7 ative educational outcomes;

8 (2) improve student achievement, which may be
9 measured by growth in academic achievement on
10 tests required by the applicable State educational
11 agency, persistence rates, graduation rates, and
12 other appropriate measures;

13 (3) improve retention of teachers who are high-
14 ly qualified;

15 (4) increase and improve outreach and collabo-
16 ration between school counselors, school social work-
17 ers, and school psychologists and parents and fami-
18 lies served by low-income local educational agencies;

19 (5) increase and improve collaboration among
20 teachers, principals, school counselors, school social
21 workers, and school psychologists and improve pro-
22 fessional development opportunities for teachers and
23 principals in the area of strategies related to improv-
24 ing classroom climate and classroom management;
25 and

1 (6) improve working conditions for all school
2 personnel.

3 **SEC. 4. GRANT PROGRAM TO INCREASE THE NUMBER OF**
4 **SCHOOL COUNSELORS, SCHOOL SOCIAL**
5 **WORKERS, AND SCHOOL PSYCHOLOGISTS EM-**
6 **PLOYED BY LOW-INCOME LOCAL EDU-**
7 **CATIONAL AGENCIES.**

8 (a) GRANT PROGRAM AUTHORIZED.—The Secretary
9 of Education shall award grants on a competitive basis
10 to eligible partnerships that receive recommendations from
11 the peer review panel established under subsection (d), to
12 enable such partnerships to carry out pipeline programs
13 to increase the number of school counselors, school social
14 workers, and school psychologists employed by low-income
15 local educational agencies by carrying out any of the ac-
16 tivities described by subsection (g).

17 (b) GRANT PERIOD.—A grant awarded under this
18 section shall be for a 5-year period and may be renewed
19 for additional 5-year periods upon a showing of adequate
20 progress, as the Secretary determines appropriate.

21 (c) APPLICATION.—To be eligible to receive a grant
22 under this section, an eligible graduate institution, on be-
23 half of an eligible partnership, shall submit to the Sec-
24 retary a grant application, including—

(1) an assessment of the existing ratios of school counselors, school social workers, and school psychologists to students enrolled in schools in each low-income local educational agency that is part of the eligible partnership; and

(2) a detailed description of—

(A) a plan to carry out a pipeline program to train, place, and retain school counselors, school social workers, or school psychologists, or any combination thereof, as applicable, in low-income local educational agencies; and

(B) the proposed allocation and use of grant funds to carry out activities described by subsection (g).

(d) PEER REVIEW PANEL.—

(1) ESTABLISHMENT OF PANEL.—The Secretary shall establish a peer review panel to evaluate applications for grants under subsection (c) and make recommendations to the Secretary regarding such applications.

(2) EVALUATION OF APPLICATIONS.—In making its recommendations, the peer review panel shall take into account the purpose of this Act and the application requirements under subsection (c), including the quality of the proposed pipeline program.

(3) RECOMMENDATION OF PANEL.—The Secretary may award grants under this section only to eligible partnerships whose applications receive a recommendation from the peer review panel.

(4) MEMBERSHIP OF PANEL.—

(A) The peer review panel shall include at a minimum the following members:

(i) One clinical, tenured, or tenure track faculty member at an institution of higher education with a current appointment to teach courses in the subject area of school counselor education.

(ii) One clinical, tenured, or tenure track faculty member at an institution of higher education with a current appointment to teach courses in the subject area of school social worker education.

(iii) One clinical, tenured, or tenure track faculty member at an institution of higher education with a current appointment to teach courses in the subject area of school psychology education.

(iv) One clinical, tenured, or tenure track faculty member at an institution of higher education with a current appoint-

ment to teach courses in the subject area
of teacher education.

(v) One individual with expertise in
school counseling who works or has worked
in public schools.

(vi) One individual with expertise in
school social work who works or has
worked in public schools.

(vii) One individual with expertise in
school psychology who works or has
worked in public schools.

(viii) One administrator who works or
has worked for a low-income local edu-
cational agency.

(ix) One highly qualified teacher who
has substantial experience working for a
low-income local educational agency.

(B) At least one of the members described
in subparagraph (A) shall be a clinical faculty
member.

(e) DISTRIBUTION OF GRANTS.—From among the
applications receiving a recommendation by the peer re-
view panel, the Secretary shall—

(1) award the first 5 grants to eligible partner-
ships from 5 different States;

1 (2) to the extent practicable, distribute grants
2 equitably among eligible partnerships that propose
3 to train graduate students in each of the three pro-
4 fessions of school counseling, school social work, and
5 school psychology; and

6 (3) to the extent practicable, equitably dis-
7 tribute the grants among eligible partnerships that
8 include an urban low-income local educational agen-
9 cy and partnerships that include a rural low-income
10 local educational agency, with a minimum of 16.3
11 percent of the funds (representing the percent of
12 low-income children served by rural local educational
13 agencies according to the United States Bureau of
14 Census Small Area Income Poverty Estimates,
15 2006) awarded to eligible partnerships that include
16 a rural low-income local educational agency.

17 (f) PRIORITY.—The Secretary shall give priority to
18 eligible partnerships that—

19 (1) propose to use the grant funds to carry out
20 the activities described under paragraphs (1)
21 through (3) of subsection (g) in schools that have
22 higher numbers or percentages of low-income stu-
23 dents and students not meeting the proficient level
24 of achievement (as described by section 1111 of the
25 Elementary and Secondary Education Act of 1965

1 (20 U.S.C. 6311)) in comparison to other schools
 2 that are served by the low-income local educational
 3 agency that is part of the eligible partnership;

4 (2) include a low-income local educational agen-
 5 cy that has fewer school counselors, school social
 6 workers, and school psychologists per student than
 7 other eligible partnerships;

8 (3) include one or more eligible graduate insti-
 9 tutions that offer graduate programs in the greatest
 10 number of the following areas:

11 (A) school counseling;

12 (B) school social work; and

13 (C) school psychology; and

14 (4) propose to collaborate with other institu-
 15 tions of higher education with similar programs, in-
 16 cluding sharing facilities, faculty members, and ad-
 17 ministrative costs.

18 (g) USE OF GRANT FUNDS.—Grant funds awarded
 19 under this section may be used—

20 (1) to pay the administrative costs (including
 21 supplies, office and classroom space, supervision,
 22 mentoring, and transportation stipends as necessary
 23 and appropriate) related to—

24 (A) having graduate students of school
 25 counseling, school social work, and school psy-

1 chology placed in schools served by partici-
2 pating low-income local educational agencies to
3 complete required field work, credit hours, in-
4 ternships, or related training as applicable for
5 the degree, license, or credential program of
6 each such student; and

7 (B) offering required graduate course work
8 for graduate students of school counseling,
9 school social work, and school psychology on the
10 site of a participating low-income local edu-
11 cational agency;

12 (2) for not more than the first 3 years after
13 participating graduates receive a masters or other
14 graduate degree or obtain a State license or creden-
15 tial in school counseling, school social work, or
16 school psychology, to hire and pay all or part of the
17 salaries of such participating graduates to work as
18 school counselors, school social workers, and school
19 psychologists in schools served by participating low-
20 income local educational agencies;

21 (3) to increase the number of school counselors,
22 school social workers, and school psychologists per
23 student in schools served by participating low-income
24 local educational agencies to work towards the stu-
25 dent support personnel target ratios;

1 (4) to recruit, hire, and retain culturally or lin-
 2 guistically under-represented graduate students in
 3 school counseling, school social work, and school psy-
 4 chology for placement in schools served by partici-
 5 pating low-income educational agencies;

6 (5) to recruit, hire, and pay faculty as nec-
 7 essary to increase the capacity of a participating eli-
 8 gible graduate institution to train graduate students
 9 in the fields of school counseling, school social work,
 10 and school psychology;

11 (6) to develop coursework that will—

12 (A) encourage a commitment by graduate
 13 students in school counseling, school social
 14 work, or school psychology to work for low-in-
 15 come local educational agencies;

16 (B) give participating graduates the knowl-
 17 edge and skill sets necessary to meet the needs
 18 of—

19 (i) students and families served by
 20 low-income local educational agencies; and

21 (ii) teachers, administrators, and
 22 other staff who work for low-income local
 23 educational agencies;

1 (C) enable participating graduates to meet
2 the unique needs of students at-risk of negative
3 educational outcomes, including students who—

4 (i) are English language learners;

5 (ii) have a parent or caregiver who is
6 a migrant worker;

7 (iii) have a parent or caregiver who is
8 a member of the Armed Forces or Na-
9 tional Guard who has been deployed or re-
10 turned from deployment;

11 (iv) are homeless, including unaccom-
12 panied youth;

13 (v) have come into contact with the
14 juvenile justice system or adult criminal
15 justice system, including students currently
16 or previously held in juvenile detention fa-
17 cilities or adult jails and students currently
18 or previously held in juvenile correctional
19 facilities or adult prisons;

20 (vi) have been identified as eligible for
21 services under the Individuals with Disabil-
22 ities Education Act (20 U.S.C. 1400 et
23 seq.) or the Rehabilitation Act of 1973 (29
24 U.S.C. 701 et seq.);

1 (vii) have been a victim to or wit-
2 nessed domestic violence or violence in
3 their community; and

4 (viii) are foster care youth, youth
5 aging out of foster care, or former foster
6 youth; and

7 (D) utilize best practices determined by the
8 American School Counselor Association, Na-
9 tional Association of Social Workers, School So-
10 cial Work Association of America, and National
11 Association of School Psychologists;

12 (7) to provide tuition credits to graduate stu-
13 dents participating in the program;

14 (8) for student loan forgiveness for partici-
15 pating graduates who are employed as school coun-
16 selors, school social workers, or school psychologists
17 by participating low-income local educational agen-
18 cies for a minimum of 5 consecutive years; and

19 (9) for similar activities to fulfill the purpose of
20 this Act, as the Secretary determines appropriate.

21 (h) SUPPLEMENT NOT SUPPLANT.—Funds made
22 available under this section shall be used to supplement,
23 not supplant, other Federal, State, or local funds for the
24 activities described in subsection (g).

1 (i) REPORTING REQUIREMENTS.—Each eligible part-
2 nership that receives a grant under this section shall sub-
3 mit an annual report to the Secretary on the progress of
4 such partnership in carrying out the purpose of this Act.
5 Such report shall include a description of—

6 (1) actual service delivery provided through
7 grant funds, including—

8 (A) characteristics of the participating eli-
9 gible graduate institution, including descriptive
10 information on the model used and actual pro-
11 gram performance;

12 (B) characteristics of graduate students
13 participating in the program, including per-
14 formance on any tests required by the State
15 educational agency for credentialing or licens-
16 ing, demographic characteristics, and graduate
17 student retention rates;

18 (C) characteristics of students of the par-
19 ticipating low-income local educational agency,
20 including performance on any tests required by
21 the State educational agency, demographic
22 characteristics, and promotion, persistence, and
23 graduation rates, as appropriate;

24 (D) an estimate of the annual implementa-
25 tion costs of the program; and

1 (E) the numbers of students, schools, and
 2 graduate students participating in the program;

3 (2) outcomes that are consistent with the pur-
 4 pose of the grant program, including—

5 (A) internship and post-graduation place-
 6 ment;

7 (B) graduation and professional career
 8 readiness indicators; and

9 (C) characteristics of the participating low-
 10 income local educational agency, including
 11 changes in hiring and retention of highly quali-
 12 fied teachers and school counselors, school psy-
 13 chologists, and school social workers;

14 (3) the instruction, materials, and activities
 15 being funded under the grant program; and

16 (4) the effectiveness of any training and ongo-
 17 ing professional development provided—

18 (A) to students and faculty in the appro-
 19 priate departments or schools of the partici-
 20 pating eligible graduate institution;

21 (B) to the faculty, administration, and
 22 staff of the participating low-income local edu-
 23 cational agency; and

24 (C) to the broader community of providers
 25 of social, emotional, behavioral, and related

1 support to students and to those who train such
2 providers.

3 (j) EVALUATIONS.—

4 (1) INTERIM EVALUATIONS.—The Secretary
5 may conduct interim evaluations to determine
6 whether each eligible partnership receiving a grant is
7 making adequate progress as the Secretary considers
8 appropriate. The contents of the annual report sub-
9 mitted to the Secretary under subsection (i) may be
10 used by the Secretary to determine whether an eligi-
11 ble partnership receiving a grant is demonstrating
12 adequate progress.

13 (2) FINAL EVALUATION.—The Secretary shall
14 conduct a final evaluation to—

15 (A) determine the effectiveness of the
16 grant program in carrying out the purpose of
17 this Act; and

18 (B) compare the relative effectiveness of
19 each of the various activities described by sub-
20 section (g) for which grant funds may be used.

21 (k) REPORT.—Not sooner than 5 years nor later than
22 6 years after the date of enactment of this Act, the Sec-
23 retary shall submit to Congress a report containing the
24 findings of the evaluation conducted under subsection

1 (j)(2), and such recommendations as the Secretary con-
 2 siders appropriate.

3 (l) AUTHORIZATION OF APPROPRIATIONS.—

4 (1) There is authorized to be appropriated to
 5 carry out this section \$30,000,000 for each of the
 6 fiscal years 2010 to 2020.

7 (2) From the total amount appropriated to
 8 carry out this section each fiscal year, the Secretary
 9 shall reserve not more than 3 percent of that appro-
 10 priation for evaluations under subsection (j).

11 **SEC. 5. STUDENT LOAN FORGIVENESS FOR INDIVIDUALS**
 12 **WHO ARE EMPLOYED FOR 5 OR MORE CON-**
 13 **SECUTIVE SCHOOL YEARS AS SCHOOL COUN-**
 14 **SELORS, SCHOOL SOCIAL WORKERS, SCHOOL**
 15 **PSYCHOLOGISTS, OR OTHER QUALIFIED PSY-**
 16 **CHOLOGISTS OR PSYCHIATRISTS BY LOW-IN-**
 17 **COME LOCAL EDUCATIONAL AGENCIES.**

18 (a) ESTABLISHMENT OF PROGRAM.—The Secretary
 19 shall establish a program to provide student loan forgive-
 20 ness to individuals who are not and have never been par-
 21 ticipants in the grant program established under section
 22 4 and who have been employed for 5 or more consecutive
 23 school years as school counselors, school social workers,
 24 school psychologists, other qualified psychologists, or child

1 and adolescent psychiatrists by low-income local edu-
 2 cational agencies.

3 (b) AUTHORIZATION OF APPROPRIATIONS.—There
 4 are authorized to be appropriated to the Secretary such
 5 sums as may be necessary to carry out the program under
 6 this section.

7 **SEC. 6. FUTURE DESIGNATION STUDY.**

8 (a) IN GENERAL.—The Secretary shall conduct a
 9 study to identify a formula for future designation of re-
 10 gions with a shortage of school counselors, school social
 11 workers, and school psychologists to use in implementing
 12 grant programs and other programs such as the programs
 13 established under this Act or for other purposes related
 14 to any such designation, based on the latest available data
 15 on—

16 (1) the number of residents under the age of 18
 17 in an area served by a low-income local educational
 18 agency;

19 (2) the percentage of the population of an area
 20 served by a low-income local educational agency with
 21 incomes below the poverty line;

22 (3) the percentage of residents age 18 or older
 23 in an area served by a low-income local educational
 24 agency with secondary school diplomas;

1 (4) the percentage of students identified as eli-
2 gible for special education services in an area served
3 by a low-income local educational agency;

4 (5) the youth crime rate in an area served by
5 a low-income local educational agency;

6 (6) the current number of full-time-equivalent
7 and active school counselors, school social workers,
8 and school psychologists employed by a low-income
9 local educational agency;

10 (7) the number of students in an area served by
11 a low-income local education agency in military fam-
12 ilies (active duty and reserve duty) with parents who
13 have been alerted for deployment, are currently de-
14 ployed, or have returned from a deployment in the
15 previous school year; and

16 (8) such other criteria as the Secretary con-
17 siders appropriate.

18 (b) REPORT.—Not later than 2 years after the date
19 of enactment of this Act, the Secretary shall submit to
20 Congress a report containing the findings of the study
21 conducted under subsection (a).

22 **SEC. 7. DEFINITIONS.**

23 In this Act:

24 (1) SCHOOL COUNSELING PROGRAM DEFINI-
25 TIONS.—The terms “child and adolescent psychia-

1 trist”, “school counselor”, “school psychologist”,
 2 “school social worker”, and “other qualified psychol-
 3 ogist” have the meaning given the terms in section
 4 5421 of the Elementary and Secondary Education
 5 Act of 1965 (20 U.S.C. 7245).

6 (2) ESEA GENERAL DEFINITIONS.—The terms
 7 “State educational agency”, “local educational agen-
 8 cy”, and “highly qualified” have the meaning given
 9 the terms in section 9101 of the Elementary and
 10 Secondary Education Act of 1965 (20 U.S.C. 7801).

11 (3) BEST PRACTICES.—The term “best prac-
 12 tices” means a technique or methodology that,
 13 through experience and research related to the prac-
 14 tice of school counseling, school psychology, or
 15 school social work, has proven to reliably lead to a
 16 desired result.

17 (4) ELIGIBLE GRADUATE INSTITUTION.—The
 18 term “eligible graduate institution” means an insti-
 19 tution of higher education that offers a program of
 20 study that leads to a masters or other graduate de-
 21 gree—

22 (A) in school psychology that is accredited
 23 or nationally recognized by the National Asso-
 24 ciation of School Psychologists Program Ap-
 25 proval Board and that prepares students in

1 such program for the State licensing or certifi-
 2 cation exam in school psychology;

3 (B) in school counseling that prepares stu-
 4 dents in such program for the State licensing or
 5 certification exam in school counseling;

6 (C) in school social work that is accredited
 7 by the Council on Social Work Education and
 8 that prepares students in such program for the
 9 State licensing or certification exam in school
 10 social work; or

11 (D) any combination of (A), (B), and (C).

12 (5) ELIGIBLE PARTNERSHIP.—The term “eligi-
 13 ble partnership” means—

14 (A) a partnership between 1 or more low-
 15 income local educational agencies and 1 or more
 16 eligible graduate institutions; or

17 (B) in regions in which local educational
 18 agencies may not have a sufficient elementary
 19 and secondary school student population to sup-
 20 port the placement of all participating graduate
 21 students, a partnership between a State edu-
 22 cational agency, on behalf of 1 or more low-in-
 23 come local educational agencies, and 1 or more
 24 eligible graduate institutions.

1 (6) INSTITUTION OF HIGHER EDUCATION.—The
 2 term “institution of higher education” has the
 3 meaning given such term in section 102 of the High-
 4 er Education Act of 1965 (20 U.S.C. 1002), but ex-
 5 cludes any institution of higher education described
 6 in section 102(a)(1)(C) of such Act.

7 (7) LOW-INCOME LOCAL EDUCATIONAL AGEN-
 8 CY.—The term “low-income local educational agen-
 9 cy” means a local educational agency—

10 (A) in which not less than 20 percent of
 11 the students served by such agency are from
 12 families with incomes below the poverty line as
 13 determined by the Bureau of the Census on the
 14 basis of the most recent satisfactory data avail-
 15 able;

16 (B) that has existing ratios of school coun-
 17 selors, school social workers, and school psy-
 18 chologists to students served by the partici-
 19 pating low-income local educational agency
 20 which fall at least 10 percent below the student
 21 support personnel target ratios, meaning such
 22 low-income local educational agency has no
 23 more than one counselor per 277 students, no
 24 more than one school psychologist per 1111

1 students, and no more than one school social
2 worker per 444 students; and

3 (C) that has been identified for improve-
4 ment or corrective action (as described by sec-
5 tion 1116 of the Elementary and Secondary
6 Education Act of 1965 (20 U.S.C. 6316)) or
7 that includes at least one school that has been
8 identified for school improvement, corrective ac-
9 tion, or restructuring (as described by section
10 1116 of such Act).

11 (8) PARTICIPATING ELIGIBLE GRADUATE INSTI-
12 TUTION.—The term “participating eligible graduate
13 institution” means an eligible graduate institution
14 that is part of an eligible partnership awarded a
15 grant under section 4.

16 (9) PARTICIPATING GRADUATE.—The term
17 “participating graduate” means an individual who—

18 (A) has received a masters or other grad-
19 uate degree in elementary or secondary school
20 counseling, school social work, or school psy-
21 chology from a participating eligible graduate
22 institution and has obtained a State license or
23 credential in school counseling, school social
24 work, or school psychology; and

1 (B) as a graduate student of school coun-
 2 seling, school social work, or school psychology
 3 was placed in a school served by a participating
 4 low-income local educational agency to complete
 5 required field work, credit hours, internships, or
 6 related training as applicable.

7 (10) PARTICIPATING LOW-INCOME LOCAL EDU-
 8 CATIONAL AGENCY.—The term “participating low-in-
 9 come local educational agency” means a low-income
 10 local educational agency that is part of an eligible
 11 partnership awarded a grant under section 4.

12 (11) SECRETARY.—The term “Secretary”
 13 means the Secretary of Education.

14 (12) STUDENT SUPPORT PERSONNEL TARGET
 15 RATIOS.—The term “student support personnel tar-
 16 get ratios” means the ratios of school counselors,
 17 school social workers, and school psychologists to
 18 students recommended to enable such personnel to
 19 effectively address the needs of students including—

20 (A) at least 1 school counselor for every
 21 250 students (as recommended by the American
 22 School Counselors Association and American
 23 Counseling Association);

1 (B) at least 1 school psychologist for every
2 1,000 students (as recommended by the Na-
3 tional Association of School Psychologists); and

4 (C) at least 1 school social worker for
5 every 400 students (as recommended by the
6 School Social Work Association of America).

7 (13) UNACCOMPANIED YOUTH.—The term “un-
8 accompanied youth” has the meaning given such
9 term in section 725 of the McKinney-Vento Home-
10 less Assistance Act (42 U.S.C. 11434a).

