

103^D CONGRESS
1ST SESSION

H. R. 2571

To improve counseling services for elementary school children.

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

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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