

110TH CONGRESS  
2D SESSION

# H. R. 6654

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

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## IN THE HOUSE OF REPRESENTATIVES

JULY 30, 2008

Mr. TOWNS (for himself, Ms. LINDA T. SÁNCHEZ of California, Mr. GEORGE MILLER of California, Mr. BACA, Mr. BISHOP of Georgia, Mr. BISHOP of New York, Ms. BORDALLO, Mr. BRADY of Pennsylvania, Ms. CORRINE BROWN of Florida, Ms. CLARKE, Mr. COHEN, Mr. CONYERS, Mr. COURTNEY, Mr. DAVIS of Illinois, Mr. ELLISON, Mr. ETHERIDGE, Mr. FILNER, Mr. GRIJALVA, Mr. HARE, Mr. HASTINGS of Florida, Ms. HIRONO, Mr. HOLT, Mr. HONDA, Mr. INSLEE, Ms. JACKSON-LEE of Texas, Mr. JEFFERSON, Mr. KUCINICH, Ms. LEE, Mr. LEWIS of Georgia, Ms. MCCOLLUM of Minnesota, Mr. McDERMOTT, Mr. MCGOVERN, Mr. MCINTYRE, Mr. MEEKS of New York, Mr. MILLER of North Carolina, Mrs. NAPOLITANO, Ms. ROYBAL-ALLARD, Ms. SCHAKOWSKY, Mr. SESTAK, Mr. STARK, and Ms. SUTTON) introduced the following bill; which was referred to the Committee on Education and Labor

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## 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,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Increased Student  
3 Achievement Through Increased Student Support Act”.

4 **SEC. 2. FINDINGS.**

5 Congress finds the following:

6 (1) Research shows that socioeconomic status  
7 and family background characteristics are highly  
8 correlated with educational outcomes, with a con-  
9 centration of low-performing schools in low-income  
10 and under-served communities.

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

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

24 (4) Rates of abuse and neglect of young chil-  
25 dren in military families have doubled with the in-  
26 creased military involvement of the United States

1       abroad since October 2002; likewise, adolescents  
2       with deployed parents report increased perceptions  
3       of uncertainty and loss, role ambiguity, negative  
4       changes in mental and behavioral health, and in-  
5       creased relationship conflict, raising concerns about  
6       the impact of deployment on military personnel and  
7       their families and whether schools that serve a large  
8       number of children with deployed parents have suffi-  
9       cient staff and expertise to meet these challenges.

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

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

23           (7) Too few school counselors, school social  
24       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 **SEC. 3. PURPOSE.**

14 The purpose of this Act is to increase the recruitment  
15 and retention of school counselors, school social workers,  
16 and school psychologists by low-income local educational  
17 agencies in order to—

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

20 (2) improve student achievement, which may be  
21 measured by growth in academic achievement on  
22 tests required by the applicable State educational  
23 agency, persistence rates, graduation rates, and  
24 other appropriate measures;

1           (3) improve retention of teachers who are high-  
2           ly qualified;

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

7           (5) increase and improve collaboration among  
8           teachers, principals, school counselors, school social  
9           workers, and school psychologists and improve pro-  
10          fessional development opportunities for teachers and  
11          principals in the area of strategies related to improv-  
12          ing classroom climate and classroom management;  
13          and

14          (6) improve working conditions for all school  
15          personnel.

16 **SEC. 4. GRANT PROGRAM TO INCREASE THE NUMBER OF**  
17                   **SCHOOL COUNSELORS, SCHOOL SOCIAL**  
18                   **WORKERS, AND SCHOOL PSYCHOLOGISTS EM-**  
19                   **PLOYED BY LOW-INCOME LOCAL EDU-**  
20                   **CATIONAL AGENCIES.**

21          (a) GRANT PROGRAM AUTHORIZED.—The Secretary  
22          of Education (hereafter the “Secretary”) shall award  
23          grants on a competitive basis to eligible partnerships that  
24          receive recommendations from the peer review panel estab-  
25          lished under subsection (d) to enable such partnerships

1 to carry out pipeline programs to increase the number of  
2 school counselors, school social workers, and school psy-  
3 chologists employed by low-income local educational agen-  
4 cies by carrying out any of the activities described by sub-  
5 section (g).

6 (b) GRANT PERIOD.—A grant awarded under this  
7 section shall be for a 5-year period and may be renewed  
8 for additional 5-year periods upon a showing of adequate  
9 progress, as the Secretary determines appropriate.

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

14 (1) an assessment of the existing ratios of  
15 school counselors, school social workers, and school  
16 psychologists to students enrolled in schools in each  
17 low-income local educational agency that is part of  
18 the eligible partnership; and

19 (2) a detailed description of—

20 (A) a plan to carry out a pipeline program  
21 to train, place, and retain school counselors,  
22 school social workers, or school psychologists, or  
23 any combination thereof, as applicable, in low-  
24 income local educational agencies; and

1 (B) the proposed allocation and use of  
2 grant funds to carry out activities described by  
3 subsection (g).

4 (d) PEER REVIEW PANEL.—

5 (1) ESTABLISHMENT OF PANEL.—The Sec-  
6 retary shall establish a peer review panel to evaluate  
7 applications for grants under subsection (c) and  
8 make recommendations to the Secretary regarding  
9 such applications.

10 (2) EVALUATION OF APPLICATIONS.—In mak-  
11 ing its recommendations, the peer review panel shall  
12 take into account the purpose of this Act and the  
13 application requirements under subsection (c), in-  
14 cluding the quality of the proposed pipeline program.

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

19 (4) MEMBERSHIP OF PANEL.—The peer review  
20 panel shall include at a minimum the following  
21 members:

22 (A) One tenured or tenure track faculty  
23 member at an institution of higher education  
24 with a current appointment to teach courses in  
25 the subject area of school counselor education.

1           (B) One tenured or tenure track faculty  
2 member at an institution of higher education  
3 with a current appointment to teach courses in  
4 the subject area of school social worker edu-  
5 cation.

6           (C) One tenured or tenure track faculty  
7 member at an institution of higher education  
8 with a current appointment to teach courses in  
9 the subject area of school psychology education.

10          (D) One tenured or tenure track faculty  
11 member at an institution of higher education  
12 with a current appointment to teach courses in  
13 the subject area of teacher education.

14          (E) One individual with expertise in school  
15 counseling who works or has worked in public  
16 schools.

17          (F) One individual with expertise in school  
18 social work who works or has worked in public  
19 schools.

20          (G) One individual with expertise in school  
21 psychology who works or has worked in public  
22 schools.

23          (H) One administrator who works or has  
24 worked for a low-income local educational agen-  
25 cy.

1           (I) One highly qualified teacher who has  
2           substantial experience working for a low-income  
3           local educational agency.

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; and

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.

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

1           (1) to pay the administrative costs (including  
2 supplies, office and classroom space, supervision,  
3 mentoring, and transportation stipends as necessary  
4 and appropriate) related to—

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

13           (B) offering required graduate course work  
14 for graduate students of school counseling,  
15 school social work, and school psychology on the  
16 site of a participating low-income local edu-  
17 cational agency;

18           (2) for not more than the first 3 years after  
19 participating graduates receive a masters or other  
20 graduate degree or obtain a State license or creden-  
21 tial in school counseling, school social work, or  
22 school psychology, to hire and pay all or part of the  
23 salaries of such participating graduates to work as  
24 school counselors, school social workers, and school

1 psychologists in schools served by participating low-  
2 income local educational agencies;

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

8 (4) to recruit, hire, and pay faculty as nec-  
9 essary to increase the capacity of a participating eli-  
10 gible graduate institution to train graduate students  
11 in the fields of school counseling, school social work,  
12 and school psychology;

13 (5) to develop course work that will—

14 (A) encourage a commitment by graduate  
15 students in school counseling, school social  
16 work, or school psychology to work for low-in-  
17 come local educational agencies;

18 (B) give participating graduates the knowl-  
19 edge and skill sets necessary to meet the needs  
20 of—

21 (i) students and families served by  
22 low-income local educational agencies; and

23 (ii) teachers, administrators, and  
24 other staff who work for low-income local  
25 educational agencies; and

- 1 (C) enable participating graduates to meet  
2 the unique needs of students at-risk of negative  
3 educational outcomes, including students who—
- 4 (i) are English language learners;
  - 5 (ii) have a parent or caregiver who is  
6 a migrant worker;
  - 7 (iii) have a parent or caregiver who is  
8 a member of the Armed Forces or Na-  
9 tional Guard who has been deployed or re-  
10 turned from deployment;
  - 11 (iv) are homeless, including unaccom-  
12 panied youth;
  - 13 (v) are foster youth;
  - 14 (vi) have been adjudicated by the  
15 adult or juvenile criminal justice system;  
16 and
  - 17 (vii) have been identified as eligible  
18 for services under the Individuals with Dis-  
19 abilities Education Act (20 U.S.C. 1400 et  
20 seq.) or the Rehabilitation Act of 1973 (29  
21 U.S.C. 701 et seq.);
- 22 (6) to provide tuition credits to graduate stu-  
23 dents participating in the program;
- 24 (7) for student loan forgiveness for partici-  
25 pating graduates who are employed as school coun-

1       selors, school social workers, or school psychologists  
2       by participating low-income local educational agen-  
3       cies for a minimum of 5 consecutive years; and

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

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

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

15               (1) actual service delivery provided through  
16       grant funds including—

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

21                       (B) characteristics of graduate students  
22                       participating in the program, including per-  
23                       formance on any tests required by the State  
24                       educational agency for credentialing or licens-

1 ing, demographic characteristics, and graduate  
2 student retention rates;

3 (C) characteristics of students of the par-  
4 ticipating low-income local educational agency,  
5 including performance on any tests required by  
6 the State educational agency, demographic  
7 characteristics, and promotion, persistence, and  
8 graduation rates, as appropriate;

9 (D) an estimate of the annual implementa-  
10 tion costs of the program; and

11 (E) the numbers of students, schools, and  
12 graduate students participating in the program;

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

15 (A) internship and post-graduation place-  
16 ment;

17 (B) graduation and professional career  
18 readiness indicators; and

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

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

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

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

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

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

13       (j) EVALUATIONS.—

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

23           (2) FINAL EVALUATION.—The Secretary shall  
24           conduct a final evaluation to—

1           (A) determine the effectiveness of the  
2           grant program in carrying out the purpose of  
3           this Act; and

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

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

13          (l) AUTHORIZATION OF APPROPRIATIONS.—

14           (1) There is authorized to be appropriated to  
15           carry out this section \$30,000,000 for each of the  
16           fiscal years 2009 to 2019.

17           (2) From the total amount appropriated to  
18           carry out this section each fiscal year, the Secretary  
19           shall reserve not more than 3 percent of that appro-  
20           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; and

22 (7) such other criteria as the Secretary con-  
23 siders appropriate.

24 (b) REPORT.—Not later than 2 years after the date  
25 of enactment of this Act, the Secretary shall submit to

1 Congress a report containing the findings of the study  
2 conducted under subsection (a).

3 **SEC. 7. DEFINITIONS.**

4 In this Act:

5 (1) The terms “child and adolescent psychia-  
6 trist”, “school counselor”, “school psychologist”,  
7 “school social worker”, and “other qualified psychol-  
8 ogist” have the meaning given the terms in section  
9 5421 of the Elementary and Secondary Education  
10 Act of 1965 (20 U.S.C. 7245).

11 (2) The terms “State educational agency”,  
12 “local educational agency”, and “highly qualified”  
13 have the meaning given the terms in section 9101 of  
14 the Elementary and Secondary Education Act of  
15 1965 (20 U.S.C. 7801).

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

18 (A) in which not less than 20 percent of  
19 the students served by such agency are from  
20 families with incomes below the poverty line as  
21 determined by the Bureau of the Census on the  
22 basis of the most recent satisfactory data avail-  
23 able;

24 (B) that has existing ratios of school coun-  
25 selors, school social workers, and school psy-

1           chologists to students served by the partici-  
2           pating low-income local educational agency  
3           which fall at least 10 percent below the student  
4           support personnel target ratios, meaning such  
5           low-income local educational agency has no  
6           more than one counselor per 277 students, no  
7           more than one school psychologist per 1111  
8           students, and no more than one school social  
9           worker per 444 students; and

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

18           (4) The term “institution of higher education”  
19           has the meaning given such term in section 102 of  
20           the Higher Education Act of 1965 (20 U.S.C.  
21           1002), but excludes any institution of higher edu-  
22           cation described in section 102(a)(1)(C) of such Act.

23           (5) The term “eligible graduate institution”  
24           means an institution of higher education that offers  
25           a nationally recognized by the National Association

1 of School Psychologists or accredited program of  
2 study leading to—

3 (A) a masters or other graduate degree in  
4 school counseling, school social work, or school  
5 psychology, or any combination thereof;

6 (B) a State license or credential in school  
7 counseling, school social work, or school psy-  
8 chology, or any combination thereof; or

9 (C) any combination of (A) and (B).

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

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

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

22 (7) The term “participating eligible graduate  
23 institution” means an eligible graduate institution  
24 that is part of an eligible partnership awarded a  
25 grant under section 4.

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

5           (9) The term “participating graduate” means  
6 an individual who—

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

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

21           (10) The term “student support personnel tar-  
22 get ratios” means the ratios of school counselors,  
23 school social workers, and school psychologists to  
24 students recommended to enable such personnel to  
25 effectively address the needs of students including—

1 (A) at least 1 school counselor for every  
2 250 students (as recommended by the American  
3 School Counselors Association and American  
4 Counseling Association);

5 (B) at least 1 school psychologist for every  
6 1,000 students (as recommended by the Na-  
7 tional Association of School Psychologists); and

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

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

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