

Paraeducators & the Every Student Succeeds Act (ESSA) - S. 1177

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Title & Section Reference	Bill Page #	Provision	Summary
Title I - Improving Basic Programs Operated By State and Local Education Agencies Part A – Improving Basic Programs Operated by State and Local Educational Agencies SEC. 1005/1111 State Plans (a)(1)(A)	Pg. 19	For any State receiving a grant under this part, the SEA shall file a plan that is - (A) developed by the State educational agency with timely and meaningful consultation with the Governor, members of the State legislature and State board of education (if the State has a State board of education), local educational agencies (including those located in rural areas), representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals , administrators, other staff, and parents;	SEA Plans – paraprofessionals included in list of those that SEA must consult with when developing plan.
Title I / Part A SEC. 1005/1111 State	Pg. 44	(J) the State educational agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State	Assurances - SEA will ensure that paraprofessionals meet applicable State certification and licensure requirements,

Plans (g)(2)(J)		certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;	including alternative certification requirements.
Title I / Part A SEC. 1005/1111 State Plans (g)(2)(M)	Pg. 44-45	(M) the State has professional standards for paraprofessionals working in a program supported with funds under this part, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act;	Assurances-SEA has professional standards (entry level requirements) for paraprofessionals including “qualifications that were in place on the day before the date of enactment of ESSA”
Title I / Part A SEC. 1006/1112 Local Plans (a)(1)(A)	Pg. 52	“(A) is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals , specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part;	LEA Plans – paraprofessionals included in list of those that LEA must consult with when developing plan.
Title I / Part A SEC. 1006/1112 Local Plans (b)(9)	Pg. 53	(9) how teachers and school leaders, in consultation with parents, administrators, paraprofessionals , and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part;	Plan Provisions —To ensure that all children receive a high-quality education, and to close the achievement gap.... ,each local educational agency plan shall describe— how teachers and school leaders, in consultation with paraprofessionals, etc., will identify eligible children most in need of services under this part.
Title I / Part A SEC. 1006/1112 Local Plans (c)(6)	Pg. 55	(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained	Assurances - LEA will ensure that paraprofessionals meet applicable State certification and licensure requirements, including alternative certification

		through alternative routes to certification;	requirements.
Title I / Part A SEC. 1006/1112 Local Plans (e)(1)(A)(ii)	Pg. 56	(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following: (ii) Whether the child is provided services by para-professionals and, if so, their qualifications.	Parents Right-to-Know – LEA must notify parents that they can request (and agency will provide) info regarding the qualifications of the student’s teachers, including if the child is provided services by paraprofessionals and their qualifications.
Title I / Part A SEC. 1008/1114 Schoolwide Programs (b)(2)	Pg. 62	Schoolwide Program Plan - (2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;	School Wide Program Plan is developed with involvement of paraprofessionals (among others).
Title I / Part A SEC. 1008/1114 Schoolwide Programs (b)(7)(A)(iii)(IV)	Pg. 63	(IV) professional development and other activities for teachers, paraprofessionals , and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high- need subjects; and	School wide program plan must include a description of the strategies that the school will implement to address school needs, including how strategies will address needs of all children in school , but particularly those that at risk of not

			meeting challenging academic standards, through activities which may include: PD and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers particularly in high need subjects.
Title I / Part A SEC. 1009/1115 Targeted Assistance Schools (b)(2)(D)	Pg. 65	(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals , and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	Targeted Assistance School Programs – each program should serve participating students identified as eligible children including by providing PD with resources provided under this part and (if possible from other sources) to teachers, principals, other school leaders, paraprofessionals, SISPs (if appropriate), other school personnel.
Title I / Part A SEC. 1010/1116 Targeted Assistance Schools (D)(i)	Pg. 68	(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals , early childhood educators, and parents and family members.	Parent and Family Engagement – LEA Use of Funds – funds used for activities that are consistent with the LEA’s parent/family engagement policy, including supporting schools and non-profits in providing PD for LEA and school personnel regarding family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, SISPs, paraprofessionals, early childhood educators, and parents/family members.
Title I / Part F – General Provisions	Pg. 112	(H) specialized instructional support personnel and paraprofessionals ;	State Administration - Each SEA shall create a State Committee of practitioners

<p>SEC. 1601 General Provisions (c)(2)(H)</p>			<p>to advise the State in carrying out its responsibilities. Committee to include paraprofessionals. (pg. 1618-1619 NCLB / 20 U.S.C. 6573)</p>
<p>Title II - Preparing, Training, and Recruiting High-Quality Teachers, Principals, or other School Leaders</p> <p>Part A – Supporting Effective Instruction</p> <p>SEC. 2101 Formula Grants to States (c)(4)(B)(iv)(III)</p>	<p>Pg. 119</p>	<p>(III) paraprofessionals;</p>	<p>States can use funds to establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, STEM, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for paraprofessionals.</p>
<p>Title II / Part A</p> <p>SEC. 2101 Formula Grants to States (c)(4)(B)(xv)</p>	<p>Pg. 121</p>	<p>(xv) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.</p>	<p>States can use funds to provide training for all school personnel including paraprofessionals (and others) on how to prevent/recognize child sexual abuse.</p>
<p>Title II / Part A</p> <p>SEC. 2101 Formula Grants to States (c)(4)(B)(xvi)</p>	<p>Pg. 121</p>	<p>(xvi) Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.</p>	<p>States can use funds to support opportunities for paraprofessionals to participate in joint efforts to address transition to elementary school including school readiness.</p>
<p>Title II / Part A</p>	<p>Pg. 123</p>	<p>(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations</p>	<p>State shall consult with teachers, principals, other school leaders,</p>

<p>SEC. 2101 Formula Grants to States (d)(3)(A)</p>		<p>representing such individuals), specialized instructional support personnel, charter school leaders (in a State that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;</p>	<p>paraprofessionals (including orgs representing paraprofessionals), SISPs, etc....when developing State Application</p>
<p>Title II / Part A SEC. 2102 Subgrants to Local Educational Agencies (b)(3)(A)</p>	<p>Pg. 125</p>	<p>(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;</p>	<p>LEAs shall consult with teachers, principals, other school leaders, paraprofessionals (including orgs representing paraprofessionals), SISPs, etc....when developing LEA application (subgrants from State)</p>
<p>Title II / Part A SEC. 2103 Local Use of Funds (b)(3)(B)(iii)</p>	<p>Pg. 126</p>	<p>(iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation</p>	<p>LEAs may use subgrant funds in high-needs schools for programs and activities to attract and retain staff, including paraprofessionals. Acceptable fund use could include opportunities for professional growth, leadership, career path options, and pay differentiation.</p>
<p>Title II SEC. 2103 Local Use of Funds (b)(3)(L)</p>	<p>Pg. 128</p>	<p>(L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;</p>	<p>LEAs can use subgrant funds to provide training for all school personnel including paraprofessionals (and others) on how to prevent/recognize child sexual abuse.</p>

<p>Title II / Part B – National Activities / Subpart 2 – Literacy Education for All Results for the Nation</p> <p>SEC. 2223 Subgrants to Eligible Entities in support of Birth Through Kindergarten Entry Literacy (d)(1)</p>	<p>Pg. 140</p>	<p>(1) carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders;</p>	<p>Eligible entities can use subgrant funds to provide high-quality Birth through Kindergarten entry literacy PD for paraprofessionals (and others)</p>
<p>Title II / Part B / Subpart 2</p> <p>SEC. 2224 Subgrants to Eligible Entities in support of Kindergarten Through Grade 12 Literacy (c)(2)</p>	<p>Pg. 141</p>	<p>(2) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other pro- gram staff.</p>	<p>Eligible entities can use subgrant funds to provide high-quality Kindergarten through Grade 5 literacy PD for paraprofessionals (and others)</p>
<p>Title II / Part B / Subpart 2</p> <p>SEC. 2224 Subgrants to Eligible Entities in support of Kindergarten Through Grade 12 Literacy (d)(5)</p>	<p>Pg. 142</p>	<p>(5) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served under this subsection.</p>	<p>Eligible entities can use subgrant funds to carry out activities that include coordinating the involvement of paraprofessionals (and others) in the literacy development of children.</p>
<p>Title II / Part B / Subpart 4 – Programs of</p>	<p>Pg. 151</p>	<p>(4) identify or develop evidence-based professional development for teachers, paraprofessionals, principals,</p>	<p>Technical Assistance and National Evaluation Secretary shall establish a</p>

<p>National Significance</p> <p>SEC. 2244 Technical Assistance and National Evaluation (b)(4)(A-C)</p>		<p>other school leaders, and specialized instructional support personnel to 1) understand early indicators of students at risk of not attaining full literacy skills... 2) use evidence-based screening assessments for such students... 3) implement evidence-based instruction for such students...</p>	<p>center on at risk students (at risk of not attaining full literacy skills due to a disability) which shall, identify or develop evidence-based PD for paraprofessionals (and others)</p>
<p>Title III-Language Instruction for English Language Learners and Immigrant Students</p> <p>SEC. 3115 Subgrants to Eligible Entities (e)(1)(B)</p>	<p>Pg. 159-160</p>	<p>(B) recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;</p>	<p>Eligible entities can use subgrant funds for activities that provide enhanced instructional opportunities for immigrant children and youth which may include the recruitment of and support for teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children/youth.</p>
<p>Title III</p> <p>SEC. 3131 National Professional Development Project (1)</p>	<p>Pg. 163</p>	<p>(1) for effective preservice or inservice professional development programs that will improve the qualifications and skills of educational personnel involved in the education of English learners, including personnel who are not certified or licensed and educational paraprofessionals, and for other activities to increase teacher and school leader effectiveness in meeting the needs of English learners;</p>	<p>National PD Project - Grants may be used for effective preservice and inservice PD programs that will improve the qualifications and skills of education personnel who are involved in the education of English learners, including personnel who are not licensed or certified and educational paraprofessionals.</p>
<p>Title IV - 21st Century Schools</p> <p>Part A –Student Support and Academic Enrichment Grants</p>	<p>Pg. 172-173</p>	<p>(v) providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement, which may include coordination with teacher, principal, and other school leader preparation</p>	<p>State may use funds to support LEA programs or activities that increase access to personalized, rigorous learning experiences supported by technology by providing teachers, paraprofessionals (and others) with the knowledge and skills to use technology effectively,</p>

<p>Subpart 1 – Student Support and Academic Enrichment Grants</p> <p>SEC. 4104 State Use of Funds (b)(3)(C)(v)</p>		<p>programs;</p>	<p>including technology use to improve instruction.</p>
<p>TITLE V - State Innovation and Local Flexibility</p>		<p>There are no paraeducator provisions in this title.</p>	
<p>TITLE VI - Indian, Native Hawaiian, and Alaskan Native Education</p> <p>SEC. 6121 Improvement of Educational Opportunities for Indian Children and Youth (c)(13)</p>	<p>Pg. 254</p>	<p>(13) high-quality professional development of teaching professionals and paraprofessionals;</p>	<p>Grants can be authorized (by the Secretary) to eligible entities for activities including providing high-quality PD to teaching professionals and paraprofessionals</p>
<p>TITLE VI</p> <p>SEC. 6121 Improvement of Educational Opportunities for Indian Children and Youth (l)(2)</p>	<p>Pg. 255</p>	<p>(2) to provide pre- and in-service training and support to qualified Indian individuals to enable such individuals to become effective teachers, principals, other school leaders, administrators, paraprofessionals, counselors, social workers, and specialized instructional support personnel;</p>	<p>Pre- and In-service training and support to individuals to enable such individuals to become effective teachers, paraprofessionals (and others).</p>
<p>TITLE VI</p> <p>SEC. 6005</p>	<p>Pg. 271</p>	<p>(1) the level of expertise in educational pedagogy, Native American language fluency, and experience of the principal, teachers, paraprofessionals, and other</p>	<p>The study will evaluate Native American language immersion schools and programs including the experience of the</p>

Report on Native American Language Medium Education (d)(1)		educational staff;	principal, teachers, paraprofessionals and other educational staff.
Title VII - Impact Aid		There are no paraeducator provisions in this title.	
Title VIII - General Provisions SEC. 8002 Definitions (37)	Pg. 295	(37) PARAPROFESSIONAL. —The term ‘ paraprofessional ’, also known as a ‘ paraeducator ’, includes an education assistant and instructional assistant.”	Defines paraprofessional also as ‘paraeducator’ as well as an education assistant and instructional assistant.
Title VIII SEC. 8002 Definitions (42)(A)	Pg. 295	“(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals , and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards;	Professional development is defined and includes paraprofessionals are as part of the definition of educators.
Title VIII SEC. 8002 Definitions (42)(B)(xvi)	Pg. 297	(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;	Defines PD activities to include programs for paraprofessionals to obtain the education necessary for those paraprofessionals to become certified and licensed teachers.
Title IX - Education for the Homeless and Other Laws		There are no paraeducator provisions in this title.	