

113TH CONGRESS
1ST SESSION

S. 648

To amend the Elementary and Secondary Education Act of 1965 to support teacher and school professional training on awareness of student mental health conditions.

IN THE SENATE OF THE UNITED STATES

MARCH 21, 2013

Ms. KLOBUCHAR (for herself and Ms. COLLINS) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 to support teacher and school professional training on awareness of student mental health conditions.

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 “Helping Educators
5 Support All Students Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Approximately 1 in 5 children have a
9 diagnosable mental illness.

1 (2) Fifty percent of all lifetime cases of mental
2 illness begin by age 14, and 75 percent by age 24.

3 (3) Fifty percent of students with a mental ill-
4 ness, age 14 years and older, drop out of high
5 school.

6 (4) For youth between the ages of 10 and 24,
7 suicide is the third leading cause of death, and an
8 estimated 90 percent have a diagnosable mental
9 health condition.

10 (5) One in 10 children and adolescents suffer
11 from mental illness severe enough to cause some
12 level of impairment, but only 1 in 5 of such children
13 receive specialty mental health services.

14 **SEC. 3. TRAINING TEACHERS AND SCHOOL PROFES-**
15 **SIONALS IN UNDERSTANDING MENTAL**
16 **HEALTH CONDITIONS IN CHILDREN.**

17 (a) IN GENERAL.—Subpart 2 of part A of title IV
18 of the Elementary and Secondary Education Act of 1965
19 (20 U.S.C. 7131 et seq.) is amended by adding at the end
20 the following:

21 **“SEC. 4131. TRAINING TEACHERS AND SCHOOL PROFES-**
22 **SIONALS IN UNDERSTANDING MENTAL**
23 **HEALTH CONDITIONS IN CHILDREN.**

24 “(a) PROGRAM AUTHORIZED.—

1 “(1) IN GENERAL.—The Secretary shall award
2 grants to eligible State educational agencies to en-
3 able such agencies to award subgrants to eligible
4 local educational agencies to support an existing, or
5 develop a new, program that will educate teachers,
6 school personnel, and specialized instructional sup-
7 port personnel on mental health conditions in chil-
8 dren, including the causes, symptoms, and impact on
9 learning.

10 “(2) DEFINITIONS.—In this section:

11 “(A) ELIGIBLE LOCAL EDUCATIONAL
12 AGENCY.—The term ‘eligible local educational
13 agency’ means a local educational agency or a
14 local educational agency in partnership with a
15 mental health organization, family advocacy or-
16 ganization, or community nonprofit organiza-
17 tion.

18 “(B) ELIGIBLE STATE EDUCATIONAL
19 AGENCY.—The term ‘eligible State educational
20 agency’ means a State educational agency or a
21 State educational agency in partnership with a
22 mental health organization, family advocacy or-
23 ganization, or community nonprofit organiza-
24 tion.

1 “(C) SCHOOL PERSONNEL.—The term
2 ‘school personnel’ means administrators, admin-
3 istrative staff, custodial staff, cafeteria staff,
4 transportation staff, and other school-employed
5 staff who interact with students.

6 “(D) SPECIALIZED INSTRUCTIONAL SUP-
7 PORT PERSONNEL.—The term ‘specialized in-
8 structional support personnel’ means school
9 counselors, school social workers, school psy-
10 chologists, and other qualified professional per-
11 sonnel involved in providing assessment, diag-
12 nosis, counseling, educational, therapeutic, and
13 other necessary services (including related serv-
14 ices, as defined in section 602 of the Individuals
15 with Disabilities Education Act) as part of com-
16 prehensive program to meet student needs.

17 “(b) GRANTS.—

18 “(1) APPLICATIONS.—An eligible State edu-
19 cational agency that desires to receive a grant under
20 this section shall submit an application to the Sec-
21 retary at such time, in such manner, and accom-
22 panied by such information as the Secretary may re-
23 quire.

24 “(2) ACTIVITIES.—An eligible State educational
25 agency that receives a grant under this section shall

1 use the grant funds to award subgrants to eligible
 2 local educational agencies in accordance with sub-
 3 section (c).

4 “(c) SUBGRANTS.—

5 “(1) APPLICATION.—

6 “(A) IN GENERAL.—An eligible local edu-
 7 cational agency that desires to receive a
 8 subgrant under this section shall submit an ap-
 9 plication to the eligible State educational agen-
 10 cy at such time, in such manner, and accom-
 11 panied by such information as the eligible State
 12 educational agency may require.

13 “(B) DESCRIPTION OF UTILIZATION.—An
 14 application submitted under subparagraph (A)
 15 shall include a description of how the local edu-
 16 cational agency will utilize school counselors,
 17 school psychologists, school social workers, or
 18 community organizations with expertise in the
 19 lived experience of mental illness, in developing
 20 and conducting the training described in para-
 21 graph (2).

22 “(2) TRAINING.—

23 “(A) IN GENERAL.—An eligible local edu-
 24 cational agency that receives a subgrant under
 25 this section shall support an existing training

1 program developed by either the school or a
2 community organization with expertise in the
3 lived experience of mental illness, or develop a
4 new program, in which school counselors, school
5 psychologists, and school social workers develop
6 and provide training to teachers, school per-
7 sonnel, and specialized instructional support
8 personnel in understanding the mental health
9 needs of children. Such program shall include
10 an annual in-service training program to enable
11 such teachers, school personnel, and specialized
12 instructional support personnel—

13 “(i) to better understand mental
14 health conditions and the early warning
15 signs in children and adolescents;

16 “(ii) to best communicate with fami-
17 lies about these concerns;

18 “(iii) to identify classroom strategies
19 for working effectively with children with
20 mental health conditions; and

21 “(iv) to understand school specific in-
22 formation, including, as appropriate, how
23 schools are—

24 “(I) assisting in linking students
25 to supports and services; and

1 “(II) providing information on
2 the school’s mental health services
3 and supports, including school social
4 work and psychological services, as
5 well as the school’s referral process
6 for additional school-linked services
7 connecting to community mental
8 health professionals.

9 “(B) FAMILY PERSPECTIVE.—A training
10 program described in subparagraph (A) shall
11 incorporate family and parent perspectives.

12 “(C) TRAINING PROGRAM FOR ALL AREAS
13 OF THE STATE AND FOR PERSONNEL SERVING
14 INDIAN CHILDREN.—

15 “(i) URBAN AND RURAL AREAS.—In
16 awarding subgrants under this section, a
17 State educational agency shall ensure
18 training programs described under sub-
19 paragraph (A) are available for teachers,
20 school personnel, and specialized instruc-
21 tional support personnel in urban and
22 rural areas across the State.

23 “(ii) INDIAN CHILDREN.—A State
24 educational agency that receives a grant
25 under this section shall award subgrants to

eligible local educational agencies described
in section 7112(b)(1) and Indian tribes de-
scribed in section 7112(c).

“(D) SCHOOL BASED MENTAL HEALTH
SERVICES PROVIDERS.—A training program de-
scribed in subparagraph (A) shall include a
school-based mental health service provider and
a community organization with expertise in the
lived experience of mental illness, whenever pos-
sible, to maximize training outcomes and facili-
tate coordinated referrals when more intensive
community services are needed.

“(3) GUIDELINES.—In carrying out a training
program described in paragraph (2), an eligible local
educational agency may—

“(A) report to the Secretary on the agen-
cy’s commitment to students with mental illness
through innovative programs, resource develop-
ment, and the development of a mental health
curriculum and activities that focus on raising
awareness within schools of early onset mental
health conditions and linking students with ef-
fective mental health services and supports;

“(B) describe existing school-community
partnerships that provide effective clinical serv-

1 ices to students with severe mental health
2 needs;

3 “(C) describe how the agency will measure
4 outcomes, as described in subsection (d), spe-
5 cifically for students with serious mental health
6 needs;

7 “(D) describe how the training program
8 will be effective for teachers, school personnel,
9 and specialized instructional support personnel
10 in culturally and linguistically diverse school
11 communities; and

12 “(E) describe any strong links to the com-
13 munity mental health system and community
14 mental health providers through interagency
15 collaboration, including documenting—

16 “(i) the extent of the interagency col-
17 laboration (including the engagement in
18 joint activities); and

19 “(ii) the dates during which the col-
20 laboration has been in effect and any out-
21 comes that have been achieved as a result
22 of this activity.

23 “(d) EVALUATIONS AND MEASURES OF OUT-
24 COMES.—

1 “(1) IN GENERAL.—The Secretary shall develop
2 measures of outcomes for eligible local educational
3 agencies that receive subgrants under this section, in
4 order to evaluate the effectiveness of programs car-
5 ried out under the subgrant.

6 “(2) OUTCOMES.—The measures of outcomes
7 described in paragraph (1) shall include, at a min-
8 imum, provisions to evaluate—

9 “(A) the effectiveness of comprehensive
10 school mental health training programs estab-
11 lished under this section;

12 “(B) the effectiveness of formal partner-
13 ship linkages among child and family serving
14 institutions, community support systems, and
15 the educational system, if applicable;

16 “(C) the effectiveness of the training pro-
17 gram in culturally and linguistically diverse
18 school communities;

19 “(D) the improvement in understanding
20 mental health conditions with the purpose of
21 providing a safe and supportive learning envi-
22 ronment among school staff, students, and par-
23 ents;

24 “(E) the improvement in—

1 “(i) case-finding of students in need
2 of more intensive services;

3 “(ii) effective communication with
4 families; and

5 “(iii) referral of identified students
6 with mental health related concerns for an
7 evaluation for services and supports;

8 “(F) the reduction in the number of stu-
9 dents with mental health conditions and those
10 identified as children with disabilities under the
11 emotional disturbance and other health impair-
12 ment categories of the Individuals with Disabil-
13 ities Education Act who are suspended and an
14 increase in the number of such students who
15 graduate from high school; and

16 “(G) the increased successful matriculation
17 to postsecondary school.

18 “(e) DATA COLLECTION COMPONENT.—

19 “(1) ANNUAL DATA SUBMISSIONS AND RE-
20 PORTS.—

21 “(A) DATA SUBMISSION.—

22 “(i) LOCAL EDUCATIONAL AGEN-
23 CIES.—An eligible local educational agency
24 that receives a subgrant under this section
25 shall annually submit to the eligible State

educational agency a report that includes data to evaluate the success of the program carried out by the eligible local educational agency. Such reports shall utilize the measures of outcomes described in subsection (d).

“(ii) STATE EDUCATIONAL AGENCIES.—An eligible State educational agency that receives a grant under this section shall annually submit to the Secretary a report that includes data from the reports submitted to the agency from eligible local educational agencies pursuant to clause (i).

“(B) REPORT TO CONGRESS.—Not later than 6 months after the date the Secretary receives reports under subparagraph (A)(ii), the Secretary shall compile the data in the reports and conduct a general analysis of the success of the programs carried out by the local educational agencies involved with subgrant funds received under this section. The Secretary shall prepare a report containing the compilation and general analysis, and submit the report to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on

1 Education and the Workforce of the House of
 2 Representatives.

3 “(2) EVALUATION AND REPORT.—

4 “(A) EVALUATION.—Not later than 12
 5 months after the end of the initial subgrant pe-
 6 riod for eligible local educational agencies under
 7 this section, the Secretary shall conduct an in-
 8 depth evaluation of the success of the programs
 9 carried out by the local educational agencies
 10 with subgrant funds received under this section.

11 “(B) REPORT TO CONGRESS.—The Sec-
 12 retary shall prepare a report containing the in-
 13 depth evaluation, and submit the report to the
 14 Committee on Health, Education, Labor, and
 15 Pensions of the Senate and the Committee on
 16 Education and the Workforce of the House of
 17 Representatives.

18 “(f) TERMS AND COST OF THE GRANT.—There are
 19 authorized to be appropriated to carry out this section
 20 such sums as may be necessary for fiscal year 2014 and
 21 each of the 4 succeeding fiscal years.”.

22 (b) TABLE OF CONTENTS.—The table of contents in
 23 section 2 of the Elementary and Secondary Education Act
 24 of 1965 is amended by inserting after the item relating
 25 to section 4130 the following:

“Sec. 4131. Training teachers and school professionals in understanding the mental health needs of children.”.

