

113TH CONGRESS
2D SESSION

S. 2753

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

JULY 31, 2014

Mr. TESTER 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 “Increasing Student
5 Achievement by Increasing 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
10 correlated with educational outcomes, with a con-

1 centration of low-performing schools in low-income
2 and under-served communities.

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

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

16 (4) Only 16 percent of children who need men-
17 tal health services receive such services. 70 to 80
18 percent of these children access mental health serv-
19 ices at school.

20 (5) Students are more likely to seek help when
21 they need it if school-based mental health services
22 are available.

23 (6) Rates of abuse and neglect of young chil-
24 dren in military families have doubled with the in-
25 creased military involvement of the United States

1 abroad since October 2002; likewise, adolescents
2 with deployed parents report increased perceptions
3 of uncertainty and loss, role ambiguity, negative
4 changes in mental and behavioral health, and in-
5 creased relationship conflict, raising concerns about
6 the impact of deployment on military personnel and
7 their families and whether schools that serve a large
8 number of children with deployed parents have suffi-
9 cient staff and expertise to meet these challenges.

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

18 (8) Schools served by low-income local edu-
19 cational agencies suffer disproportionately from a
20 lack of services, with many schools sharing a single
21 school counselor, school social worker, or school psy-
22 chologist with neighboring schools.

23 (9) Too few school counselors, school social
24 workers, and school psychologists per student means

1 that such personnel are often unable to effectively
2 address the needs of students.

3 (10) The American School Counselor Associa-
4 tion and American Counseling Association rec-
5 ommend having at least 1 school counselor for every
6 250 students.

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

10 (12) The National Association of School Psy-
11 chologists recommends having at least 1 school psy-
12 chologist for every 500–700 students.

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

23 (14) Principals and teachers see signs of trau-
24 ma-related stress in many students including hostile

1 outbursts, sliding grades, poor test performance, and
2 the inability to pay attention.

3 (15) There were more than 423,000 children in
4 foster care in 2009, and studies have revealed these
5 children to have higher rates of placement in special
6 education, dropping out of school, discipline prob-
7 lems, and poorer academic skills than their non-fos-
8 ter care peers.

9 **SEC. 3. PURPOSE.**

10 The purpose of this Act is to increase the recruitment
11 and retention of school counselors, school social workers,
12 and school psychologists by low-income local educational
13 agencies in order to—

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

16 (2) improve student achievement, which may be
17 measured by growth in academic achievement on
18 tests required by the applicable State educational
19 agency, persistence rates, graduation rates, and
20 other appropriate measures;

21 (3) improve retention of teachers who are high-
22 ly qualified;

23 (4) increase and improve outreach and collabo-
24 ration between school counselors, school social work-

1 ers, and school psychologists and parents and fami-
 2 lies served by low-income local educational agencies;
 3 (5) increase and improve collaboration among
 4 teachers, principals, school counselors, school social
 5 workers, and school psychologists and improve pro-
 6 fessional development opportunities for teachers and
 7 principals in the area of strategies related to improv-
 8 ing classroom climate and classroom management;
 9 and

10 (6) improve working conditions for all school
 11 personnel.

12 **SEC. 4. GRANT PROGRAM TO INCREASE THE NUMBER OF**
 13 **SCHOOL COUNSELORS, SCHOOL SOCIAL**
 14 **WORKERS, AND SCHOOL PSYCHOLOGISTS EM-**
 15 **PLOYED BY LOW-INCOME LOCAL EDU-**
 16 **CATIONAL AGENCIES.**

17 (a) GRANT PROGRAM AUTHORIZED.—The Secretary
 18 of Education shall award grants on a competitive basis
 19 to eligible partnerships that receive recommendations from
 20 the peer review panel established under subsection (d), to
 21 enable such partnerships to carry out pipeline programs
 22 to increase the number of school counselors, school social
 23 workers, and school psychologists employed by low-income
 24 local educational agencies by carrying out any of the ac-
 25 tivities described by subsection (g).

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

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

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

14 (2) a detailed description of—

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

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

23 (d) PEER REVIEW PANEL.—

24 (1) ESTABLISHMENT OF PANEL.—The Sec-
25 retary shall establish a peer review panel to evaluate

1 applications for grants under subsection (c) and
 2 make recommendations to the Secretary regarding
 3 such applications.

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

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

13 (4) MEMBERSHIP OF PANEL.—

14 (A) IN GENERAL.—The peer review panel
 15 shall include at a minimum the following mem-
 16 bers:

17 (i) One clinical, tenured, or tenure
 18 track faculty member at an institution of
 19 higher education with a current appoint-
 20 ment to teach courses in the subject area
 21 of school counselor education.

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

1 ment to teach courses in the subject area
2 of school social worker education.

3 (iii) One clinical, tenured, or tenure
4 track faculty member at an institution of
5 higher education with a current appoint-
6 ment to teach courses in the subject area
7 of school psychology education.

8 (iv) One clinical, tenured, or tenure
9 track faculty member at an institution of
10 higher education with a current appoint-
11 ment to teach courses in the subject area
12 of teacher education.

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

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

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

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

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

4 (B) CLINICAL FACULTY MEMBER.—At
5 least 1 of the members described in subpara-
6 graph (A) shall be a clinical faculty member.

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

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

12 (2) award not less than 1 grant to a partner-
13 ship that serves a high percentage of Native Amer-
14 ican, Alaska Native, or Native Hawaiian students;

15 (3) award not less than 1 grant to a partner-
16 ship focused on serving students in highly rural
17 areas;

18 (4) to the extent practicable, distribute grants
19 equitably among eligible partnerships that propose
20 to train graduate students in each of the 3 profes-
21 sions of school counseling, school social work, and
22 school psychology; and

23 (5) to the extent practicable, equitably dis-
24 tribute the grants among eligible partnerships that
25 include an urban low-income local educational agen-

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

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

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

23 (2) include 1 or more low-income local edu-
24 cational agencies that have fewer school counselors,

1 school social workers, and school psychologists per
2 student than other eligible partnerships;

3 (3) include 1 or more eligible graduate institu-
4 tions that offer graduate programs in the greatest
5 number of the following areas:

6 (A) school counseling;

7 (B) school social work; and

8 (C) school psychology; and

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

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

15 (1) to pay the administrative costs (including
16 supplies, office and classroom space, supervision,
17 mentoring, and transportation stipends as necessary
18 and appropriate) related to—

19 (A) having graduate students of school
20 counseling, school social work, and school psy-
21 chology placed in schools served by partici-
22 pating low-income local educational agencies to
23 complete required field work, credit hours, in-
24 ternships, or related training as applicable for

1 the degree, license, or credential program of
2 each such student; and

3 (B) offering required graduate course work
4 for graduate students of school counseling,
5 school social work, and school psychology on the
6 site of a participating low-income local edu-
7 cational agency;

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

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

22 (4) to recruit, hire, and retain culturally or lin-
23 guistically under-represented graduate students in
24 school counseling, school social work, and school psy-

1 chology for placement in schools served by partici-
 2 pating low-income educational agencies;

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

8 (6) to develop coursework that will—

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

13 (B) give participating graduates the knowl-
 14 edge and skill sets necessary to meet the needs
 15 of—

16 (i) students and families served by
 17 low-income local educational agencies; and

18 (ii) teachers, administrators, and
 19 other staff who work for low-income local
 20 educational agencies;

21 (C) enable participating graduates to meet
 22 the unique needs of students at-risk of negative
 23 educational outcomes, including students who—

24 (i) are English language learners;

1 (ii) have a parent or caregiver who is
2 a migrant worker;

3 (iii) have a parent or caregiver who is
4 a member of the Armed Forces or Na-
5 tional Guard who has been deployed or re-
6 turned from deployment;

7 (iv) are homeless, including unaccom-
8 panied youth;

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

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

21 (vii) have been a victim to or wit-
22 nessed domestic violence or violence in
23 their community; and

1 (viii) are foster care youth, youth
2 aging out of foster care, or former foster
3 youth; and

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

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

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

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

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

22 (i) REPORTING REQUIREMENTS.—Each eligible part-
23 nership that receives a grant under this section shall sub-
24 mit an annual report to the Secretary on the progress of

1 such partnership in carrying out the purpose of this Act.

2 Such report shall include a description of—

3 (1) actual service delivery provided through
4 grant funds, including—

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

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

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

21 (D) an estimate of the annual implementa-
22 tion costs of the program; and

23 (E) the numbers of students, schools, and
24 graduate students participating in the program;

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

3 (A) internship and post-graduation place-
4 ment;

5 (B) graduation and professional career
6 readiness indicators; and

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

12 (3) the instruction, materials, and activities
13 being funded under the grant program; and

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

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

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

22 (C) to the broader community of providers
23 of social, emotional, behavioral, and related
24 support to students and to those who train such
25 providers.

1 (j) EVALUATIONS.—

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

11 (2) FINAL EVALUATION.—The Secretary shall
12 conduct a final evaluation to—

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

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

19 (k) REPORT.—Not earlier than 5 years nor later than
20 6 years after the date of enactment of this Act, the Sec-
21 retary shall submit to Congress a report containing the
22 findings of the evaluation conducted under subsection
23 (j)(2), and such recommendations as the Secretary con-
24 sider appropriate.

25 (l) AUTHORIZATION OF APPROPRIATIONS.—

1 (1) IN GENERAL.—There is authorized to be
 2 appropriated to the Secretary to carry out the pro-
 3 gram under this section, \$30,000,000 for fiscal year
 4 2015 and for each succeeding fiscal year.

5 (2) RESERVATION FOR EVALUATION.—From
 6 the total amount appropriated to carry out this sec-
 7 tion each fiscal year, the Secretary shall reserve not
 8 more than 3 percent for evaluations under sub-
 9 section (j).

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

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

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

5 **SEC. 6. FUTURE DESIGNATION STUDY.**

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

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

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

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

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

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

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

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

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

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

19 **SEC. 7. DEFINITIONS.**

20 In this Act:

21 (1) SCHOOL COUNSELING PROGRAM DEFINI-
22 TIONS.—The terms “child and adolescent psychia-
23 trist”, “school counselor”, “school psychologist”,
24 “school social worker”, and “other qualified psychol-
25 ogist” have the meaning given the terms in section

1 5421 of the Elementary and Secondary Education
2 Act of 1965 (20 U.S.C. 7245).

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

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

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

19 (A) in school psychology that is accredited
20 or nationally recognized by the National Asso-
21 ciation of School Psychologists Program Ap-
22 proval Board and that prepares students in
23 such program for the State licensing or certifi-
24 cation exam in school psychology;

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

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

9 (D) in any combination of study described
 10 in subparagraphs (A), (B), or (C).

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

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

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

24 (6) INSTITUTION OF HIGHER EDUCATION.—The
 25 term “institution of higher education” has the

1 meaning given such term in section 102 of the High-
 2 er Education Act of 1965 (20 U.S.C. 1002), but ex-
 3 cludes any institution of higher education described
 4 in section 102(a)(1)(C) of such Act.

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

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

14 (B) that has existing ratios of school coun-
 15 selors, school social workers, and school psy-
 16 chologists to students served by the agency that
 17 are not more than 1 school counselor per 275
 18 students, not more than 1 school psychologist
 19 per 770 students, and not more than 1 school
 20 social worker per 440 students.

21 (8) PARTICIPATING ELIGIBLE GRADUATE INSTI-
 22 TUTION.—The term “participating eligible graduate
 23 institution” means an eligible graduate institution
 24 that is part of an eligible partnership awarded a
 25 grant under section 4.

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

3 (A) has received a masters or other grad-
4 uate degree in elementary or secondary school
5 counseling, school social work, or school psy-
6 chology from a participating eligible graduate
7 institution and has obtained a State license or
8 credential in school counseling, school social
9 work, or school psychology; and

10 (B) as a graduate student of school coun-
11 seling, school social work, or school psychology
12 was placed in a school served by a participating
13 low-income local educational agency to complete
14 required field work, credit hours, internships, or
15 related training as applicable.

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

21 (11) SECRETARY.—The term “Secretary”
22 means the Secretary of Education.

23 (12) STUDENT SUPPORT PERSONNEL TARGET
24 RATIOS.—The term “student support personnel tar-
25 get ratios” means the ratios of school counselors,

1 school social workers, and school psychologists to
2 students recommended to enable such personnel to
3 effectively address the needs of students including—

4 (A) at least 1 school counselor for every
5 250 students (as recommended by the American
6 School Counselors Association and American
7 Counseling Association);

8 (B) at least 1 school psychologist for every
9 500–700 students (as recommended by the Na-
10 tional Association of School Psychologists); and

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

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

○