

113TH CONGRESS
1ST SESSION

H. R. 1854

To increase the recruitment and retention of school counselors, school social workers, school psychologists, and other psychologists qualified to work in schools by low-income local educational agencies.

IN THE HOUSE OF REPRESENTATIVES

MAY 7, 2013

Ms. CHU (for herself, Mr. CÁRDENAS, Mr. CARTWRIGHT, Mr. CONYERS, Mr. GRIJALVA, Mr. HONDA, Ms. JACKSON LEE, Ms. LEE of California, Mr. LOWENTHAL, Mrs. NEGRETE MCLEOD, Mr. RANGEL, Ms. SHEA-PORTER, Ms. SINEMA, and Ms. WILSON of Florida) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To increase the recruitment and retention of school counselors, school social workers, school psychologists, and other psychologists qualified to work in schools 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 “Partnerships for
5 Achieving Student Success Act” or the “PASS Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Research shows that low socioeconomic sta-
2 tus and certain family risk factors, such as low ma-
3 ternal education level and being from a single parent
4 household, are highly correlated with poor edu-
5 cational outcomes, with a concentration of low-per-
6 forming schools in low-income and under-served
7 communities.

8 (2) Research shows that teachers cite poor
9 working conditions, student behavior, lack of student
10 motivation, and lack of administrative support as
11 key reasons why they choose to leave the teaching
12 profession. It is essential to student achievement
13 that we address these issues inside and outside of
14 the classroom in order to support both our students
15 and their educators.

16 (3) Teachers and principals working for low-in-
17 come local educational agencies are increasingly
18 tasked with addressing not only the academic needs
19 of a child, but also the social, emotional, and behav-
20 ioral needs of a child that require the services of a
21 school counselor, school social worker, school psy-
22 chologist, and other qualified psychologists, and
23 these needs often interfere with delivering quality in-
24 struction and raising student achievement.

1 (4) Expanded school mental health services in
2 elementary schools have been found to improve as-
3 pects of school climate.

4 (5) Only 16 percent of children who need men-
5 tal health services receive such services. Seventy to
6 eighty percent of these children access mental health
7 services at school.

8 (6) Students are more likely to seek help when
9 they need it if school-based mental health services
10 are available.

11 (7) Rates of maltreatment and neglect of young
12 children in military families have shown dramatic in-
13 creases during the parental deployments that have
14 accompanied the increased military involvement of
15 the United States abroad since October 2002. Like-
16 wise, adolescents with deployed parents report in-
17 creased perceptions of uncertainty and loss, role am-
18 biguity, negative changes in mental and behavioral
19 health, and increased relationship conflict; children
20 exhibit increases in behavior disorders, stress dis-
21 orders, and emotional difficulties, and decreases in
22 achievement in most academic subjects. These
23 trends raise concerns about the impact of deploy-
24 ment on military personnel and their families and
25 whether schools that serve a large number of chil-

1 dren with deployed parents have sufficient staff and
2 expertise to meet these challenges.

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

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

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

22 (11)) The American School Counselor Associa-
23 tion and American Counseling Association rec-
24 ommend having at least 1 school counselor for every
25 250 students.

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

4 (13) The National Association of School Psy-
5 chologists recommends having at least 1 psychologist
6 for every 500–700 students.

7 (14) 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 (15) 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 (16) There were more than 423,000 children in
22 foster care in 2009, and studies have revealed these
23 children to have higher rates of placement in special
24 education, dropping out of school, and discipline

1 problems, and poorer academic skills than their non-
2 foster care peers.

3 **SEC. 3. PURPOSE.**

4 The purpose of this Act is to increase the recruitment
5 and retention of school counselors, school social workers,
6 school psychologists, and other qualified psychologists by
7 low-income local educational agencies to—

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

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

15 (3) increase and improve outreach and collabo-
16 ration among school counselors, school social work-
17 ers, school psychologists, and other qualified psy-
18 chologists, and parents and families served by low-
19 income local educational agencies;

20 (4) increase and improve collaboration among
21 teachers, principals, school counselors, school social
22 workers, school psychologists, and other qualified
23 psychologists and improve professional development
24 opportunities for teachers and principals in the area

1 of strategies related to improving classroom climate
 2 and classroom management; and
 3 (5) improve working conditions for all school
 4 personnel.

5 **SEC. 4. GRANT PROGRAM TO INCREASE THE NUMBER OF**
 6 **SCHOOL COUNSELORS, SCHOOL SOCIAL**
 7 **WORKERS, SCHOOL PSYCHOLOGISTS, AND**
 8 **OTHER PSYCHOLOGISTS QUALIFIED TO**
 9 **WORK IN SCHOOLS EMPLOYED BY LOW-IN-**
 10 **COME LOCAL EDUCATIONAL AGENCIES.**

11 (a) GRANT PROGRAM AUTHORIZED.—The Secretary
 12 shall award grants, on a competitive basis, to eligible part-
 13 nerships to conduct demonstration research projects to in-
 14 crease the number of and effectiveness of school coun-
 15 selors, school social workers, school psychologists, and
 16 other qualified psychologists served by low-income local
 17 educational agencies by carrying out any of the activities
 18 described in subsection (g).

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

23 (c) APPLICATION.—To be eligible to receive a grant
 24 under this section, an eligible graduate institution, on be-
 25 half of an eligible partnership, shall submit a grant appli-

1 cation to the Secretary at such time, in such manner, and
2 containing such information as the Secretary may require,
3 including—

4 (1) an assessment of the existing ratios of
5 school counselors, school social workers, school psy-
6 chologists, and other qualified psychologists to stu-
7 dents enrolled in schools in each low-income local
8 educational agency that is part of the eligible part-
9 nership; and

10 (2) a detailed description of—

11 (A) a plan to carry out a pipeline program
12 to train, place, and retain school counselors,
13 school social workers, school psychologists, or
14 other qualified psychologists, or any combina-
15 tion thereof, as applicable, in low-income local
16 educational agencies; and

17 (B) the proposed allocation and use of
18 grant funds to carry out activities described in
19 subsection (g).

20 (d) PEER REVIEW PANEL.—

21 (1) ESTABLISHMENT OF PANEL.—The Sec-
22 retary shall establish a peer review panel to evaluate
23 applications for grants submitted under subsection
24 (c) and make recommendations to the Secretary re-
25 garding such applications.

1 (2) EVALUATION OF APPLICATIONS.—In mak-
2 ing its recommendations, the peer review panel shall
3 take into account the purpose of this Act and the
4 application requirements under subsection (c), in-
5 cluding the quality of the proposed pipeline program.

6 (3) RECOMMENDATION OF PANEL.—The Sec-
7 retary may award grants under this section only to
8 eligible partnerships whose applications receive a
9 recommendation from the peer review panel.

10 (4) MEMBERSHIP OF PANEL.—The members of
11 panel established under this section shall be school
12 mental health professionals and administrators se-
13 lected by the Secretary.

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

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

19 (2) to the extent practicable, distribute grants
20 equitably among eligible partnerships that propose
21 to train graduate students in each of the professions
22 of school counseling, school social work, or school
23 psychology, or as other qualified psychologists; and

24 (3) to the extent practicable, equitably dis-
25 tribute the grants among eligible partnerships that

1 include an urban low-income local educational agen-
2 cy and eligible partnerships that include a rural low-
3 income local educational agency, with, at a min-
4 imum, a percentage of the funds, equal to the per-
5 centage of low-income children in the United States
6 who are served by rural local educational agencies
7 (based on the Small Area Income and Poverty Esti-
8 mates of the Bureau of Census, for the most recent
9 year such information is available), awarded to eligi-
10 ble partnerships that include a rural low-income
11 local educational agency.

12 (f) PRIORITY.—The Secretary shall give priority to
13 eligible partnerships that—

14 (1) propose to use the grant funds to carry out
15 the activities described under paragraphs (1)
16 through (3) of subsection (g) in schools that have
17 higher numbers or percentages of low-income stu-
18 dents and students not meeting the proficient level
19 of achievement (as described by section 1111 of the
20 Elementary and Secondary Education Act of 1965
21 (20 U.S.C. 6311)) in comparison to other schools
22 that are served by the low-income local educational
23 agency that is part of the eligible partnership;

24 (2) include a low-income local educational agen-
25 cy that has fewer school counselors, school social

1 workers, school psychologists, and other qualified
2 psychologists per student than other eligible partner-
3 ships;

4 (3) include one or more eligible graduate insti-
5 tutions that offer graduate programs in the greatest
6 number of the following areas:

7 (A) school counseling;

8 (B) school social work;

9 (C) school psychology; and

10 (D) programs that train graduate students
11 as other qualified psychologists; and

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

16 (g) USE OF GRANT FUNDS.—Grant funds awarded
17 under this section shall be used—

18 (1) to pay the administrative costs (including
19 supplies, office and classroom space, supervision,
20 mentoring, and stipends as necessary and appro-
21 priate) related to—

22 (A) having graduate students of school
23 counseling, school social work, school psy-
24 chology, and programs that train graduate stu-
25 dents as other qualified psychologists placed in

1 schools served by participating low-income local
2 educational agencies to complete required field
3 work, credit hours, internships, or related train-
4 ing as applicable for the degree, license, or cre-
5 dential program of each such student; and

6 (B) offering required graduate course work
7 for graduate students of school counseling,
8 school social work, and school psychology, and
9 programs that train graduate students as other
10 qualified psychologists on the site of a partici-
11 pating low-income local educational agency or
12 its schools;

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

23 (3) to increase the number of school counselors,
24 school social workers, school psychologists, and other
25 qualified psychologists per student in schools served

1 by participating low-income local educational agen-
2 cies to work towards the student support personnel
3 target ratios;

4 (4) to recruit, hire, and retain culturally or lin-
5 guistically under-represented graduate students in
6 school counseling, school social work, or school psy-
7 chology, or from programs that train graduate stu-
8 dents as other qualified psychologists for placement
9 in schools served by participating low-income edu-
10 cational agencies;

11 (5) to recruit, hire, and pay faculty as nec-
12 essary to increase the capacity of a participating eli-
13 gible graduate institution—

14 (A) to train graduate students in the fields
15 of school counseling, school social work, and
16 school psychology; and

17 (B) to increase the capacity of programs
18 that train graduate students as other qualified
19 psychologists;

20 (6) to develop coursework that will—

21 (A) encourage a commitment by graduate
22 students in school counseling, school social
23 work, or school psychology, or programs that
24 train graduate students as other qualified psy-

1 chologists to work for low-income local edu-
2 cational agencies;

3 (B) give participating graduates the knowl-
4 edge and skill sets necessary to meet the needs
5 of—

6 (i) students and families served by
7 low-income local educational agencies; and

8 (ii) teachers, administrators, and
9 other staff who work for low-income local
10 educational agencies;

11 (C) enable participating graduates to meet
12 the unique needs of students at risk of negative
13 educational outcomes, including students who—

14 (i) are English language learners;

15 (ii) have a parent or caregiver who is
16 a migrant worker;

17 (iii) have a parent or caregiver who is
18 a member of the Armed Forces or Na-
19 tional Guard who has been deployed or re-
20 turned from deployment;

21 (iv) are homeless, including unaccom-
22 panied youth;

23 (v) have come into contact with the
24 juvenile justice system or adult criminal
25 justice system, including students currently

1 or previously held in juvenile detention fa-
2 cilities or adult jails and students currently
3 or previously held in juvenile correctional
4 facilities or adult prisons;

5 (vi) have been identified as eligible for
6 services under the Individuals with Disabil-
7 ities Education Act (20 U.S.C. 1400 et
8 seq.) or the Rehabilitation Act of 1973 (29
9 U.S.C. 701 et seq.);

10 (vii) have been a victim to or wit-
11 nessed domestic violence or violence in
12 their community; and

13 (viii) are foster care youth, youth
14 aging out of foster care, or former foster
15 youth; and

16 (D) utilize, subject to approval by the Sec-
17 retary—

18 (i) peer-reviewed best practices and
19 best evidence from the fields of school
20 counseling, school social work, and school
21 psychology; or

22 (ii) other best practices that have
23 been published through a peer review proc-
24 ess;

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

3 (8) for student loan forgiveness for partici-
4 pating graduates who are employed as school coun-
5 selors, school social workers, school psychologists, or
6 other qualified psychologists by participating low-in-
7 come local educational agencies for a minimum of 5
8 consecutive years; and

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

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

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

20 (1) actual service delivery provided through
21 grant funds, including—

22 (A) characteristics of each participating el-
23 igible graduate institution, including descriptive
24 information on the model used and actual pro-
25 gram performance;

1 (B) characteristics of graduate students
2 participating in the program, including per-
3 formance on any tests required by the State
4 educational agency for credentialing or licens-
5 ing, demographic characteristics, and graduate
6 student retention rates;

7 (C) characteristics of students of the par-
8 ticipating low-income local educational agency,
9 such as performance on any tests required by
10 the State educational agency, demographic
11 characteristics, and promotion, persistence, and
12 graduation rates, as appropriate;

13 (D) an estimate of the annual implementa-
14 tion costs of the program; and

15 (E) the numbers of students, schools, and
16 graduate students participating in the program;

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

19 (A) internship and post-graduation place-
20 ment;

21 (B) graduation and professional career
22 readiness indicators; and

23 (C) characteristics of the participating low-
24 income local educational agency, including
25 changes in hiring and retention of highly quali-

1 fied teachers and school counselors, school psy-
2 chologists, school social workers, and other
3 qualified psychologists;

4 (3) the instruction, materials, and activities
5 being funded under the grant program; and

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

8 (A) to students and faculty in the appro-
9 priate departments or schools of the partici-
10 pating eligible graduate institution;

11 (B) to the faculty, administration, and
12 staff of the participating low-income local edu-
13 cational agency; and

14 (C) to the broader community of providers
15 of social, emotional, behavioral, and related
16 support to students and to those who train such
17 providers.

18 (j) EVALUATIONS.—

19 (1) INTERIM EVALUATIONS.—The Secretary
20 may conduct interim evaluations to determine
21 whether each eligible partnership receiving a grant is
22 making adequate progress as the Secretary considers
23 appropriate. The contents of the annual report sub-
24 mitted to the Secretary under subsection (i) may be
25 used by the Secretary to determine whether an eligi-

1 ble partnership receiving a grant is demonstrating
2 adequate progress.

3 (2) FINAL EVALUATION.—The Secretary shall
4 conduct a final evaluation to—

5 (A) determine the effectiveness of the
6 grant program in carrying out the purpose of
7 this Act; and

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

11 (k) REPORT.—Not sooner than 5 years nor later than
12 6 years after the date of enactment of this Act, the Sec-
13 retary shall submit to Congress a report containing the
14 findings of the evaluation conducted under subsection
15 (j)(2), and such recommendations as the Secretary con-
16 siders appropriate.

17 (l) AUTHORIZATION OF APPROPRIATIONS.—

18 (1) IN GENERAL.—There are authorized to be
19 appropriated to carry out this section such sums as
20 may be necessary for each of the fiscal years 2014
21 through 2024.

22 (2) RESERVATION FOR EVALUATIONS.—From
23 the total amount appropriated to carry out this sec-
24 tion each fiscal year, the Secretary shall reserve not

1 more than 3 percent of that appropriation for eval-
2 uations under subsection (j).

3 **SEC. 5. STUDENT LOAN FORGIVENESS FOR INDIVIDUALS**
4 **WHO ARE EMPLOYED FOR 5 OR MORE CON-**
5 **SECUTIVE SCHOOL YEARS AS SCHOOL COUN-**
6 **SELORS, SCHOOL SOCIAL WORKERS, SCHOOL**
7 **PSYCHOLOGISTS, OR OTHER QUALIFIED PSY-**
8 **CHOLOGISTS BY LOW-INCOME LOCAL EDU-**
9 **CATIONAL AGENCIES.**

10 (a) ESTABLISHMENT OF PROGRAM.—The Secretary
11 shall establish a program to provide student loan forgive-
12 ness to individuals who are not and have never been par-
13 ticipants in the grant program established under section
14 4 and who have been employed for 5 or more consecutive
15 school years as school counselors, school social workers,
16 school psychologists, or other qualified psychologists by
17 low-income local educational agencies.

18 (b) AUTHORIZATION OF APPROPRIATIONS.—There
19 are authorized to be appropriated to the Secretary such
20 sums as may be necessary to carry out the program under
21 this section.

22 **SEC. 6. FUTURE DESIGNATION STUDY.**

23 (a) IN GENERAL.—The Secretary shall conduct a
24 study to identify a formula for future designation of re-
25 gions with a shortage of school counselors, school social

1 workers, school psychologists, and other qualified psy-
2 chologists to use in implementing grant programs and
3 other programs such as the programs established under
4 this Act or for other purposes related to any such designa-
5 tion, based on the latest available data on—

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

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

12 (3) the percentage of residents age 18 or older
13 of an area served by a low-income local educational
14 agency who have earned secondary school diplomas;

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

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

20 (6) the current number of full-time-equivalent
21 and active school counselors, school social workers,
22 school psychologists, and other qualified psycholo-
23 gists employed by a low-income local educational
24 agency;

1 (7) the number of students in an area served by
2 a low-income local educational agency in military
3 families (active duty and reserve duty) with parents
4 who have been alerted for deployment, are currently
5 deployed, or have returned from a deployment in the
6 previous school year; and

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

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

13 **SEC. 7. DEFINITIONS.**

14 In this Act:

15 (1) SCHOOL COUNSELING PROGRAM DEFINI-
16 TIONS.—The terms “school counselor”, “school psy-
17 chologist”, and “school social worker” have the
18 meanings given the terms in section 5421 of the Ele-
19 mentary and Secondary Education Act of 1965 (20
20 U.S.C. 7245).

21 (2) OTHER QUALIFIED PSYCHOLOGIST.—The
22 term “other qualified psychologist” has the meaning
23 given the term in section 5421(e)(2) of the Elemen-
24 tary and Secondary Education Act of 1965 (20

1 U.S.C. 7245(e)(2)), except that such term also in-
2 cludes individuals who—

3 (A) meet the requirements of subpara-
4 graphs (A) and (B) of such section 5421(e)(2);
5 and

6 (B) in lieu of demonstrated competence in
7 counseling children in a school setting, have
8 practical experience and demonstrated com-
9 petence in providing psychological services to
10 children in such a setting.

11 (3) ESEA GENERAL DEFINITIONS.—The terms
12 “highly qualified”, “local educational agency”, and
13 “State educational agency” have the meanings given
14 the terms in section 9101 of the Elementary and
15 Secondary Education Act of 1965 (20 U.S.C. 7801).

16 (4) BEST PRACTICES.—The term “best prac-
17 tices” means a technique or methodology that,
18 through experience and research related to the prac-
19 tice of school counseling, school psychology, or
20 school social work, has proven to reliably lead to a
21 desired result.

22 (5) ELIGIBLE GRADUATE INSTITUTION.—The
23 term “eligible graduate institution” means an insti-
24 tution of higher education that offers a program of

1 study that leads to a masters or other graduate de-
2 gree—

3 (A) in school psychology that is accredited
4 or nationally recognized by the National Asso-
5 ciation of School Psychologists Program Ap-
6 proval Board and that prepares students in
7 such program for the State licensing or certifi-
8 cation examination in school psychology;

9 (B) in school counseling that prepares stu-
10 dents in such program for the State licensing or
11 certification examination in school counseling;

12 (C) in school social work that is accredited
13 by the Council on Social Work Education and
14 that prepares students in such program for the
15 State licensing or certification exam in school
16 social work;

17 (D) in psychology that is accredited by the
18 American Psychological Association and that
19 prepares students in such program for the
20 State licensing examination for psychologists; or

21 (E) in any combination of the fields de-
22 scribed in subparagraph (A), (B), (C), or (D).

23 (6) ELIGIBLE PARTNERSHIP.—The term “eligi-
24 ble partnership” means—

1 (A) a partnership between one or more
2 low-income local educational agencies and one
3 or more eligible graduate institutions; or

4 (B) in regions in which local educational
5 agencies may not have a sufficient elementary
6 and secondary school student population to sup-
7 port the placement of all participating graduate
8 students, a partnership between a State edu-
9 cational agency, on behalf of one or more low-
10 income local educational agencies, and one or
11 more eligible graduate institutions.

12 (7) INSTITUTION OF HIGHER EDUCATION.—The
13 term “institution of higher education” has the
14 meaning given such term in section 102 of the High-
15 er Education Act of 1965 (20 U.S.C. 1002), but ex-
16 cludes any institution of higher education described
17 in section 102(a)(1)(C) of such Act.

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

21 (A) in which not less than 20 percent of
22 the students served by such agency are from
23 families with incomes below the poverty line, as
24 determined by the Bureau of the Census on the

1 basis of the most recent satisfactory data avail-
2 able;

3 (B) that has existing ratios of school coun-
4 selors, school social workers, school psycholo-
5 gists, and other qualified psychologists to stu-
6 dents served by the participating low-income
7 local educational agency that fall at least 10
8 percent below the student support personnel
9 target ratios, meaning such low-income local
10 educational agency has no more than one coun-
11 selor per 277 students, no more than one school
12 psychologist per 1,111 students, and no more
13 than one school social worker per 444 students;
14 and

15 (C) that has been identified for improve-
16 ment or corrective action (as described in sec-
17 tion 1116(c) of the Elementary and Secondary
18 Education Act of 1965 (20 U.S.C. 6316(c))) or
19 that includes at least one school that has been
20 identified for school improvement, corrective ac-
21 tion, or restructuring (as described in section
22 1116(b) of such Act).

23 (9) PARTICIPATING ELIGIBLE GRADUATE INSTI-
24 TUTION.—The term “participating eligible graduate
25 institution” means an eligible graduate institution

1 that is part of an eligible partnership awarded a
2 grant under section 4.

3 (10) PARTICIPATING GRADUATE.—The term
4 “participating graduate” means an individual who—

5 (A) has—

6 (i) received a masters or other grad-
7 uate degree from a participating eligible
8 graduate institution in elementary or sec-
9 ondary school counseling, school social
10 work, school psychology, or from a pro-
11 gram that trains students as other quali-
12 fied psychologists; and

13 (ii) obtained a State license or creden-
14 tial in school counseling, school social
15 work, school psychology, or psychology;
16 and

17 (B) as a graduate student of school coun-
18 seling, school social work, or school psychology,
19 or a program that trains graduate students as
20 other qualified psychologists was placed in a
21 school served by a participating low-income
22 local educational agency to complete required
23 field work, credit hours, internships, or related
24 training, as applicable.

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

6 (12) SECRETARY.—The term “Secretary”
7 means the Secretary of Education.

8 (13) STUDENT SUPPORT PERSONNEL TARGET
9 RATIOS.—The term “student support personnel tar-
10 get ratios” means the ratios of school counselors,
11 school social workers, school psychologists, and other
12 qualified psychologists to students recommended to
13 enable such personnel to effectively address the
14 needs of students, including—

15 (A) at least 1 school counselor for every
16 250 students (as recommended by the American
17 School Counselors Association and American
18 Counseling Association);

19 (B) at least 1 school psychologist for every
20 500 to 700 students (as recommended by the
21 National Association of School Psychologists);
22 and

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

1 (14) UNACCOMPANIED YOUTH.—The term “un-
2 accompanied youth” has the meaning given such
3 term in section 725 of the McKinney-Vento Home-
4 less Assistance Act (42 U.S.C. 11434a).

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