

103<sup>D</sup> CONGRESS  
1<sup>ST</sup> SESSION

# H. R. 2571

To improve counseling services for elementary school children.

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IN THE HOUSE OF REPRESENTATIVES

JUNE 30, 1993

Mr. PAYNE of New Jersey (for himself and Mrs. MORELLA) introduced the following bill; which was referred to the Committee on Education and Labor

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## A BILL

To improve counseling services for elementary school children.

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 “Elementary School  
5       Counseling Demonstration Act”.

6       **SEC. 2. FINDINGS AND PURPOSE.**

7       (a) FINDINGS.—The Congress finds that—

8               (1) elementary school children are being sub-  
9       jected to unprecedented social stresses, including  
10       fragmentation of the family, drug and alcohol abuse,  
11       child abuse, poverty, and violence. Experts indicate

1       that intervention at an early age is the most bene-  
2       ficial;

3           (2) an increasing number of elementary school  
4       children are exhibiting symptoms of distress, such as  
5       substance abuse, emotional disorders, academic  
6       underachievement, disruptive behavior, juvenile de-  
7       linquency, and suicide;

8           (3) elementary school counselors, school psy-  
9       chologists and school social workers can contribute  
10      to the personal growth, educational development,  
11      and emotional well-being of elementary school chil-  
12      dren by providing professional counseling, interven-  
13      tion, and referral services;

14          (4) the average ratio of elementary school coun-  
15      selors to students is one for every one thousand; the  
16      average ratio of school psychologists to students is  
17      one for every 2500 and the average ratio of school  
18      social workers to students is one for every 2500;

19          (5) when there is one counselor to every one  
20      thousand students, one school psychologist to every  
21      2,500 students, and one school social worker to  
22      every 2,500 students, elementary school counseling  
23      programs are seldom adequate;

24          (6) the Federal Government can help reduce  
25      the risk of academic, social, and emotional problems

1 among elementary school children by stimulating the  
2 development of model elementary school counseling  
3 programs; and

4 (7) the Federal Government can help reduce  
5 the risk of future unemployment and assist the  
6 school to work transition by stimulating the develop-  
7 ment of model elementary school counseling pro-  
8 grams that include comprehensive career develop-  
9 ment.

10 (b) PURPOSE.—The purpose of this Act is to enhance  
11 the availability and quality of counseling services for ele-  
12 mentary school children by providing grants to local edu-  
13 cational agencies to establish effective and innovative ele-  
14 mentary school counseling programs that can serve as na-  
15 tional models.

16 **SEC. 3. AUTHORIZATION OF APPROPRIATIONS.**

17 There are authorized to be appropriated \$10,000,000  
18 for fiscal year 1994, and such sums as may be necessary  
19 for each of the fiscal years 1995, 1996, 1997, and 1998.

20 **SEC. 4. APPLICATIONS.**

21 (a) IN GENERAL.—The Secretary is authorized to  
22 make a grant to a local educational agency which submits  
23 an application at such time, in such manner, and accom-  
24 panied by such information as the Secretary may reason-  
25 ably require.

1 (b) NOTIFICATION OF STATE EDUCATIONAL AGEN-  
2 CY.—Before submitting an application to the Secretary,  
3 a local educational agency must provide the State edu-  
4 cational agency with an opportunity to review and com-  
5 ment on the program in its application. The comments of  
6 the State educational agency shall be appended to the ap-  
7 plication upon submission to the Secretary.

8 (c) CONTENTS.—Each application shall—

9 (1) describe the elementary school population to  
10 be targeted by the program, the particular personal,  
11 social, emotional, educational, and career develop-  
12 ment needs of such population, and the current  
13 school counseling resources available for meeting  
14 such needs;

15 (2) describe the activities, services, and training  
16 to be provided by the program and the specific ap-  
17 proaches to be used to meet the needs described in  
18 paragraph (1);

19 (3) describe the methods to be used to evaluate  
20 the outcomes and effectiveness of the program;

21 (4) describe the collaborative efforts to be un-  
22 dertaken with institutions of higher education, busi-  
23 nesses, labor organizations, community groups, so-  
24 cial service agencies, and other public or private en-

1       tities to enhance the program and promote school-  
2       linked services integration;

3           (5) describe collaborative efforts with institu-  
4       tions of higher education which specifically seek to  
5       enhance or improve graduate programs specializing  
6       in the preparation of elementary school counselors,  
7       school psychologists, and social workers;

8           (6) document that the applicant has the person-  
9       nel qualified to develop, implement, and administer  
10      the program;

11          (7) describe how any diverse cultural popu-  
12      lations would be served through the program;

13          (8) assure that the funds made available under  
14      this Act for any fiscal year will be used to supple-  
15      ment and, to the extent practicable, increase the  
16      level of funds that would otherwise be available from  
17      non-Federal sources for the program described in  
18      the application, and in no case supplant such funds  
19      from non-Federal sources; and

20          (9) assure that the applicant will appoint an ad-  
21      visory board composed of parents, school counselors,  
22      school psychologists, school social workers, other  
23      pupil services personnel, teachers, school administra-  
24      tors, and community leaders to advise the local edu-

1        cational agency on the design and implementation of  
2        the program.

3    **SEC. 5. AWARD OF GRANTS.**

4        (a) GENERAL AUTHORITY.—From the sums appro-  
5        priated under section 3 in any fiscal year, the Secretary  
6        shall make grants to local educational agencies with ap-  
7        proved applications to initiate or expand school counseling  
8        programs for elementary school children.

9        (b) PRIORITY.—In approving applications, the Sec-  
10       retary shall give special consideration to programs that—

11                (1) demonstrate the greatest need for new or  
12                additional counseling services among the children in  
13                the elementary schools of the applicant;

14                (2) propose the most promising and innovative  
15                approaches for initiating or expanding elementary  
16                school counseling; and

17                (3) show the greatest potential for replication  
18                and dissemination.

19        (c) EQUITABLE DISTRIBUTION.—In approving grants  
20        under this Act, the Secretary shall ensure an equitable ge-  
21        ographic distribution among the regions of the United  
22        States and among urban, suburban, and rural areas.

23        (d) DURATION.—Grants may be awarded for a period  
24        not to exceed three years.

1 (e) MAXIMUM GRANT.—A grant to a local edu-  
2 cational agency may not exceed \$400,000 for each fiscal  
3 year.

4 **SEC. 6. REQUIREMENTS FOR THE USE OF FUNDS.**

5 (a) IN GENERAL.—Funds shall be used to initiate or  
6 expand elementary school counseling programs that com-  
7 ply with the requirements in subsection (b).

8 (b) PROGRAM REQUIREMENTS.—Each program as-  
9 sisted under this Act shall—

10 (1) be comprehensive in addressing the per-  
11 sonal, social, emotional, educational, and career de-  
12 velopment needs of all students;

13 (2) use a developmental, preventive approach to  
14 counseling;

15 (3) increase the range, availability, quantity,  
16 and quality of counseling services in the elementary  
17 schools of the local educational agency;

18 (4) ensure a team approach to school counsel-  
19 ing by maintaining a ratio in the elementary schools  
20 of the local educational agency that does not exceed  
21 one school counselor to two hundred and fifty stu-  
22 dents, one school social worker to 800 students and  
23 one school psychologist to 1,000 students;

1           (5) expand counseling services only through  
2           qualified school counselors, school psychologists, and  
3           school social workers, as defined in section 8;

4           (6) use innovative approaches to increase chil-  
5           dren's understanding of peer and family relation-  
6           ships, work and self, decisionmaking, academic and  
7           career planning, or to improve social functioning;

8           (7) provide counseling services with the goal of  
9           developing a highly skilled workforce through a  
10          range of quality educational programs and work-re-  
11          lated experiences that allow students to reach high  
12          school graduation equipped to tackle immediately the  
13          world of work, or to continue in some form of post-  
14          secondary education or training, or both;

15          (8) provide counseling services that are well-bal-  
16          anced among classroom group and small group coun-  
17          seling, individual counseling, and consultation with  
18          parents, teachers, administrators, and other pupil  
19          services personnel;

20          (9) include inservice training for school coun-  
21          selors, school social workers, school psychologists,  
22          other pupil services personnel, teachers, and instruc-  
23          tional staff;



1           (10) involve parents of participating students in  
2           the design, implementation, and evaluation of a  
3           counseling program;

4           (11) involve collaborative efforts with institu-  
5           tions of higher education, businesses, labor organiza-  
6           tions, community groups, social service agencies, or  
7           other public or private entities to enhance the pro-  
8           gram and promote school-linked services integration;

9           (12) ensure that school counselors, school psy-  
10          chologists or school social workers paid from funds  
11          made available under this Act spend at least 85 per-  
12          cent of their total work time in activities directly re-  
13          lated to the counseling process and not more than  
14          15 percent on administrative tasks (associated with  
15          the counseling program);

16          (13) provide supervision for professionals who  
17          are hired under this Act by supervisors who are  
18          counselors, school social workers, and school psy-  
19          chologists as defined in section 8; and

20          (14) evaluate annually the effectiveness and  
21          outcomes of the counseling services and activities  
22          funded under this Act.

23 **SEC. 7. NATIONAL ADMINISTRATION.**

24          (a) OFFICE OF PUPIL SERVICES.—The Secretary  
25          shall establish an Office of Pupil Services in the Depart-

1 ment of Education to administer, review, and monitor  
2 pupil services programs, including the programs funded  
3 under this Act, to assist in carrying out the requirements  
4 of this section, and to provide a national focal point for  
5 information and technical assistance regarding the coun-  
6 seling, personal, social, emotional, educational, career de-  
7 velopment and psychological needs of elementary and sec-  
8 ondary school children. The Office shall be headed by a  
9 Director who shall be an individual of recognized profes-  
10 sional qualifications and experience in the field of pupil  
11 services.

12 (b) DATA COLLECTION, RESEARCH, AND EVALUA-  
13 TION.—The Director shall compile the evaluations of the  
14 programs under this Act conducted by local educational  
15 agencies and shall regularly collect such data as the Sec-  
16 retary finds necessary to develop a profile of the use and  
17 impact of funds under this Act. At the end of the grant  
18 period, but in no case later than January 30, 1998, the  
19 Secretary shall issue a research and evaluation report.

20 (c) DISSEMINATION.—The Secretary shall make the  
21 programs funded under this Act available for dissemina-  
22 tion, either through the National Diffusion Network or  
23 other appropriate means.

24 (d) LIMIT ON ADMINISTRATION.—Not more than 5  
25 percent of the sums made available under section 3 in any

1 fiscal year may be used to carry out the provisions of this  
2 section.

3 **SEC. 8. DEFINITIONS.**

4 Except as otherwise provided, for purposes of this  
5 Act—

6 (1) the term “comprehensive” means, with re-  
7 spect to counseling services, a program in which—

8 (A) a school counselor, school psychologist,  
9 or school social worker uses a range of individ-  
10 ual and group techniques and resources in a  
11 planned way to meet the personal, social, emo-  
12 tional, educational, and career development  
13 needs of all elementary children in a school; and

14 (B) a school counselor, school psychologist,  
15 or school social worker works directly with chil-  
16 dren, families, teachers, and other school or  
17 agency personnel to create an optimal positive  
18 learning environment and personal growth op-  
19 portunities for all children;

20 (2) the term “developmental” means, with re-  
21 spect to a school counseling program, a systemati-  
22 cally planned program that—

23 (A) provides appropriate school counseling  
24 interventions to foster the social, emotional,

1 physical, moral, and cognitive growth of elemen-  
2 tary school children;

3 (B) provides intervention services to help  
4 children cope with family, social, emotional, and  
5 academic problems; and

6 (C) supports and enhances the efforts of  
7 families, teachers, and other school personnel to  
8 provide children maximum opportunity to ac-  
9 quire competence and skill in self-understanding  
10 and appreciation, interpersonal interaction, edu-  
11 cational achievement and literacy, and career  
12 awareness and personal decisionmaking;

13 (3) the term “Director” means the Director of  
14 the Office of Pupil Services in the Department of  
15 Education;

16 (4) the term “elementary school” has the mean-  
17 ing given that term in section 1471(8) of the Ele-  
18 mentary and Secondary Education Act of 1965;

19 (5) the term “local educational agency” has the  
20 meaning given such term in section 1471(12) of the  
21 Elementary and Secondary Education Act of 1965;

22 (6) the term “parent” has the meaning given  
23 such term in section 1471(14) of the Elementary  
24 and Secondary Education Act of 1965;

1           (7) the term “pupil services personnel” has the  
2 meaning given such term in section 1471(17) of the  
3 Elementary and Secondary Education Act of 1965;

4           (8) the term “Secretary” means the Secretary  
5 of Education;

6           (9) the term “State educational agency” has  
7 the meaning given such term in section 1471(23) of  
8 the Elementary and Secondary Education Act of  
9 1965;

10          (10) the term “school counselor” means an in-  
11 dividual who possesses State licensure or certifi-  
12 cation granted by an independent professional regu-  
13 latory board with documented competence in coun-  
14 seling children and adolescents in a school setting,  
15 or, in the absence of State credentialing regulations,  
16 possesses national certification in school counseling  
17 or a specialty of counseling granted by an independ-  
18 ent professional organization, or holds a minimum of  
19 a master’s degree in school counseling from a pro-  
20 gram accredited by the Council for Accreditation of  
21 Counseling and Related Educational Programs or  
22 the equivalent;

23          (11) the term “school psychologist” means an  
24 individual who possesses a minimum of 60 graduate  
25 semester hours in school psychology from an accred-

1       ited institution of higher education and has com-  
2       pleted 1,200 clock hours in a supervised school psy-  
3       chology internship, of which 600 hours must be in  
4       the school setting. School psychologists may hold  
5       certification or licensure in the State in which they  
6       work, or in the absence of State credentialing regu-  
7       lations, possess national certification by the National  
8       School Psychology Certification Board;

9           (12) the term “school social worker” means an  
10       individual who holds a master’s degree in social  
11       work, and is licensed or certified by the State in  
12       which services are provided or holds a school social  
13       work specialist credential; and

14          (13) the term “supervisors” means school psy-  
15       chologists, school social workers, and school coun-  
16       selors who serve in a supervisory capacity and who  
17       have the equivalent number of years of professional  
18       experience in their respective disciplines as is re-  
19       quired of teaching experience to meet the super-  
20       visory or administrative credentials in the State in  
21       which they practice.

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