Paraprofessionals and the Title 1 Reauthorization

Our Learner Options Division of the Department of Children, Families and Learning has finally received word on the completion of the No Child Left Behind Act of 2001 of the Elementary and Secondary Education Act. Various Titles within the Act have specific references to paraprofessionals. One section of it that directly impacts paraprofessionals is the main section of Title I, Sec. 1119 (Qualifications of Teachers and Paraprofessionals), which I will address in the remainder of this article. We have received a printed copy of the entire legislation, which is about 1,184 pages and is comprised of Titles I to X, and our staff is eagerly reviewing each piece of the legislation to determine the intention and guidance for each Title and Subsection. This is a monumental task and we hope to be able to provide guidance as soon as possible. Although I think it is important that everyone have the opportunity to see this public document, understand that the State interpre-
National Paraprofessional Conference Coming in May

Happy 2002! This is an exciting year for Minnesota paraprofessionals. Our annual state paraprofessional conference is combining with the National Resource Center for Paraprofessionals’ annual national conference. We have the privilege of hosting this national conference which will happen May 2 to 4, 2002, at the Radisson South in Bloomington. This will provide a wonderful opportunity for Minnesota’s paraprofessionals, educators, administrators and service providers to learn first-hand about educational programs and initiatives that are happening across the country.

This is also a fiscally challenging year, as many schools are in the process of cost containment. However, ongoing staff development is still key to school and student success. Following is a list of strategies that might help with your efforts to support your attendance at this year’s national conference —

- Begin to seek permission and financial assistance ASAP. As always there are fewer funds available in the spring.
- Contact your district and building site staff development committees and determine if there might be support for you to attend the conference.
- Paraprofessional staff development is one of the legislatively allowed expenditures.

- If you are in special education, contact your Director of Special Education and see if there are any CSPD (Comprehensive System of Personnel Development) funds available.
- If you are in Title 1, contact your Title 1 District Director and see if any staff development funds are available to support your attendance.

Attending this national paraprofessional conference is a unique opportunity for Minnesota paraprofessionals. Combining the state and national conference and hosting it at this new location allows us to not set attendance limits — Minnesota hosted this national conference in 1995 and the attendance hit 1,400! Because of a quirk of fate we’re hosting this national conference again, and we’re looking forward to another high attendance, high energy, high value experience. See you there!

Barbara Jo Stahl, Minnesota Department of Children, Families & Learning
Nomination Reminders

Para of the Year
Now is your chance to nominate an outstanding person for Para of the Year! Please include the following information—

Part 1
1. Name of Para
2. Where employed
3. Work address/phone
4. Number of years as a para
5. Number, type, and age of students/clients served
6. Name of Nominator
7. Nominator’s address/phone

Part 2
1. Exemplary work skills such as —
   • Communicating effectively
   • Listening attentively
   • Taking initiative
   • Understanding his or her role in the school community/work setting
2. Unique characteristics —
   • Contributions to the school/work environment
   • Differences made in the lives of students or clients
   • Professional development
3. Include statements of support from students, parents, teachers, and/or peers

Para/Teacher Team of the Year
Please take the time and nominate a positive instructional relationship for new Paraprofessional/Teacher Instructional Team of the Year award! Please include the following information—

Part 1
1. Name of the Para/Teacher Instructional Team
2. Where employed
3. Work address/phone
4. Number of years employed as a para/teacher
5. Number, type, and age of students/clients served
6. Name of Nominator
7. Nominator’s address/phone

Part 2
1. How this para/teacher team exhibits a positive, effective working relationship including —
   • Clear and open communication
   • Respect for each other and students
   • Shared educational philosophy
   • Understanding of team role definition and expectations
2. Characteristics or qualities that set this team apart —
   • Contributions to the school/work environment
   • Differences made in the lives of students?
3. Include statements of support from students, parents, teachers, administration, and/or peers.

Applications accepted until March 29, 2002
Mail or fax this information to —
Robin Spanier, Institute on Community Integration, University of Minnesota, 111 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, Fax (612) 624-9344
Many of us know that paraprofessionals wear a number of hats, but some paraprofessionals speak in many tongues, as well. Special education language interpreters are a unique group of paraprofessionals. Their primary responsibility is to help licensed special education staff and parents communicate. They also help licensed staff evaluate students who do not speak English. Instead of working with kids in classrooms, their days are spent making phone calls and participating in meetings.

Language interpreting requires constant, high-speed mental energy: information comes in through the ears and is converted into another language almost instantly. As with interpreters for the deaf, language interpreters report that their work is very draining. Interpreting for several hours leaves people completely exhausted. Meeting due process timelines adds to the pressure. Some language interpreters are also able to translate written documents. However, just as not all speakers are good writers, not all language interpreters are good translators and vice versa. Both language interpreters and translators need a complete understanding of all of the technical vocabulary used in special education. Minneapolis language interpreters developed a glossary of special education terminology in Spanish which is now used in many other districts.

Strictly speaking, language interpreters only convey information spoken by another person. Language interpreters who work in schools, however, often function more independently. In St. Paul and Minneapolis, for example, special education language interpreters have been trained to collect family and student background information directly from parents using an interview developed by the district. The special education evaluation does not start until the interpreters complete their interview. These staff can more properly be understood as liaisons that provide the communication link between schools and home. If parents do not have a phone, they make a home visit. If parents do not have transportation in order to get to school for an IEP meeting, they will go and pick them up or make other arrangements.

Walking a Tightrope

A language interpreter is not an advocate, however. They convey information so that parents can make decisions – they cannot make the decision for the family, even though parents may ask for their advice. Likewise, it is not appropriate for licensed personnel to ask an interpreter to persuade parents to do something that is contrary to their wishes or beliefs. A group of language interpreters in St. Paul recently met and discussed their roles, and all agreed that one of their biggest challenges is to balance between impartial communication, parent needs, and advocacy. Language interpreters also have to juggle differences in cultural experiences and expectations. Nermina Zugic, a Bosnian language interpreter for Minneapolis schools, reports that the most challenging part of her job is "filling the gap between an Americanized child and his/her still not Americanized parent!"

A Day in the Life

Herminio Nunez Lopez has worked as a Spanish language interpreter for Worthington schools for five years. About 20% of Worthington's students are Hispanic. Mr. Lopez, who works with all district programs including special education, describes a typical day as follows —

My typical day starts with the retrieval of phone messages from parents to different schools. . . In any given day, I have a combination of work duties like interpreting for an IEP meeting or interpreting for a
student assessment. Parents will show up and when an interpreter is needed, I am there. We do lots of conference calling....When I am not away from my desk performing interpreting tasks within the school district, I am translating documents. I translate all special education documents...and also translate all the correspondence from the administration to parents.

The most difficult part of Mr. Lopez’s job is the fact that some people misunderstand and think that the work is very easy. In his words, “they disregard you as a professional.” Dennis Phann, a Cambodian language interpreter in Minneapolis, agrees with this sentiment and feels his biggest challenge is “to make the administrators know the value of this kind of work.”

Food for Thought
Language interpreters need special skills that are different from those required of most paraprofessionals. In some districts, staff who are specifically hired to interpret for special education programs have a unique job description. Because of the high level of skill needed, they may be compensated at a different rate than classroom assistants.

Many people who are serving as language interpreters and cultural liaisons are actually hired as classroom paraprofessionals. Many bilingual paraprofessionals say that they feel very frustrated by competing and conflicting demands on their time: they are hired to work in a classroom but are often pulled out of class without any notice and told to interpret for an IEP meeting or for a discipline problem. The students in the classroom do not get help they need and the classroom teacher gets upset. And without any time to prepare, the paraprofessional feels that she or he can’t do a proper job of interpreting. (See points for discussion below)

Contributed by Elizabeth Watkins
Minnesota Department of Children, Families & learning

Points for Discussion

Some bilingual paraprofessionals are asked to do work for which they are not trained and for which they are not compensated. Has this situation occurred in your school? How can things be done better?

Please contact Elizabeth Watkins with your thoughts by calling 651-582-8678, or e-mailing her at: Elizabeth.Watkins@state.mn.us
Migrant families have been coming to Minnesota for over 30 years to provide a labor force for Minnesota's agribusiness. Families work in fields with various crops, (sugar beets, potatoes) and in vegetable, beef, pork, chicken, and turkey processing plants throughout Minnesota. The families also work in egg processing plants, sod farming, various nursery work, and a number of other agricultural occupations. Most families come from the Rio Grande River Valley area of Texas, maintaining their home base in Texas. However, more and more families are choosing to live here permanently in Minnesota communities.

Migrant families are highly mobile, moving to where the agricultural work is available. The Migrant Education Program makes federal funds available to local education agencies through an application process. The federal funds are used to supplement the mainstream education program for migrant children and families. Most school districts use the funds to hire a family outreach worker, a job which falls under the job classification of paraprofessional. Most family outreach workers are bilingual, which increases the capacity for schools to have better communication with limited-English speaking families. The paraprofessional position of family outreach worker varies by school district, but the main job responsibilities are as follows —

- Contact local growers, agribusiness processing plants, community agencies, and other employer-related organizations to recruit and identify eligible migrant families for program services.
- Assist families in completing required forms for certifiable eligibility (COE) and other health, social, and financial program services.
- Meet with families about school related issues (attendance, grades, etc.).
- Provide appropriate translation/interpretation services necessary for effective communication with school and other community agencies.

In Minnesota, the Migrant Education Program also sponsors 16 migrant summer school programs throughout the state (serving children ages infant through 21). The paraprofessionals hired during the summer programs are sometimes parents of the students involved in the summer programs. Most are bilingual and of Mexican-American heritage and culture, especially in the Head Start programs. In the upper grade levels, 4th grade through 12th grade, local residents work as paraprofessionals under the direct supervision of a certified teacher. Thus, in the summer programs, there are usually three types of paraprofessionals hired: a) bilingual family service worker; b) instructional assistant for the direct education instruction in the Title program classrooms; and c) special education paraprofessionals as needed by the summer sites for special needs students.

The new Title I Reauthorization will impact every Paraprofessional including all staff working in Migrant summer and school year programs. As I have been working around the state with paraprofessionals, there are several common issues that need to be addressed to move towards the alignment and compliance with the new legislation. These issues are: a) written job descriptions; b) procedures for hiring, employing and supervising paraprofessionals; c) entry level and up competencies including knowledge and skills required; d) level of education required; and e) career ladders for bilingual paraprofessionals as well as all paraprofessionals.

The Statewide Paraprofessional Consortium is an excel-
Training and Certification of Language Interpreters

Minnesota does not have a certification program for language interpreters who work in schools, health care or human services. Only court interpreters are required to complete training and a certification process. The background of language interpreters working in schools is as varied as other paraprofessionals: some have only a high school degree while others have completed college, graduate school or other professional training.

In 1998, a legislative report was prepared by the Working Group of the Minnesota Interpreter Standards Advisory Committee, titled Bridging the Language Gap: How to Meet the Need for Interpreters in Minnesota. This report identified several professional standards for language interpreters in health care and other community services. These include —

- Broad knowledge of both languages and cultures.
- Ability to quickly comprehend spoken information.
- Good speaking skills in both languages.
- Good oral memory.
- Ability to express complex, abstract concepts in both languages.
- Knowledge of specialized vocabulary.

In addition, it is very important for language interpreters to be impartial and maintain confidentiality. The committee that prepared this report no longer exists, but the full text of this report can be found through the Web site for the University of Minnesota’s Program in Interpreting and Translating (http://cla.umn.edu/pti).

At the present time, the University has the only language interpreter training program in Minnesota. This training emphasizes health care. General information on their courses can also be obtained through the Web site. The Division of Special Education at the Minnesota Department of Children, Families and Learning (CFL) periodically provides training on special education for language interpreters. Topics covered in past training include “Special Ed 101,” basic testing and measurement concepts, first and second language development and disabilities, early childhood development and services, and mental health/behavioral disabilities. CFL hopes to expand its interpreting training in future.

Contributed by Elizabeth Watkins
Minnesota Department of Children, Families & learning

Contributed by Jan Bourdon
Minnesota Department of Children, Families & learning

For further information, contact Elizabeth at 651-582-8678, elizabeth.watkins@state.mn.us.
I have been working with federal programs within the Elementary and Secondary Education legislation on and off for the last 30 years (I was working with Chapter I of the Elementary and Secondary Education Act in 1965 as a college intern!). Throughout the years there have been changes that have emphasized various pieces of this legislation and its impact on children in our school systems. In the last four to five years of the past reauthorization, there have been intense efforts in all states to establish high content standards for our children, and even greater efforts to establish more accountability related to student performance and program performance. The emphasis on high standards and accountability for student performance naturally impacts teachers and all others responsible for the education of our children. Thus, we now see incredible pressure for changes in qualifications of teachers and paraprofessionals, and more emphasis on establishing measurable objectives for accountability of overall student performance.

All of the public schools accepting Title I funds must provide evidence of student performance at grades 3 and 5, in reading and mathematics, to assure adequate yearly progress. The new legislation is mandating even more measurement of student performance and system accountability. Teachers, paraprofessionals and others responsible for direct instruction are specifically required to demonstrate higher qualifications and measurable objectives. In preparation for this new legislation, during presentations to Minnesota paraprofessionals, I asked them to build a professional portfolio. In their portfolios, I specifically asked existing staff to include: a) the last 10 years of education experience; b) a copy of a written job description for their current position; c) a thorough assessment of their current knowledge and skills in teaching reading and mathematics; d) results from a sample test of the 3rd, 5th, and 8th grade tests; e) a copy of a functional resume for the last ten years of employment; f) a list of all staff development activities (especially training leading to a certificate); and g) copies of all personal recommendations or commendations during their employment. For those districts that have started using the portfolios, I believe you will find it to be a useful strategy in preparation for the following sections of legislation —

(b) New Paraprofessionals —
(1) IN GENERAL. — Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals and others responsible for direct instruction are specifically required to demonstrate higher qualifications and measurable objectives.
professionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have —
(A) completed at least 2 years of study at an institution of higher education;
(B) obtained an associate’s (or higher) degree; or
(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —
(i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
(ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) CLARIFICATION. — The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

[Author’s note: The exception is for those paraprofessionals responsible for translation and parental involvement activities.]

(c) EXISTING PARAPROFESSIONALS. — Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later that 4 years after the date of enactment satisfy the requirements of subsection (b).

There are different options for new and existing paraprofessionals to meet. I think it is necessary to open the dialogue with paraprofessionals statewide regarding their reactions and responses to this legislation. We must listen to the stakeholders and provide clarity and meaningful guidance on this piece of legislation. During my presentations at schools, I have found that many paraprofessionals do not have a written job description to begin the personal assessment process. Most staff do not have a resume, do not have higher education beyond high school, do not have a paraprofessional procedures manual for employment, have not had training in Minnesota Graduation Standards, do not have knowledge of the way Standards are embedded in curricula and do not have first-hand knowledge of the Minnesota Comprehensive Assessments or the 8th grade Basic Skills Test. Also, many paraprofessionals have only received limited staff training in basic comprehension and teaching strategies for reading, mathematics and writing.

I hope we can develop several venues for paraprofessionals, teachers, principals, parents and other people involved in our children’s education to offer their opinions and comments on this new legislation. I invite Title I, Migrant, ELL/ESL, Basic Skills, Special Education, or other programmatic paraprofessionals to please contact me (see below), so I can begin the process of collecting stakeholder input in response to this legislation. I have not included the full section of the legislative language in this piece, but I hope that I have given you enough information to begin the dialogue.

In conclusion, I would like to say in all of the presentations I have made around the state of Minnesota, from rural to urban school districts, I am extremely proud and honored to have met thousands of dedicated, professional and very caring paraprofessionals already performing exemplary work.

Contributed by Jan Bourdon
Minnesota Department of Children, Families & learning.
She can be contacted by phone at 651-582-8579 or by e-mail at jan.bourdon@state.mn.us.
Workshops

Mark Your Calendars Now for These Upcoming Conferences!

The Council for Exceptional Children’s Annual Convention and Expo, New York, New York, April 3-6, 2002. This is the largest and most exciting professional development event designed for all those who work with students with special learning needs. Preconvention registration rates are available now. Get the latest information by visiting the CEC Web site: http://www.cec.sped.org/spotlight/nyc/ or contacting: CEC, 1920 Association Drive, Reston, VA 20181-1589 (1-888-232-7733).

News Flash! The 10th Annual Statewide Conference for Paraprofessionals joins the 21st National Conference for Paraprofessionals: Together, We Are Better, now to be held in Bloomington, Minnesota, May 2-4, 2002 at the Radisson South hotel. The goal of this conference is to provide paraprofessionals with an opportunity to learn about new and different strategies to assist in their jobs and to network with other paraprofessionals. The registration fee for paraprofessionals is $60, and for other attendees is $150. This includes continental breakfast. For more information, visit the Minnesota Paraprofessional Consortium Web site at http://ici2.umn.edu/para or the National Resource Center for Paraprofessionals Web site at http://www.nrcpara.org. Registration will begin in January, 2002.

Do you have an idea for an upcoming ParaLink? Tell us about it!

Fax: (612) 624-9344
paralink@icimail.coled.umn.edu
Web Sites
No Child Left Behind:
www.ed.gov/nclb/
Study of Personnel Needs in Special Education (SPenSE) Fact Sheets:
www.spense.org/Results.html
Paraprofessionals In the Education Workforce, National Education Association (NEA)
www.nea.org/esp/resource/parawork.htm
Center on Personnel Studies in Special Education (COPSSSE):
www.coe.ufl.edu/copssse/
Paraeducator Support of Students with Disabilities in General Education Classrooms, University of Vermont:
www.uvm.edu/~cdci/parasupport/
Roles of Educational Paraprofessionals in Effective Schools, U.S. Department of Education:
www.ed.gov/pubs/Paraprofessionals/
National Clearinghouse for Careers in Special Education, CEC:
Schools and Staffing Survey, National Center for Educational Statistics (NCES):
nces.ed.gov/surveys/sass/
Paraeducator-to-Teacher Programs, National Teacher Recruitment Clearinghouse:
www.recruitingteachers.org/become/paraprograms.html
IDEA Practices Home Page:
www.ideaPractices.org
Publications
Minnesota Paraprofessional Guide
A guide for teachers, related service personnel, administrators, paraprofessionals, and others charged with assisting in the development of Minnesota's paraprofessional workforce. It contains information and strategies to build strong, effective, and supportive teams that ensure successful educational services for all students. To order, send a check or purchase order for $8.00 per copy to —
Publications Office
Institute on Community Integration
University of Minnesota
109 Pattee Hall, 150 Pillsbury Dr. SE
Minneapolis, MN 55455

Frontline Initiative
Frontline Initiative quarterly newsletter features Direct Support Professionals (DSPs) and their world. Written by DSPs, self-advocates and many leading professionals in the field, its articles present current information on DSP work and inspirational stories about providing supports. Past issues have included topics such as professionalism, education and training, stress and burnout, change in the workplace, and direct support services around the world. Frontline Initiative is published by the National Alliance for Direct Support Professionals.
Subscriptions for Frontline Initiative are $10 per year. For more information, call 612-624-0060.
Keynote Speakers

Thursday, May 2
Dr. Crystal Kuykendall will speak on, Bringing out the Best in All Children. She will share insight and information on the causes of under-achievement, apathy, and failure in many of today’s youth and will provide teaching tips and strategies which will facilitate efforts to “bring out the best in all learners.” Dr. Kuykendall will discuss school-related obstacles which preclude student success and share ideas on enhancing school and classroom climate, improving teaching styles and communication, grouping students effectively, and improving the home/school bond.

Dr. Crystal Kuykendall is President of Kreative and Innovative Resources for Kids (K.I.R.K.), a company which provides long-term technical assistance and consulting services on improving the quality of education to national and international clients including educational institutions, corporations, and agencies. She is a former elementary and secondary public school teacher who has also taught at Seton Hall University and Montclair State University. Dr. Kuykendall has directed and served on a number of national boards and committees such as the National Alliance of Black School Educators and the National School Boards Association. She was appointed by U.S. President Jimmy Carter to the National Advisory Council on Continuing Education, and was chosen by the editors of Ebony Magazine as one of the 50 Leaders of the Future in 1979.

Friday, May 3
Eric Chester presents, “Our Students are Morphing! Meet Generation Why.” Mr. Chester’s insight into Generation Why (Americans born between 1980-1994) provides a stunning portrayal of their unprecedented attitudes, values, and approaches to education. Discover why educators who continue to do what they have always done — who expect similar results of students regardless of their generation — have reason for concern.

Eric Chester has spoken to some of the largest and most prominent student conferences in the world including the National Association of Student Councils, the International Forum for Junior Achievement, Arizona Gang Resistance and Education, Business Professionals of America, Missouri Business Week, and Partnership for a Drug Free America. Mr. Chester was the host of Teen Talk 2000, a PBS talk show series.

Breakout Session Highlight
One of the many breakout sessions conference attendees will have to choose from at this year’s national paraprofessional conference is “Anti-
To laugh often and much;
to win the respect of intelligent people and affection of children;
to earn the appreciation of honest critics
and endure the betrayal of false friends;
to appreciate beauty, to find the best in others;
to leave the world a little bit better, whether by
a healthy child, a garden patch or a redeemed social condition;
to know even one life has breathed easier because you have lived...
this is to have succeeded.

Ralph Waldo Emerson
About the Conference
We are very excited to host Together, We Are Better, The 21st Annual National Conference on the Training and Employment of Paraprofessionals in Minnesota this year. The conference will provide valuable information and exciting opportunities for paraprofessionals, those who direct their work, and those who support and provide training to paraprofessionals. This year we have two dynamic keynote presenters (see pages 12–13), an inspiring Minnesota welcoming team, and a panel to discuss the new requirements for paraprofessional preparation in the No Child Left Behind Act. We hope that you will take this opportunity and join us for an information-rich and value-filled conference.

Dates and Locations
May 2-4, Radisson Hotel South & Plaza Center, Bloomington, Minnesota

Fee
$60 for paraprofessionals
$150 for all others

Registration Deadline
There is no registration deadline and attendees may register the day of the conference. We strongly encourage you to register early to ensure that you receive a printed name tag, program, and other materials.

Refunds
Full refunds will be made only if a written request is received by Friday, April 19. After that we will not be able to make refunds. If you have any questions, please call 435-797-7272.

Hotel Information: Radisson Hotel South & Plaza Center
To ensure that you receive the special conference room rates, reservations must be received at the hotel by Wednesday, April 10th, 2002. After the cut-off date, reservations will be accepted on a space availability basis only. When making your reservation, be sure to tell the reservations staff that you are attending the NRC for Paraprofessionals Conference. Be sure to notify the hotel if you need special accommodations.

Telephone: 952-835-7800
Reservations: 800-333-3333
Price: $115 Single/Double

Continuing Education Units
By attending this conference, you will earn Continuing Education Units (CEU’s). Further information will be available at check-in.

For Further Information Contact
Marilyn Likins
National Resource Center for Paraprofessionals
Utah State University
6526 Old Main Hill
Logan, UT 84322-6526
Phone: 435.797.PARA
Fax: 801.273.7026
E-mail: mlikins@uswest.net
Web: www.nrcpara.org

See Registration Form on Next Page
Conference Registration Form


Name(s) and Position(s)
_________________________________________________________________________________
Name(s) and Position(s)
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Agency
_________________________________________________________________________________
Address
_________________________________________________________________________________
City                                                                 State   Zip
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Phone
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Email(s)
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Email(s)
_________________________________________________________________________________
Please add me to the NRCP listserv ☐ Yes ☐ No

A registration check in the amount of $_______ is enclosed. It includes —
_______ @ $150 Conference Registration Fee (for administrative/professional personnel)
_______ @ $60 Conference Registration Fee (for paraprofessionals)

I will stay at the —
☐ Radisson Hotel South & Plaza Center
☐ Other _______________________________________________________________________

Please specify any special accommodations you need: __________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Make registration checks payable to —
NRC for Paraprofessionals
(Federal ID# 13-1988-190)

Return completed registration form to —
NRC for Paraprofessionals
Utah State University
6526 Old Main Hill
Logan, Utah 84322-6526

There is no registration deadline and attendees may register the day of the conference. We strongly encourage you to register early to ensure that you receive a printed name tag, program, and other materials.
Together, We Are Better
The 21st National Conference for Paraprofessionals
May 2-4, 2002, Bloomington, Minnesota