

111TH CONGRESS
1ST SESSION

H. R. 1361

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

MARCH 5, 2009

Mr. TOWNS (for himself, Ms. LINDA T. SÁNCHEZ of California, Mr. POLIS of Colorado, Ms. BORDALLO, Ms. CORRINE BROWN of Florida, Mr. CHILDERS, Mr. CONYERS, Mr. HINCHEY, Ms. HIRONO, Mr. LOEBSACK, Mr. MCDERMOTT, Mr. MILLER of North Carolina, Mrs. NAPOLITANO, Mr. REYES, Ms. ROYBAL-ALLARD, Ms. SHEA-PORTER, Mr. GRIJALVA, and Mr. HONDA) introduced the following bill; which was referred to the Committee on Education and Labor

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:

1 (1) Research shows that socioeconomic status
2 and family background characteristics are highly
3 correlated with educational outcomes, with a con-
4 centration of low-performing schools in low-income
5 and under-served 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 abuse and neglect of young chil-
20 dren in military families have doubled with the in-
21 creased military involvement of the United States
22 abroad since October 2002; likewise, adolescents
23 with deployed parents report increased perceptions
24 of uncertainty and loss, role ambiguity, negative
25 changes in mental and behavioral health, and in-

1 creased relationship conflict, raising concerns about
2 the impact of deployment on military personnel and
3 their families and whether schools that serve a large
4 number of children with deployed parents have suffi-
5 cient staff and expertise to meet these challenges.

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

14 (6) Schools served by low-income local edu-
15 cational agencies suffer disproportionately from a
16 lack of services, with many schools sharing a single
17 school counselor, school social worker, or school psy-
18 chologist with neighboring schools.

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

23 (8) The American School Counselor Association
24 and American Counseling Association recommend

1 having at least 1 school counselor for every 250 stu-
2 dents.

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

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

9 (11) The need for added student support can be
10 demonstrated through recent research of victimiza-
11 tion of children ages 2 to 17 that suggests that more
12 than one-half of the children experienced a physical
13 assault in the study year. More than 1 in 4 experi-
14 enced a property offense, more than 1 in 8 experi-
15 enced a form of child maltreatment, 1 in 12 experi-
16 enced a sexual victimization, and more than 1 in 3
17 had been a witness to violence or experienced an-
18 other form of indirect victimization. Only 29 percent
19 of the children had no direct or indirect victimiza-
20 tion.

21 (12) Principals and teachers see signs of trau-
22 ma-related stress in many students including hostile
23 outbursts, sliding grades, poor test performance and
24 the inability to pay attention.

1 (13) Recent data on the number of children in
2 foster care estimates that over 500,000 children are
3 in the foster care system each year, with 289,000
4 exiting the system each year due to aging out or
5 adoption.

6 **SEC. 3. PURPOSE.**

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

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

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

18 (3) improve retention of teachers who are high-
19 ly qualified;

20 (4) increase and improve outreach and collabo-
21 ration between school counselors, school social work-
22 ers, and school psychologists and parents and fami-
23 lies served by low-income local educational agencies;

24 (5) increase and improve collaboration among
25 teachers, principals, school counselors, school social

1 workers, and school psychologists and improve pro-
2 fessional development opportunities for teachers and
3 principals in the area of strategies related to improv-
4 ing classroom climate and classroom management;
5 and

6 (6) improve working conditions for all school
7 personnel.

8 **SEC. 4. GRANT PROGRAM TO INCREASE THE NUMBER OF**
9 **SCHOOL COUNSELORS, SCHOOL SOCIAL**
10 **WORKERS, AND SCHOOL PSYCHOLOGISTS EM-**
11 **PLOYED BY LOW-INCOME LOCAL EDU-**
12 **CATIONAL AGENCIES.**

13 (a) GRANT PROGRAM AUTHORIZED.—The Secretary
14 of Education (hereafter the “Secretary”) shall award
15 grants on a competitive basis to eligible partnerships that
16 receive recommendations from the peer review panel estab-
17 lished under subsection (d) to enable such partnerships
18 to carry out pipeline programs to increase the number of
19 school counselors, school social workers, and school psy-
20 chologists employed by low-income local educational agen-
21 cies by carrying out any of the activities described by sub-
22 section (g).

23 (b) GRANT PERIOD.—A grant awarded under this
24 section shall be for a 5-year period and may be renewed

1 for additional 5-year periods upon a showing of adequate
2 progress, as the Secretary determines appropriate.

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

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

12 (2) a detailed description of—

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

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

21 (d) PEER REVIEW PANEL.—

22 (1) ESTABLISHMENT OF PANEL.—The Sec-
23 retary shall establish a peer review panel to evaluate
24 applications for grants under subsection (c) and

1 make recommendations to the Secretary regarding
2 such applications.

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

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

12 (4) MEMBERSHIP OF PANEL.—

13 (A) The peer review panel shall include at
14 a minimum the following members:

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

20 (ii) One clinical, tenured, or tenure
21 track faculty member at an institution of
22 higher education with a current appoint-
23 ment to teach courses in the subject area
24 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 a minimum of 16.3
19 percent of the funds (representing the percent of
20 low-income children served by rural local educational
21 agencies according to the United States Bureau of
22 Census Small Area Income Poverty Estimates,
23 2006) awarded to eligible partnerships that include
24 a rural low-income local educational agency.

1 (f) PRIORITY.—The Secretary shall give priority to
2 eligible partnerships that—

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

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

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

20 (A) school counseling;

21 (B) school social work; and

22 (C) school psychology; and

23 (4) propose to collaborate with one or more eli-
24 gible graduate institutions, including sharing univer-

1 sity facilities, faculty members, and administrative
2 costs.

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

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

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

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

22 (2) for not more than the first 3 years after
23 participating graduates receive a masters or other
24 graduate degree or obtain a State license or creden-
25 tial in school counseling, school social work, or

1 school psychology, to hire and pay all or part of the
2 salaries of such participating graduates to work as
3 school counselors, school social workers, and school
4 psychologists in schools served by participating low-
5 income local educational agencies;

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

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

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

21 (6) to develop course work that will—

22 (A) encourage a commitment by graduate
23 students in school counseling, school social
24 work, or school psychology to work for low-in-
25 come local educational agencies;

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

4 (i) students and families served by
5 low-income local educational agencies; and

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

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

12 (i) are English language learners;

13 (ii) have a parent or caregiver who is
14 a migrant worker;

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

19 (iv) are homeless, including unaccom-
20 panied youth;

21 (v) have come into contact with the
22 juvenile justice system or adult criminal
23 justice system, including students currently
24 or previously held in juvenile detention fa-
25 cilities or adult jails and students currently

1 or previously held in juvenile correctional
2 facilities or adult prisons;

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

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

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

14 (D) utilize best practices determined by the
15 American School Counselor Association, Na-
16 tional Association of Social Workers, School So-
17 cial Work Association of America, and National
18 Association of School Psychologists;

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

21 (8) for student loan forgiveness for partici-
22 pating graduates who are employed as school coun-
23 selors, school social workers, or school psychologists
24 by participating low-income local educational agen-
25 cies for a minimum of 5 consecutive years; and

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

3 (h) SUPPLEMENT NOT SUPPLANT.—Funds made
4 available under this section shall be used to supplement,
5 not supplant, Federal, State, or local funds for the activi-
6 ties described in subsection (g).

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

12 (1) actual service delivery provided through
13 grant funds including—

14 (A) characteristics of the participating eli-
15 gible graduate institution, including descriptive
16 information on the model used and actual pro-
17 gram performance;

18 (B) characteristics of graduate students
19 participating in the program, including per-
20 formance on any tests required by the State
21 educational agency for credentialing or licens-
22 ing, demographic characteristics, and graduate
23 student retention rates;

24 (C) characteristics of students of the par-
25 ticipating low-income local educational agency,

1 including performance on any tests required by
2 the State educational agency, demographic
3 characteristics, and promotion, persistence, and
4 graduation rates, as appropriate;

5 (D) an estimate of the annual implementa-
6 tion costs of the program; and

7 (E) the numbers of students, schools, and
8 graduate students participating in the program;

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

11 (A) internship and post-graduation place-
12 ment;

13 (B) graduation and professional career
14 readiness indicators; and

15 (C) characteristics of the participating low-
16 income local educational agency including
17 changes in hiring and retention of highly quali-
18 fied teachers and school counselors, school psy-
19 chologists, and school social workers;

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

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

1 (A) to students and faculty in the appro-
2 priate departments or schools of the partici-
3 pating eligible graduate institution;

4 (B) to the faculty, administration, and
5 staff of the participating low-income local edu-
6 cational agency; and

7 (C) to the broader community of providers
8 of social, emotional, behavioral, and related
9 support to students and to those who train such
10 providers.

11 (j) EVALUATIONS.—

12 (1) INTERIM EVALUATIONS.—The Secretary
13 may conduct interim evaluations to determine
14 whether each eligible partnership receiving a grant is
15 making adequate progress as the Secretary considers
16 appropriate. The contents of the annual report sub-
17 mitted to the Secretary under subsection (i) may be
18 used by the Secretary to determine whether an eligi-
19 ble partnership receiving a grant is demonstrating
20 adequate progress.

21 (2) FINAL EVALUATION.—The Secretary shall
22 conduct a final evaluation to—

23 (A) determine the effectiveness of the
24 grant program in carrying out the purpose of
25 this Act; and

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

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

10 (l) AUTHORIZATION OF APPROPRIATIONS.—

11 (1) There is authorized to be appropriated to
12 carry out this section \$30,000,000 for each of the
13 fiscal years 2010 to 2020.

14 (2) From the total amount appropriated to
15 carry out this section each fiscal year, the Secretary
16 shall reserve not more than 3 percent of that appro-
17 priation for evaluations under subsection (j).

1 **SEC. 5. STUDENT LOAN FORGIVENESS FOR INDIVIDUALS**
2 **WHO ARE EMPLOYED FOR 5 OR MORE CON-**
3 **SECUTIVE SCHOOL YEARS AS SCHOOL COUN-**
4 **SELORS, SCHOOL SOCIAL WORKERS, SCHOOL**
5 **PSYCHOLOGISTS, OR OTHER QUALIFIED PSY-**
6 **CHOLOGISTS OR PSYCHIATRISTS BY LOW-IN-**
7 **COME LOCAL EDUCATIONAL AGENCIES.**

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

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

21 **SEC. 6. FUTURE DESIGNATION STUDY.**

22 (a) IN GENERAL.—The Secretary shall conduct a
23 study to identify a formula for future designation of re-
24 gions with a shortage of school counselors, school social
25 workers, and school psychologists to use in implementing
26 grant programs and other programs such as the programs

1 established under this Act or for other purposes related
2 to any such designation, based on the latest available data
3 on—

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

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

10 (3) the percentage of residents age 18 or above
11 in an area served by a low-income local educational
12 agency with high school diplomas;

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

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

18 (6) the current number of full-time-equivalent
19 and active school counselors, school social workers,
20 and school psychologists employed by a low-income
21 educational agency;

22 (7) the number of students in an area served by
23 a low-income local education agency in military fam-
24 ilies (active duty and reserve duty) with parents who
25 have been alerted for deployment, are currently de-

1 employed, or have returned from a deployment in the
2 previous school year; and

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

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

9 **SEC. 7. DEFINITIONS.**

10 In this Act:

11 (1) The terms “child and adolescent psychia-
12 trist”, “school counselor”, “school psychologist”,
13 “school social worker”, and “other qualified psychol-
14 ogist” have the meaning given the terms in section
15 5421 of the Elementary and Secondary Education
16 Act of 1965 (20 U.S.C. 7245).

17 (2) The terms “State educational agency”,
18 “local educational agency”, and “highly qualified”
19 have the meaning given the terms in section 9101 of
20 the Elementary and Secondary Education Act of
21 1965 (20 U.S.C. 7801).

22 (3) The term “low-income local educational
23 agency” means a local educational agency—

24 (A) in which not less than 20 percent of
25 the students served by such agency are from

1 families with incomes below the poverty line as
2 determined by the Bureau of the Census on the
3 basis of the most recent satisfactory data avail-
4 able;

5 (B) that has existing ratios of school coun-
6 selors, school social workers, and school psy-
7 chologists to students served by the partici-
8 pating low-income local educational agency
9 which fall at least 10 percent below the student
10 support personnel target ratios, meaning such
11 low-income local educational agency has no
12 more than one counselor per 277 students, no
13 more than one school psychologist per 1111
14 students, and no more than one school social
15 worker per 444 students; and

16 (C) that has been identified for improve-
17 ment or corrective action (as described by sec-
18 tion 1116 of the Elementary and Secondary
19 Education Act of 1965 (20 U.S.C. 6316)) or
20 that includes at least one school that has been
21 identified for school improvement, corrective ac-
22 tion, or restructuring (as described by section
23 1116 of such Act).

24 (4) The term “institution of higher education”
25 has the meaning given such term in section 102 of

1 the Higher Education Act of 1965 (20 U.S.C.
2 1002), but excludes any institution of higher edu-
3 cation described in section 102(a)(1)(C) of such Act.

4 (5) The term “eligible graduate institution”
5 means an institution of higher education that offers
6 a program of study that leads to a masters or other
7 graduate degree—

8 (A) in school psychology that is accredited
9 or nationally recognized by the National Asso-
10 ciation of School Psychologists Program Ap-
11 proval Board and that prepares students in
12 such program for State licensing or certification
13 in school psychology;

14 (B) in school counseling that prepares stu-
15 dents in such program for State licensing or
16 certification in school counseling;

17 (C) in school social work that is accredited
18 by the Council on Social Work Education and
19 that prepares students in such program for
20 State licensing or certification in school social
21 work; or

22 (D) any combination of (A), (B), and (C).

23 (6) The term “eligible partnership” means—

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

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

12 (7) The term “participating eligible graduate
13 institution” means an eligible graduate institution
14 that is part of an eligible partnership awarded a
15 grant under section 4.

16 (8) The term “participating low-income local
17 educational agency” means a low-income local edu-
18 cational agency that is part of an eligible partner-
19 ship awarded a grant under section 4.

20 (9) The term “participating graduate” means
21 an individual who—

22 (A) has received a masters or other grad-
23 uate degree in elementary or secondary school
24 counseling, school social work, or school psy-
25 chology from a participating eligible graduate

1 institution and has obtained a State license or
2 credential in school counseling, school social
3 work, and school psychology from a partici-
4 pating eligible graduate institution; and

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

11 (10) The term “student support personnel tar-
12 get ratios” means the ratios of school counselors,
13 school social workers, and school psychologists to
14 students recommended to enable such personnel to
15 effectively address the needs of students including—

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

20 (B) at least 1 school psychologist for every
21 1,000 students (as recommended by the Na-
22 tional Association of School Psychologists); and

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

1 (11) The term “unaccompanied youth” has the
2 meaning given such term in section 725 of the
3 McKinney-Vento Homeless Assistance Act (42
4 U.S.C. 11434a).

5 (12) The term “best practices” means a tech-
6 nique or methodology that, through experience and
7 research related to the practice of school counseling,
8 school psychology, or school social work, has proven
9 to reliably lead to a desired result.

○