

112TH CONGRESS
1ST SESSION

H. R. 3405

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

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 14, 2011

Mr. TOWNS (for himself, Ms. LINDA T. SÁNCHEZ of California, Mr. POLIS, Ms. MOORE, Mrs. NAPOLITANO, Ms. MCCOLLUM, Mr. CONYERS, and Mr. HINCHEY) 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, 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 low socioeconomic sta-
9 tus and certain family risk factors, such as low ma-

1 ternal education level and being from a single parent
2 household, are highly correlated with poor edu-
3 cational outcomes, with a concentration of low-per-
4 forming schools in low-income and under-served
5 communities.

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

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

19 (4) Rates of maltreatment and neglect of young
20 children in military families have shown dramatic in-
21 creases during the parental deployments that have
22 accompanied the increased military involvement of
23 the United States abroad since October 2002. Like-
24 wise, adolescents with deployed parents report in-
25 creased perceptions of uncertainty and loss, role am-

1 biguity, negative changes in mental and behavioral
2 health, and increased relationship conflict; children
3 exhibit increases in behavior disorders, stress dis-
4 orders, and emotional difficulties, and decreases in
5 achievement in most academic subjects. These
6 trends raise concerns about the impact of deploy-
7 ment on military personnel and their families and
8 whether schools that serve a large number of chil-
9 dren with deployed parents have sufficient staff and
10 expertise to meet these challenges.

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

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

24 (7) Too few school counselors, school social
25 workers, and school psychologists per student means

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

3 (8) The American School Counselor Association
4 and American Counseling Association recommend
5 having at least 1 school counselor for every 250 stu-
6 dents.

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

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

13 (11) 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 (12) 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 (13) 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, and discipline
7 problems, and poorer academic skills than their non-
8 foster 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 shall award grants, on a competitive basis, to eligible part-
19 nerships that receive recommendations from the peer re-
20 view panel established under subsection (d), to enable such
21 partnerships to carry out pipeline programs to increase
22 the number of school counselors, school social workers,
23 and school psychologists employed by low-income local
24 educational agencies by carrying out any of the activities
25 described in 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) The peer review panel shall include at
15 a minimum the following members:

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

21 (ii) One clinical, tenured, or tenure
22 track faculty member at an institution of
23 higher education with a current appoint-
24 ment to teach courses in the subject area
25 of school social worker education.

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

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

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

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

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

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

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

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

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

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

9 (2) to the extent practicable, distribute grants
10 equitably among eligible partnerships that propose
11 to train graduate students in each of the three pro-
12 fessions of school counseling, school social work, and
13 school psychology; and

14 (3) to the extent practicable, equitably dis-
15 tribute the grants among eligible partnerships that
16 include an urban low-income local educational agen-
17 cy and partnerships that include a rural low-income
18 local educational agency, with, at a minimum, a per-
19 centage of the funds, equal to the percentage of low-
20 income children in the United States who are served
21 by rural local educational agencies (based on the
22 Small Area Income and Poverty Estimates of the
23 Bureau of Census, for the most recent year such in-
24 formation is available), awarded to eligible partner-

1 ships that include a rural low-income local edu-
2 cational agency.

3 (f) PRIORITY.—The Secretary shall give priority to
4 eligible partnerships that—

5 (1) propose to use the grant funds to carry out
6 the activities described under paragraphs (1)
7 through (3) of subsection (g) in schools that have
8 higher numbers or percentages of low-income stu-
9 dents and students not meeting the proficient level
10 of achievement (as described by section 1111 of the
11 Elementary and Secondary Education Act of 1965
12 (20 U.S.C. 6311)) in comparison to other schools
13 that are served by the low-income local educational
14 agency that is part of the eligible partnership;

15 (2) include a low-income local educational agen-
16 cy that has fewer school counselors, school social
17 workers, and school psychologists per student than
18 other eligible partnerships;

19 (3) include one or more eligible graduate insti-
20 tutions that offer graduate programs in the greatest
21 number of the following areas:

22 (A) school counseling;

23 (B) school social work; and

24 (C) school psychology; and

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

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

7 (1) to pay the administrative costs (including
8 supplies, office and classroom space, supervision,
9 mentoring, and transportation stipends as necessary
10 and appropriate) related to—

11 (A) having graduate students of school
12 counseling, school social work, and school psy-
13 chology placed in schools served by partici-
14 pating low-income local educational agencies to
15 complete required field work, credit hours, in-
16 ternships, or related training as applicable for
17 the degree, license, or credential program of
18 each such student; and

19 (B) offering required graduate course work
20 for graduate students of school counseling,
21 school social work, and school psychology on the
22 site of a participating low-income local edu-
23 cational agency or its schools;

24 (2) for not more than the first 3 years after
25 participating graduates receive a masters or other

1 graduate degree or obtain a State license or creden-
2 tial in school counseling, school social work, or
3 school psychology, to hire and pay all or part of the
4 salaries of such participating graduates to work as
5 school counselors, school social workers, and school
6 psychologists in schools served by participating low-
7 income local educational agencies;

8 (3) to increase the number of school counselors,
9 school social workers, and school psychologists per
10 student in schools served by participating low-income
11 local educational agencies to work towards the stu-
12 dent support personnel target ratios;

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

18 (5) to recruit, hire, and pay faculty as nec-
19 essary to increase the capacity of a participating eli-
20 gible graduate institution to train graduate students
21 in the fields of school counseling, school social work,
22 and school psychology;

23 (6) to develop coursework that will—

24 (A) encourage a commitment by graduate
25 students in school counseling, school social

1 work, or school psychology to work for low-in-
2 come local educational 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 the peer-reviewed best practices
17 developed by the American School Counselor
18 Association, National Association of Social
19 Workers, School Social Work Association of
20 America, or National Association of School Psy-
21 chologists, subject to approval by the Secretary,
22 or other best practices that are approved by the
23 Secretary and have been published through a
24 peer review process;

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, or school psychologists
6 by participating low-income local educational agen-
7 cies for a minimum of 5 consecutive years; and

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

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

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

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

21 (A) characteristics of each participating el-
22 igible graduate institution, including descriptive
23 information on the model used and actual pro-
24 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 including 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, and school social workers;

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

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

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

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

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

17 (j) EVALUATIONS.—

18 (1) INTERIM EVALUATIONS.—The Secretary
19 may conduct interim evaluations to determine
20 whether each eligible partnership receiving a grant is
21 making adequate progress as the Secretary considers
22 appropriate. The contents of the annual report sub-
23 mitted to the Secretary under subsection (i) may be
24 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 2012
21 through 2022.

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 OR PSYCHIATRISTS BY LOW-IN-**
9 **COME LOCAL EDUCATIONAL 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, other qualified psychologists, or child
17 and adolescent psychiatrists by low-income local edu-
18 cational agencies.

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

23 **SEC. 6. FUTURE DESIGNATION STUDY.**

24 (a) IN GENERAL.—The Secretary shall conduct a
25 study to identify a formula for future designation of re-

1 gions with a shortage of school counselors, school social
2 workers, and school psychologists to use in implementing
3 grant programs and other programs such as the programs
4 established under this Act or for other purposes related
5 to any such designation, based on the latest available data
6 on—

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

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

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

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

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

21 (6) the current number of full-time-equivalent
22 and active school counselors, school social workers,
23 and school psychologists employed by a low-income
24 local educational 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 “child and adolescent psychia-
17 trist”, “other qualified psychologist”, “school coun-
18 selor”, “school psychologist”, and “school social
19 worker” have the meanings given the terms in sec-
20 tion 5421 of the Elementary and Secondary Edu-
21 cation Act of 1965 (20 U.S.C. 7245).

22 (2) ESEA GENERAL DEFINITIONS.—The terms
23 “highly qualified”, “local educational agency”, and
24 “State educational agency” have the meanings given

1 the terms in section 9101 of the Elementary and
2 Secondary Education Act of 1965 (20 U.S.C. 7801).

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

9 (4) ELIGIBLE GRADUATE INSTITUTION.—The
10 term “eligible graduate institution” means an insti-
11 tution of higher education that offers a program of
12 study that leads to a masters or other graduate de-
13 gree—

14 (A) in school psychology that is accredited
15 or nationally recognized by the National Asso-
16 ciation of School Psychologists Program Ap-
17 proval Board and that prepares students in
18 such program for the State licensing or certifi-
19 cation examination in school psychology;

20 (B) in school counseling that prepares stu-
21 dents in such program for the State licensing or
22 certification examination in school counseling;

23 (C) in school social work that is accredited
24 by the Council on Social Work Education and
25 that prepares students in such program for the

1 State licensing or certification exam in school
2 social work; or

3 (D) any combination of subparagraphs
4 (A), (B), and (C).

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

7 (A) a partnership between 1 or more low-
8 income local educational agencies and 1 or more
9 eligible graduate institutions; or

10 (B) in regions in which local educational
11 agencies may not have a sufficient elementary
12 and secondary school student population to sup-
13 port the placement of all participating graduate
14 students, a partnership between a State edu-
15 cational agency, on behalf of 1 or more low-in-
16 come local educational agencies, and 1 or more
17 eligible graduate institutions.

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

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

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

10 (B) that has existing ratios of school coun-
11 selors, school social workers, and school psy-
12 chologists to students served by the partici-
13 pating low-income local educational agency that
14 fall at least 10 percent below the student sup-
15 port personnel target ratios, meaning such low-
16 income local educational agency has no more
17 than one counselor per 277 students, no more
18 than one school psychologist per 1,111 stu-
19 dents, and no more than one school social work-
20 er per 444 students; and

21 (C) that has been identified for improve-
22 ment or corrective action (as described in sec-
23 tion 1116(c) of the Elementary and Secondary
24 Education Act of 1965 (20 U.S.C. 6316(c))) or
25 that includes at least one school that has been

1 identified for school improvement, corrective ac-
2 tion, or restructuring (as described in section
3 1116(b) of such Act).

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

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

11 (A) has received a masters or other grad-
12 uate degree in elementary or secondary school
13 counseling, school social work, or school psy-
14 chology, from a participating eligible graduate
15 institution and has obtained a State license or
16 credential in school counseling, school social
17 work, or school psychology; and

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

24 (10) PARTICIPATING LOW-INCOME LOCAL EDU-
25 CATIONAL AGENCY.—The term “participating low-in-

1 come local educational agency” means a low-income
2 local educational agency that is part of an eligible
3 partnership awarded a grant under section 4.

4 (11) SECRETARY.—The term “Secretary”
5 means the Secretary of Education.

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

12 (A) at least 1 school counselor for every
13 250 students (as recommended by the American
14 School Counselors Association and American
15 Counseling Association);

16 (B) at least 1 school psychologist for every
17 1,000 students (as recommended by the Na-
18 tional Association of School Psychologists); and

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

22 (13) UNACCOMPANIED YOUTH.—The term “un-
23 accompanied youth” has the meaning given such

1 term in section 725 of the McKinney-Vento Home-
2 less Assistance Act (42 U.S.C. 11434a).

○