

118TH CONGRESS
1st SESSION

H. R.

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To direct the Secretary of Education to award grants to eligible partnerships to increase access to specialized instructional support personnel, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MARCH 24, 2022

Ms. [Bonamicci](#) (for herself and Mr. [FITZPATRICK](#)) introduced the following bill; which was referred to the Committee on Education and [the Workforce](#)

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A BILL

To direct the Secretary of Education to award grants to eligible partnerships to increase access to specialized instructional support personnel, and for other purposes.

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 “Growing, Recruiting,
5 and Obtaining Workers in Specialized Instructional Sup-
6 port Personnel Services Act” or the “GROW SISPS Act”.

7 **SEC. 2. GROW YOUR OWN PROGRAM GRANT.**

8 (a) PROGRAM AUTHORIZED.—From the amounts ap-
9 propriated to carry out this Act, the Secretary of Edu-

1 cation shall award grants, on a competitive basis, to eligi-
 2 ble partnerships to expand, or establish and implement,
 3 A Grow Your Own Program to increase access to special-
 4 ized instructional support personnel.

5 (b) GRANT PERIOD; PRIORITY.—

6 (1) GRANT PERIOD.—A grant under this sec-
 7 tion shall be awarded for a 6-year period.

8 (2) PRIORITY.—In awarding grants under this
 9 Act, the Secretary shall give priority to eligible part-
 10 nerships in which a high-need local educational
 11 agency is in the partnership or that seeks to use the
 12 grant to serve a community with a high-need local
 13 educational agency.

14 (c) APPLICATION.—To be eligible to receive a grant
 15 under this section, an eligible partnership shall submit to
 16 the Secretary an application at such time, in such manner,
 17 and containing such information as the Secretary may re-
 18 quire, which shall include the following with respect to the
 19 local educational agency, the consortium of local edu-
 20 cational agencies, or the State educational agency in such
 21 eligible partnership, and disaggregated by the specific oc-
 22 cupation:

23 (1) The number of specialized instructional sup-
 24 port personnel employed as of the date of applica-
 25 tion.

Comment [GU2]: we use occupation and profession interchangeably. we can defer to leg counsel but we should be consistent. KV

1 (2) The number of specialized instructional sup-
2 port personnel who are so employed and who have
3 an emergency or temporary credential.

4 (3) The ratio of specialized instructional sup-
5 port personnel to students.

6 (d) USES OF FUNDS.—

7 (1) IN GENERAL.—An eligible partnership that
8 receives a grant under this section shall use such
9 grant to expand, or establish and implement, a Grow
10 Your Own Program that meets the requirements of
11 paragraph (2) to increase, through education, respecialization
12 or re-training—

13 (A) access to specialized instructional sup-
14 port personnel in the schools served by the local
15 educational agency or the consortium of local
16 educational agencies in such eligible partner-
17 ship, or the local educational agencies under the
18 jurisdiction of the State educational agency in
19 such eligible partnership; or

20 (B) the diversity of specialized instruc-
21 tional support personnel in such schools.

22 (2) GROW YOUR OWN PROGRAM REQUIRE-
23 MENTS.—An eligible partnership shall ensure that a
24 Grow Your Own Program expanded, or established

Comment [GU3]: i would prefer we strike 'education' and keep it to respecialization or re-training to obtain a credential. Otherwise I worry this will be interpreted to allow people to remain in an emergency credential status in perpetuity without ever obtaining an actual credential. Kelly V

1 and implemented, under paragraph (1) provides the
2 following, as necessary and appropriate, to each
participant of the program:

3 (A) The skills needed to complete a rel-
4 evant degree or training—

5 (i) to be licensed or credentialed by the State
6 educational agency, or relevant regulatory
7 body; or

8 (ii) in the case of a profession for
9 which there is no State credential, to meet
10 the professional standards as articulated
11 by the relevant national organization for
12 such profession.

13 (B) Relevant, supervised, clinical experience, during the
14 period in which the participant completes and
15 earns the credential provided under the pro-
16 gram, that is—

17 (i) connected to the coursework pro-
18 vided under the program; and

19 (ii) located in elementary schools or
20 secondary schools in such community, with
21 priority given to elementary schools or sec-
22 ondary schools in the eligible partnership.

23 (C) A high-quality mentoring program
24 that—

Comment [GU4]: this is redundant. I suggest saying to obtain the appropriate credential by the SEA or relevant regulatory body. KELLY V

Comment [EM5]: Do we need to add language on professional association credentialing.

Comment [GU6]: I thought we agreed the first time around that "credentialed" was the best catch-all to include licensure, certification, etc.? therefore, not sure we need "licensed?"

Comment [GU7]: is this the case for any of our professionals? KV

Comment [GU8]: is this necessary? I am not opposed to keeping it in, but if we are expecting the program to lead to a credential and/or meet professional standards, this would be encompassed under that goal. Kelly V

1 (i) provides mentoring by a fully
2 credentialed professional of the occupation
3 for which the participant is pursuing a cre-
4 dential;

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5 (ii) continues through a period that is appropriate to the profession

Comment [GU9]: unless all of our professions have recommendations related to mentoring, I suggest we go back to the 2 years, or strike a timeframe all together. KV

6 after the participant receives a
7 credential; and

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8 (iii) provides professional and financial support (such as salary
9 supplements or stipends) for such mentors.

Comment [GU10]: This should be optional and not mandatory. Further, mentors are different than clinical practica/internship supervisors. I would be more in favor of providing stipends to supervisors. Kelly V

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10 (D) Supportive services (which may include
11 housing subsidies, stipends, and tuition assist-
12 ance and other financial assistance).

13 (E) Academic, counseling, and pro-
14 grammatic supports.

15 (F) In the case of individuals already licensed
16 or credentialed for specialized instructional support personnel
17 professions, the necessary skills, training, credentials,
18 certification, or licensure, to transition to work in a school as
19 specialized instructional support personnel.

Comment [GU11]: Same as previous comment -- shouldn't "credentialed" cover it all? Would also take out "certification or licensure" in the same paragraph?"

Comment [GU12]: yes. NASP strongly prefers we use credential and NOT licensed or credentialed. Credential covers it all, and saying licensed or credentialed implies a credential is subpar to a license, which is not true. KV

Comment [GU13]: I do not think this is necessary. The definition of SISIP is specific to schools and this is captured in re-specialization or re-training. Kelly V

20 (3) ADDITIONAL REQUIREMENTS.—In expand-
21 ing, or establishing and implementing A Grow Your
22 Own Program under paragraph (1), an eligible part-
nership shall carry out each of the following:

23 (A) Identify the needs for specialized in-
24 structional support personnel in the local edu-
25 cational agency, the consortium of local edu-
26 cational agencies, or the State educational
27 agency in the eligible partnership.

28 (B) Recruit and incentivize individuals to

23^[OBJ] obtain necessary training (including retraining or respecialization) necessary to obtain a credential

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1 graph (A), especially for the purpose of serving
2 in high-need local educational agencies.

3 (e) REPORTING REQUIREMENTS.—

4 (1) REPORTS BY ELIGIBLE PARTNERSHIPS.—

5 Each eligible partnership that receives a grant under
6 this section shall submit, for each of the third
7 through sixth years of the grant period, a report to
8 the Secretary that includes—

9 (A) the number of participants of the pro-
10 gram funded by such grant who are working in
11 a high-need local educational agency during
12 such year and the preceding year, disaggregated
13 by specific occupation; and

14 (B) in a year in which the number of such
15 participants who are working in a high-need
16 local educational agency decreases from the pre-
17 ceding year by more than 50 percent, an im-
18 provement plan for increasing such number as
19 soon as practicable.

20 (2) REPORTS BY THE SECRETARY.—Not later
21 than 1 year after the first grant is awarded under
22 this section, and on an annual basis thereafter, the
23 Secretary shall submit to Congress a report on—

24 (A) the impact of grants awarded under
25 this section in increasing specialized instruc-

Comment [GU14]: we should also require them to report those who are working with a full credential and not a temporary/emergency credential

1 tional support personnel, and lowering the ratio
2 of specialized instructional support personnel to
3 students, in the local educational agencies, the
4 consortium of local educational agencies, and
5 the State educational agencies in the eligible
6 partnerships that were awarded such grants;

7 (B) best practices for expanding, or estab-
8 lishing and implementing eligible partnerships
9 and Grow Your Own Programs that meet the
10 requirements of subsection (d)(2); and

11 (C) recommendations for strengthening the
12 eligible partnerships and Grow Your Own Pro-
13 grams served the grants awarding under this
14 Act, such as improving recruitment and reten-
15 tion of participants and increasing the number
16 of specialized instructional support personnel in
17 the community, especially in high-need schools.

18 (f) DEFINITIONS.—In this Act:

19 (1) ELIGIBLE PARTNERSHIP.—The term “eligi-
20 ble partnership” means a partnership among each of
21 the following:

22 (A) an institution of higher education that offers an
accredited or approved program of study (—
(including a graduate level program)
24 within an institution of higher education that is
25 State-accredited and is eligible to receive Fed-

Comment [GU15]: we have come up against considerable pushback in placing too many parameters on what can be considered an eligible institution in a partnership. Language we landed on in other bills that could be rolled into this one is "The term "eligible institution" means an institution of higher education that offers a program of study in— (A) any of the professions encompassed under SISF that prepares students in such program for a State credential such profession.

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Comment [GU16]: I think it is more important that the specific training program be approved or accredited by the relevant professional body than the overall institution. we have several school psychology programs that do not meet our standards that are housed within universities that are accredited.

1 eral funds under title IV of the Higher Edu-
2 cation Act of 1965 (20 U.S.C. 1070 et seq.),

3 which may include an approved or accredited program that
provides the

4 training necessary to obtain a state credential as a profession
included in the definition of specialized

5 instructional support personnel.

6 (B) A local educational agency, a consor-
7 tium of local educational agencies, or a State
8 educational agency.

9 (C) A state or national professional organization that
represents the specific profession(s) included in the Grow Your
Own Program,

10 (2) ESEA TERMS.—The terms “local edu-

11 cational agency”, “State educational agency”, and
12 “” have

13 the meanings given such terms in section 8101 of
14 the Elementary and Secondary Education Act of
15 1965 (20 U.S.C. 7801).

16 (3) HIGH-NEED LOCAL EDUCATIONAL AGEN-
17 CY.—The term “high-need local educational agency”
18 has the meaning given the term in section 200 of the
19 Higher Education Act of 1965 (20 U.S.C. 1021).

20 (4) INSTITUTION OF HIGHER EDUCATION.—The
21 term “institution of higher education” has the

Comment [EM17]: In order to indicated that, when possible, such programs should be accredited by a recognized specialized or programmatic accrediting agency.

Comment [GU18]: we need to say accredited or approved. KV

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10 . national

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Comment [GU19]: we may want to make this highly encouraged but optional in case there are not such organizations for all professions. KV

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11 . 11

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Comment [EM20]: Given the feedback from E&W/Bonamicci regarding alternate pathways; there was a question about whether it would be possible to strike this section.

I attempted a revision to address those concerns, while still providing for those without other credentialing pathways.

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1 meaning given the term in section 101 of the Higher
2 Education Act of 1965 (20 U.S.C. 1001).

3 (5) SECRETARY.—The term “Secretary” means
4 the Secretary of Education

(6) SPECIALIZED INSTRUCTIONAL SUPPORT
PERSONNEL. The term ‘specialized instructional support
personnel’ has the meaning given such term in section 8101 of
the Elementary and Secondary Education Act of 1965 (20 U.S.C.
7801) and;

Comment [GU21]: Myrna, does this fully include the creative arts therapies?

For the purposes of this act, the term SPECIALIZED
INSTRUCTIONAL SUPPORT PERSONNEL does not include
school librarians.

(6) SPECIALIZED INSTRUCIONAL SUPPORT
PERSONNEL.—The term “Specialized Instructional
Support Personnel” includes school counselors, school
nurses, school psychologists, pupil personnel workers and
school social workers; occupational therapists, physical
therapists, art therapists, dance/movement therapists,
and music therapists; speech-language pathologists and
audiologists; and other personnel as defined in section 8101
of the Elementary and Secondary Education Act of 1965 (20
U.S.C. 7801) and section 602 of the Individuals with Disabilities
Education Act (20 U.S.C. 1401).

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Comment [GU22]: If the goal is to carve out librarians I suggest we keep the ESSA SISP definition and say that for this act it does not include librarians. In addition, if we decide to list the professions I suggest taking out pupil personnel workers. In several states this includes attendance officers, McKinney Vento coordinators and other para professionals that are not SISP KV

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