“No Child Left Behind:” The New ESEA Requirements Title I, Part A
Qualifications for Paraprofessionals (Section 1119)
(Implementations in place for Idaho are in italics)

1) LEAs must use 5–10% of their Title I-A allocations for professional development for ALL staff
   a) Title I funds used for professional development activities may be combined with funds from other programs (such as Title II, Title III or state/district funds) but cannot pay for credits.
   b) Funds used to ensure all teachers and paraprofessionals are Highly Qualified by the end of the 2005-06.

2) Paraprofessionals hired after Jan. 8, 2002 and working in programs using NCLB funds, (Title I-A, Title I-C Migrant, Title I-D Neglected and Delinquent, Title III, LEP) and ALL paraprofessionals in a Title I Schoolwide, must have a high school diploma or equivalent AND
   a) Completed 2 years of study at institution of higher education
      i) 32 academic core credits per ISBO policy: 8 credits/semester = full time
      ii) Verified by official college transcript; OR
   b) Obtained an academic associate’s or higher degree (in any academic area)
      i) Verified by official college transcript; OR
   c) Met a rigorous standard of quality and can demonstrate on formal state or local academic assessment
      i) Knowledge of, (ETS Paraprofessional Assessment, passing score 460) and the ability to assist in instructing, (Idaho SDE Paraprofessional Standards/Competencies used for job performance evaluation for ALL paraprofessionals, including special education) reading, writing, and mathematics
         (Note: Special Education Paraprofessionals have 3 years from the date of hire to meet the Competencies)

3) Existing paraprofessionals paid under NCLB must meet these requirements by the end of the 2006 school year, the same timeframe required for Highly Qualified teachers. (NOTE: Paraprofessionals paid under IDEA must have a written plan to meet the Idaho Standards/Competencies within 3 years of hire. This provision will also apply to NCLB paraprofessionals hired after May 2006).

4) Exceptions to paraprofessional requirements are made for those whose duties exclusively involve:
   a) Translation for second language learners participating in programs.
   b) Conducting parental involvement activities.
   c) Non-instructional duties.

5) Specifies permitted duties for paraprofessionals as the following:
   a) Provide one-on-one tutoring for eligible students during non-instructional time by a teacher.
   b) Assist with classroom management and organizing materials.
   c) Provide assistance in a computer lab or media center.
   d) Conduct parental involvement activities.
   e) Act as a translator.
   f) Provide instructional services ONLY under the direct supervision of a certified teacher.
      i) Teacher plans instruction and evaluates student achievement
   g) Assume limited non-program related or supported duties that are assigned to similar personnel for a similar proportion of total work time.

6) Professional development must be provided for ALL STAFF and must include the following components:
   a) Sustained, intensive, classroom-focused activities.
   b) Instructional strategies taught must be scientifically based research and aligned with standards.
   c) Activities must be regularly evaluated for effectiveness and revised.
   d) May include career ladder development for paraprofessionals (or other training programs but not credits).

7) Principals must “attest annually in writing” that schools are in compliance with all teacher and paraprofessional requirements. SDE will check records during program reviews or site visits.

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