

**Kansas WIOA Title II Adult Education and  
Family Literacy Act (AEFLA)  
July 1, 2025 – June 30, 2030**

**Practitioner Roles Descriptions**

- **Program Leader**
- **Instructor**
- **Data Specialist**
- **Career Navigator**
- **Administrative Assistant**
- **Paraprofessional**

**Descriptions are provided for guidance.  
Job descriptions are not required to be identical to provided  
descriptions.**

# Kansas Adult Education Role Description

## Program Leader

### **Role: Program Leader**

*Position Type: Administrative*

The Program Director is ultimately responsible for all aspects of the Adult Education program. Other program leaders, under the supervision and guidance of the Program Director, might oversee or supervise daily operations for one or more specific sites, one or more specific aspects of the program, or specific staff members.

### **Possible Job Titles**

- Program Administrator
- Program Assistant Director
- Program Associate Director
- Program Coordinator
- Program Director

This is not an exhaustive list of all possible job titles.

### **Number of Positions**

Programs are required to have one dedicated Program Director. Programs are strongly encouraged to have additional program leaders to support the Program Director.

### **Time Devoted to Responsibilities**

The Program Director will, ideally, devote 100% of weekly hours to this role. A Program Director with additional roles within the program or the sponsoring institution is expected to devote a minimum average of 50% of weekly hours to the functions of the Program Director.

Ideally, the Assistant Director(s) will devote 100% of weekly hours to this role. Staff members with dual roles of Assistant Director and another position are expected to devote the weekly hours necessary to fulfill the functions of the Assistant Director, which may vary by local program depending on the number of staff in this role.

### **Responsibilities**

Program Leaders are primarily responsible for:

- Providing leadership and administrative and operational support to ensure delivery of Adult Education services
- Providing strategic planning, program development, and oversight of the Adult Education program
- Providing oversight to assigned program responsibilities for state initiatives
- Managing all aspects of programming and facility
- Managing and writing grants
- Directing budget development and execution and overseeing assigned budgets

- Providing leadership and direction for effective and efficient allocation of physical, financial, and human resources
- Designing, developing, implementing, and monitoring programming
- Directing, implementing, and overseeing outreach efforts to potential learners and to community partners
- Developing, planning, evaluating and implementing goals, objectives, policies, and procedures for educational programs in collaboration with the sponsoring institution, the community, and workforce partners
- Overseeing the collection, compilation, and analysis of data and the preparation of a variety of complex reports, statements, and communications
- Collecting and analyzing a variety of information relating to student success and operational efficiency
- Supervising employees, prioritizing and assigning work, and conducting performance evaluations, including classroom observations for instructors
- Evaluating instruction and operations
- Making hiring, training, termination, and disciplinary recommendations
- Providing leadership and team development for staff, including providing professional development opportunities
- Overseeing student engagement, recruitment, intake, orientation, and enrollment management
- Continually updating and increasing understanding of relevant federal, state, and local policies and procedures and ensuring program adherence to these guidelines, including disseminating information to staff
- Developing action plans and recommendations corresponding to program operational changes
- Developing and coordinating strategies in collaboration with internal and external partners to integrate systems of operations to support student success
- Developing and monitoring internal systems for compliance with fiscal policies, procedures, guidelines, and rules of funding sources and regulatory agencies
- Understanding the mission and purpose of Kansas Adult Education and of the local program
- Understanding the history and position of Adult Education and the potential for supporting adults in obtaining educational and career goals
- Protecting the privacy and confidentiality of adult learners in accordance with FERPA and other relevant regulations
- Protecting the privacy and confidentiality of Adult Education staff
- Promoting a safe and supportive learning environment and complying with rules and regulations related to safety and security
- Treating all adult learners and Adult Education staff in a fair and equitable manner
- Nurturing and sustaining a culture of collaboration, trust, and learning
- Using technology as appropriate to carry out duties
- Acting as a liaison with the Kansas Board of Regents, workforce system partners, other Kansas Adult Education providers, local school districts, local businesses and service providers, county and city officials, and others
- Communicating and collaborating effectively with relevant personnel
- Engaging in relevant professional development

**Characteristics**

The person(s) in this role must:

- Have strong leadership skills
- Have excellent communication skills
- Be able to anticipate problems and seek solutions
- Have the ability to anticipate and meet deadlines
- Be highly organized
- Be responsible
- Have strong multitasking abilities
- Have excellent time management skills
- Be able to represent Adult Education as a whole and the local program in particular
- Be an advocate for adult learners
- Demonstrate empathy to learners and staff
- Have the desire to help and support others
- Be able to work with a diverse population
- Be able to learn quickly
- Follow all relevant policies and procedures
- Be flexible to meet changing needs
- Have excellent attention to detail
- Be committed to continuous personal and program improvement and lifelong learning

### **Qualifications and Requirements**

A Bachelor's degree in Education, Adult Education, or a closely related field of study is required. A Master's degree in Adult Education, Educational Leadership, or a closely related field of study is preferred. Program Leaders must have experience with adult learners. Experience with the principles of andragogy and curriculum development is preferred. Supervisory experience is required for the Program Director and preferred for other program leaders.

Local programs and sponsoring institutions have the authority to require higher minimum qualifications if desired but cannot permit lower qualifications without waivers from the state.

### **Expectations and Professional Development**

At least one (1) program leader will be present at all statewide meetings, whether virtual or in-person, unless prior arrangements are made with the state. Program leaders will engage in the minimum number of hours of ongoing professional development required by the state or by the local program, whichever is higher. Program leaders will assign relevant training to staff as needed.

### **Reporting Structure**

The Program Director is likely to report directly to the head of the sponsoring institution or to another institution administrator, such as a Vice President or Department Chief.

The Program Director ultimately oversees all staff members in Adult Education.

Other program leaders will report directly to the Program Director. Other program leaders might oversee Adult Education staff members as assigned.

# Kansas Adult Education Role Description

## Instructor

### Instructor

*Position Type: Teacher*

#### Possible Job Titles

- Adult Education Specialist
- Education Specialist
- Faculty Member
- Instructor
- Subject Matter Expert
- Teacher

This is not an exhaustive list of all possible job titles.

#### Number of Positions

Programs are strongly encouraged to have multiple Instructors, with a preference for Instructors specializing in specific subjects (e.g., Math, Science, English Language Acquisition, etc.). Some Instructors might teach multiple specialties. Some Instructors might also have other roles with the program.

#### Time Devoted to Responsibilities

Ideally, Instructors will devote 100% of weekly hours to this role. Staff members with the dual roles of Instructor and another position are expected to devote the weekly hours necessary to fulfill the functions of the Instructor and to meet the needs of learners and the program.

#### Responsibilities

Instructors are primarily responsible for:

- Possessing content-area knowledge and teaching skills required for the subjects and populations taught
- Assessing learners' prior knowledge, learning needs, and college and career readiness goals
- Assisting learners in setting learning goals and developing a course of study
- Monitoring learning through summative and formative assessment data
- Adapting instruction based on formative and summative student assessments
- Designing learner-centered instruction and classroom environments
- Designing standards-based instructional units and lesson plans using the College and Career Readiness Standards (CCRS)
- Using instructional techniques that are effective with adult learners
- Designing instruction that builds learners' technology and digital media literacy skills
- Designing instruction to build learners' higher-order thinking, communication, and problem-solving skills
- Welcoming and supporting a diverse population

- Assisting learners in overcoming barriers to learning, including referring learners to appropriate personnel or partners for assistance
- Developing, implementing, and tracking accommodations provided for learners with disabilities, including individuals with learning disabilities
- Communicating high expectations to learners and motivating them to persist to meet their goals
- Communicating clearly and effectively
- Engaging in active listening, dialogue, and questioning to facilitate and support learning
- Modeling metacognitive skills
- Tracking learner attendance, progress, and outcomes
- Tracking learner outcomes after exit, as appropriate
- Making continual efforts to retain participants and to increase retention rates
- Refining instructional practices through reflection on experience, evidence, and data
- Assisting in data collection and reporting, as assigned
- Participating in and contributing to program improvement efforts, including helping develop and enhance program processes
- Assisting with program outreach to potential learners and to potential partners, as assigned
- Protecting the privacy and confidentiality of adult learners in accordance with FERPA and other relevant regulations
- Promoting a safe and supportive learning environment and complying with rules and regulations related to safety and security
- Treating all adult learners and Adult Education staff in a fair and equitable manner
- Nurturing and sustaining a culture of collaboration, trust, and learning
- Using technology as appropriate to carry out duties
- Understanding the mission and purpose of Kansas Adult Education and of the local program
- Understanding the general history and position of Adult Education and the potential for supporting adults in obtaining educational and career goals
- Continually updating and increasing understanding of relevant federal, state, and local policies and procedures and adhering to these guidelines
- Engaging in relevant training, including seeking additional professional development opportunities as needed
- Participating in relevant professional development networks and learning communities, as available
- Communicating and collaborating effectively with relevant personnel
- Performing other duties as assigned

### **Characteristics**

The person(s) in this role must:

- Have the desire to help and support others
- Demonstrate empathy to learners and staff
- Be accessible to learners with diverse needs and diverse backgrounds
- Take personal responsibility for classroom procedures, activities, and outcomes
- Be able to work independently and collaborate effectively as part of a team
- Be organized and timely
- Be creative and innovative in instruction
- Be flexible to meet changing needs

- Follow all relevant policies and procedures
- Be committed to continuous personal and program improvement and lifelong learning

### **Qualifications and Requirements**

A Bachelor's degree or higher in Education, Adult Education, the subject to be taught, or a closely related field of study is preferred. A degree in an unrelated field of study is acceptable with commitment from the individual and the program to ensure quality professional development is completed.

Local programs and sponsoring institutions have the authority to require higher minimum qualifications if desired but cannot permit lower qualifications without waivers from the state.

### **Expectations and Professional Development**

Instructors will attend any required training related to the position. Instructors will engage in the minimum number of hours of ongoing professional development required by the state or by the local program, whichever is higher. Instructors will optionally attend statewide meetings, based on individual and program decisions.

### **Reporting Structure**

This role is likely to report directly to the Program Director or Assistant Director.

This role is not likely to supervise other staff members. A head Instructor might supervise other Instructors, depending on the internal structure of the program.

# Kansas Adult Education Role Description

## Data Specialist

### Role: Data Specialist

*Position Type: Administrative*

#### Possible Job Titles

- Administrative Coordinator
- Data Clerk
- Data Manager
- Data Specialist
- Information Specialist

This is not an exhaustive list of all possible job titles.

#### Number of Positions

Programs are strongly encouraged to have at least one dedicated Data Specialist. However, these duties can be performed by one or more staff members who also have other roles with the program.

#### Time Devoted to Responsibilities

Ideally, at least one staff member will devote 100% of weekly hours to this role.

A single staff member with the dual roles of Data Specialist and another position is expected to devote a minimum average of 25% of weekly hours performing the functions of the Data Specialist.

Multiple staff members with dual roles are expected to devote the weekly hours necessary to fulfill the functions of the Data Specialist, which may vary by local program depending on the number of staff in this role.

#### Responsibilities

Data Specialists are primarily responsible for:

- Entering data in the state data management system, including
  - Learner names and demographics
  - Assessment scores, as applicable
  - Hours of attendance
  - Participant outcomes
  - Other data points as needed
- Verifying accuracy of data
- Actively seeking resolution to issues or questions involving data
- Assisting with local program reports, as requested by program leadership
- Keeping program data records and files organized, updated, and secure
- Ensuring program data records and files are maintained for at least the minimum number of years required by federal and state policy
- Protecting the privacy and confidentiality of adult learners in accordance with FERPA and other relevant regulations



- Protecting the privacy and confidentiality of Adult Education staff
- Promoting a safe and supportive learning environment and complying with rules and regulations related to safety and security
- Treating all adult learners and Adult Education staff in a fair and equitable manner
- Nurturing and sustaining a culture of collaboration, trust, and learning
- Helping develop and enhance program processes for the smooth functioning of the program
- Using technology as appropriate to carry out duties
- Understanding the mission and purpose of Kansas Adult Education and of the local program
- Understanding the general history and position of Adult Education and the potential for supporting adults in obtaining educational and career goals
- Maintaining knowledge of state and local program policies and procedures related to data collection, entry, and reporting
- Continually updating and increasing understanding of relevant federal, state, and local policies and procedures and ensuring program adherence to these guidelines
- Assisting with program outreach, as assigned
- Attending relevant training and maintaining updated knowledge of the state data management system
- Engaging in other training as assigned
- Communicating and collaborating effectively with relevant personnel
- Performing other duties as assigned

### **Characteristics**

The person(s) in this role must:

- Have excellent attention to detail
- Be highly organized
- Have strong multitasking abilities
- Have excellent time management skills
- Have the ability to anticipate and meet deadlines
- Be able to anticipate problems and seek solutions
- Scrupulously follow all relevant policies and procedures
- Demonstrate empathy to learners and staff
- Have the desire to help and support others
- Be able to work independently and collaborate effectively as part of a team
- Be able to work with a diverse population
- Be able to learn quickly
- Be flexible to meet changing needs
- Be responsible
- Be committed to continuous personal and program improvement and lifelong learning
- Have basic tech skills and willingness to increase such skills

### **Qualifications and Requirements**

At minimum, a Data Specialist must have a high school diploma or equivalency, with an Associate degree or higher preferred. The individual(s) must be organized, detailed, and committed to accuracy.

The Data Specialist(s) must have, or must obtain immediately upon hire, deep understanding of privacy

and confidentiality laws, regulations, and requirements; understanding of federal and state statutes and regulations concerning the collection and reporting of data; and understanding of the flow of data at the local, state, and federal level.

Local programs and sponsoring institutions have the authority to require higher minimum qualifications if desired but cannot permit lower qualifications for this role.

### **Expectations and Professional Development**

The Data Specialist(s) will attend any required training related to the position. The Data Specialist(s) will engage in the minimum number of hours of ongoing professional development required by the state or by the local program, whichever is higher. The Data Specialist(s) will optionally attend statewide meetings, based on individual and program decisions.

### **Reporting Structure**

This role is likely to report directly to the Program Director or Assistant Director.

This role is not likely to supervise other staff members. However, a head or chief Data Specialist or Office Manager/Coordinator might supervise other Data Specialists, depending on the internal structure of the program.

# Kansas Adult Education Role Description

## Career Navigator

### **Role: Career Navigator**

*Position Type: Counselor*

#### **Possible Job Titles**

- Career Coach
- Career Navigator
- College and Career Counselor
- Educational Navigator
- Student Success Coach
- Student Support Specialist

This is not an exhaustive list of all possible job titles.

#### **Number of Positions**

Programs are strongly encouraged to have at least one dedicated Career Navigator. However, these duties can be performed by one or more staff members who also have other roles with the program.

#### **Time Devoted to Responsibilities**

Ideally, at least one staff member will devote 100% of weekly hours to this role.

A single staff member with the dual roles of Career Navigator and another position is expected to devote a minimum average of 50% of weekly hours performing the functions of the Career Navigator.

Multiple staff members with dual roles are expected to devote the weekly hours necessary to fulfill the functions of the Career Navigator, which may vary by local program depending on the number of staff in this role.

#### **Responsibilities**

Career Navigators are primarily responsible for:

- Establishing positive and trusting relationships with learners
- Meeting with learners regarding academic progress
- Working with learners in the development and tracking of learner goals for education and career
- Tracking student attendance, progress, and participation in career and educational pathways
- Providing information to learners about targeted career and educational pathways
- Assisting learners with career research and planning, employment searches, internships, and job placements
- Understanding barriers students may encounter, including barriers for nontraditional students and culturally and linguistically diverse students
- Assisting learners in navigating educational systems, including access to accommodations as needed

- Facilitating transition to credit courses and connecting learners to student services, academic services, and other support programs
- Assisting learners in developing tools for self-advocacy, self-awareness, and internal accountability, as well as other metacognitive skills
- Tracking learner outcomes after exit, as appropriate
- Assisting with learner retention and follow-up
- Connecting learners with appropriate supportive services and collaborating with community partners to develop student support networks and referrals
- Coordinating with educational and workforce partners to expand, enhance, and maintain opportunities for Adult Education learners
- Establishing and maintaining effective partnerships with multiple stakeholders to leverage strengths and circumvent limitations in the delivery of services
- Assisting with program outreach to potential learners and to potential partners
- Finding creative solutions to problems while staying within the parameters of good practice
- Thinking of long-term solutions for desired outcomes
- Protecting the privacy and confidentiality of adult learners in accordance with FERPA and other relevant regulations
- Promoting a safe and supportive learning environment and complying with rules and regulations related to safety and security
- Treating all adult learners and Adult Education staff in a fair and equitable manner
- Nurturing and sustaining a culture of collaboration, trust, and learning
- Assisting program leadership with program planning, incorporating input from learners and potential learners for program improvement
- Using technology as appropriate to carry out duties
- Understanding the mission and purpose of Kansas Adult Education and of the local program
- Understanding the general history and position of Adult Education and the potential for supporting adults in obtaining educational and career goals
- Continually updating and increasing understanding of relevant federal, state, and local policies and procedures and ensuring program adherence to these guidelines
- Engaging in relevant training, including seeking additional professional development opportunities as needed
- Communicating and collaborating effectively with relevant personnel
- Performing other duties as assigned

### **Characteristics**

The person(s) in this role must:

- Have the desire to help and support others
- Be highly motivated to turn ideas into reality
- Be accessible to learners with diverse needs and diverse backgrounds
- Be responsible
- Be creative
- Be able to develop realistic goals
- Consistently follow through to complete assignments
- Be able to work independently and collaborate effectively as part of a team
- Be flexible to meet changing needs

- Model professional behavior, dress, actions, and attitudes for learners
- Scrupulously follow all relevant policies and procedures
- Demonstrate empathy to learners and staff
- Be committed to continuous personal and program improvement and lifelong learning

### **Qualifications and Requirements**

At minimum, a Career Navigator must have an Associate degree, with a Bachelor's degree or higher preferred. The individual(s) must be empathetic, highly motivated, and eager to support learners with diverse needs. The Career Navigator(s) must have, or must obtain immediately upon hire, the ability to advise adult learners to navigate college and career opportunities, connections with partners to support learners, and knowledge of area educational pathways.

Local programs and sponsoring institutions have the authority to require higher minimum qualifications if desired but cannot permit lower qualifications for this role.

### **Expectations and Professional Development**

The Career Navigator(s) will attend any required training related to the position. The Career Navigator(s) will engage in the minimum number of hours of ongoing professional development required by the state or by the local program, whichever is higher. The Career Navigator(s) will optionally attend statewide meetings, based on individual and program decisions.

### **Reporting Structure**

This role is likely to report directly to the Program Director or Assistant Director.

This role is not likely to supervise other staff members. However, a head or chief Career Navigator might supervise other Career Navigators, depending on the internal structure of the program.

## Kansas Adult Education Role Description

### Administrative Assistant

#### **Role: Administrative Assistant**

*Position Type: Administrative*

#### **Possible Job Titles**

- Administrative Assistant
- Front Desk Personnel
- Intake Personnel
- Program Assistant
- Receptionist
- Support Staff

This is not an exhaustive list of all possible job titles.

#### **Number of Positions**

Programs are strongly encouraged to have at least one dedicated Administrative Assistant. However, these duties can be performed by one or more staff members who also have other roles with the program or with the sponsoring institution.

#### **Time Devoted to Responsibilities**

Ideally, at least one staff member will devote 100% of weekly hours to this role.

Multiple staff members with dual roles are expected to devote the weekly hours necessary to fulfill the functions of the Administrative Assistant, which may vary by local program depending on the number of staff in this role.

#### **Responsibilities**

Administrative Assistants are primarily responsible for:

- Greeting visitors and directing them to appropriate personnel or resources
- Providing general program information to potential learners, community partners, and other stakeholders
- Assisting learners with enrollment and other intake forms or information
- Assisting with learner assessment, as assigned
- Assisting with learner retention and follow-up, as assigned
- Answering incoming calls, taking messages, and transferring calls to the relevant department or individual
- Maintaining an organized and welcoming entry area
- Coordinating meeting times and locations as needed, ensuring efficiency and minimal scheduling conflicts
- Maintaining electronic and physical filing systems, ensuring security and easy retrieval of documents

- Assisting with data entry, record-keeping, and maintenance of records in compliance with departmental policies and procedures
- Disseminating announcements, memos, and other communications to relevant parties within the department
- Assisting with program outreach, as assigned
- Ordering, receiving, and distributing office supplies as needed
- Coordinating maintenance and repair services for office equipment and program facilities as needed
- Protecting the privacy and confidentiality of adult learners in accordance with FERPA and other relevant regulations
- Protecting the privacy and confidentiality of Adult Education staff
- Promoting a safe and supportive learning environment and complying with rules and regulations related to safety and security
- Treating all learners, staff, and visitors in a fair and equitable manner
- Nurturing and sustaining a culture of collaboration, trust, and learning
- Helping develop and enhance program processes for the smooth functioning of the program
- Using technology as appropriate to carry out duties
- Understanding the mission and purpose of Kansas Adult Education and of the local program
- Continually updating and increasing understanding of relevant policies and procedures and ensuring program adherence to these guidelines
- Engaging in relevant training, including seeking additional professional development opportunities as needed
- Communicating and collaborating effectively with relevant personnel
- Performing other duties as assigned

### **Characteristics**

The person(s) in this role must:

- Be welcoming and respectful to all learners, staff, and visitors
- Be courteous and professional
- Be accessible to learners with diverse needs and diverse backgrounds
- Have exceptional communication skills
- Be highly organized and timely
- Have strong multitasking abilities
- Have strong administrative skills
- Have excellent attention to detail
- Have the desire to help and support others
- Have solid technology skills and familiarity with office equipment
- Be able to work independently and collaborate effectively as part of a team
- Be flexible to meet changing needs
- Be willing to assist with additional tasks as needed
- Consistently follow through to complete assignments
- Follow all relevant policies and procedures
- Be committed to confidentiality and discretion in handling sensitive information
- Demonstrate empathy to learners and staff
- Be committed to continuous personal and program improvement and lifelong learning

**Qualifications and Requirements**

At minimum, an Administrative Assistant must have a high school diploma or equivalency, with an Associate degree or higher preferred. Education or certification in office administration is preferred. Administrative support experience, especially in an educational or customer service setting, is preferred. The individual(s) must be friendly, organized, and adaptable. The Administrative Assistant(s) must be able to communicate clearly and effectively, maintain privacy and confidentiality, and support the program in functioning smoothly for the support of learners and the community.

Local programs and sponsoring institutions have the authority to require higher minimum qualifications if desired but cannot permit lower qualifications for this role.

**Expectations and Professional Development**

The Administrative Assistant(s) will attend any required training related to the position. The Administrative Assistant(s) will engage in the minimum number of hours of ongoing professional development required by the state or by the local program, whichever is higher. The Administrative Assistant(s) will optionally attend statewide meetings, based on individual and program decisions.

**Reporting Structure**

This role is likely to report directly to the Program Director or Assistant Director.

This role is not likely to supervise other staff members. However, a head or chief Administrative Assistant or Office Manager/Coordinator might supervise other Administrative Assistants, depending on the internal structure of the program.



# Kansas Adult Education Role Description

## Paraprofessional

### Role: Paraprofessional

*Position Type: Paraprofessional*

#### Possible Job Titles

- Classroom Aide
- Paraprofessional
- Support Staff
- Teacher's Aide
- Teaching Assistant
- Tutor

This is not an exhaustive list of all possible job titles.

#### Number of Positions

Programs might or might not have one or more Paraprofessionals. This might change from year to year as program needs evolve.

#### Time Devoted to Responsibilities

Paraprofessionals are likely to devote 100% of weekly hours to this role. However, it is possible one or more individuals might have the dual role of Paraprofessional and another role with the program and will devote the weekly hours necessary to fulfill the functions of the Paraprofessional.

#### Responsibilities

Paraprofessional responsibilities might vary greatly, depending on the specific needs of the program. Example duties are below.

- Providing one-on-one academic support to learners
- Providing group support in a classroom setting under the guidance and supervision of an Instructor
- Providing assistance with technology to learners or staff
- Assisting with front-desk duties
- Assisting with administrative tasks
- Serving as a liaison between the program and learners or other stakeholders
- Translating or interpreting written materials
- Translating or interpreting in conversation or in oral presentations
- Assisting with program outreach, as assigned
- Collecting and providing feedback for program improvement
- Assisting with learner retention and follow-up, as assigned

This is not an exhaustive list of all possible responsibilities.

#### Characteristics

The person(s) in this role must:

- Have the skills necessary for the assigned tasks
- Have the desire to help and support others
- Be willing and eager to learn
- Be able to follow policies and procedures
- Maintain confidentiality and be discreet in handling sensitive information

### **Qualifications and Requirements**

Qualifications may vary depending on the responsibilities of the role. A Paraprofessional must have, at minimum, a high school diploma or equivalency. Local programs and sponsoring institutions have the authority to require higher minimum qualifications if desired but cannot permit lower qualifications for this role without waivers from the state.

### **Expectations and Professional Development**

Paraprofessionals will engage in any required training related to the position and will engage in the minimum number of hours of ongoing professional development required by the state or the local program, whichever is higher. Paraprofessionals are likely to work closely with a supervisor for ongoing training.

### **Reporting Structure**

This role might report to an Instructor, a Program Leader, or another staff member.

This role does not supervise other staff members.