

Instructions for Reporting Highly Qualified Paraprofessionals

Who Should Be Reported?

Report the total FTE for all Title I instructional paraprofessionals currently employed in your supervisory union at the time you submit the data, regardless of the age or grade level of the students being served. Title I instructional paraprofessionals who should be reported include:

- ALL instructional paraprofessionals in schoolwide Title I programs.
- ALL instructional paraprofessionals funded in whole or in part with Title I money in targeted-assisted Title I schools.

When reporting Title I instructional paraprofessionals, please remember that:

- There is no “grace period” for any Title I instructional paraprofessional to meet Highly Qualified Paraprofessional (HQP) requirements. This includes special education instructional paraprofessionals and substitute instructional paraprofessionals. All Title I instructional paraprofessionals must be highly qualified at the time of hire.
- There are no exemptions for “substitute” or “temporary” Title I instructional paraprofessionals. If a paraprofessional is in a Title I funded instructional paraprofessional position, that paraprofessional should meet the requirements for HQP regardless of the length or permanence of employment. These individuals should be included if they are currently employed.
- There are no exemptions for “teaming” with another HQP instructional paraprofessional or with an HQT teacher.

Paraprofessionals that should be reported include:

- All special education paraprofessionals who meet the definition of Title I instructional paraprofessional.
- All Title I instructional paraprofessionals who work for a EEE program.
- All Title I instructional paraprofessionals who are employed off-site, such as a paraprofessional who provides services to eligible private school students.
- Title I paraprofessionals who have both instructional and non-instructional duties must be reported as Title I instructional paraprofessionals. For example, a Title I funded special education paraprofessional whose primary duty is assisting a student with personal care but who also helps with the student’s academic needs is considered to be an instructional paraprofessional and should be reported. (HQP Instructions and Definitions)
- Title I instructional paraprofessionals working solely as translators or who only conduct parental involvement activities should be reported. They must have a high school

Contact Information:

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diploma or its equivalent, but they do not have to meet the additional requirements. For example, a Title I funded paraprofessional who serves as a translator or who conducts parental involvement activities (such as a home school liaison) is considered to be a Title I instructional paraprofessional and should be reported. However, in these instances only, the paraprofessional only needs a high school diploma or the equivalent to be considered HQP.

Notes on Funding Sources

When determining if instructional paraprofessionals are funded with Title I monies, note that:

- CFP or Consolidated Federal Program, is the consolidated application and funding process for Titles I, IIA, III, and IV funds. Title I funds are a component of the CFP process. “CFP” is not synonymous with “Title I.” Therefore, an instructional paraprofessional paid through CFP funds is not necessarily a Title I instructional paraprofessional. You will need to know which of your instructional paraprofessionals are paid with targeted assistance Title I funds and/or which of your schools receive schoolwide Title I funds.
- School Improvement Grant funds are considered Title I funding.

Who Should Not Be Reported?

The following paraprofessionals should not be reported:

- Title I instructional paraprofessionals who have been or will be employed during the current school year but who are not currently employed.
- Instructional paraprofessionals providing services in targeted-assisted Title I schools who ARE NOT funded in whole or in part with Title I money.
- Paraprofessionals whose entire duties are non-instructional, such as a cafeteria assistant or a personal care assistant.

How to Determine HQP Status

Although Local Education Agencies (LEAs) may choose to have higher standards than the federal requirements or choose to require that all paraprofessionals meet the HQP requirements, only report the HQP status of paraprofessionals who meet the federal definitions of Title I instructional paraprofessional and Highly Qualified Paraprofessional.

Title I Instructional Paraprofessionals

To be defined as a Title I instructional paraprofessional, a paraprofessional must perform one or more of the following functions:

1. Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
2. Assist with classroom management, such as by organizing instructional materials,
3. Provide instructional assistance in a computer laboratory,
4. Provide instructional support in a library or media center, or
5. Provide instructional support services under the direct supervision of a teacher.

AND fall into one of the following funding categories:

1. All instructional paraprofessionals in schoolwide Title I programs regardless of the age of the students being served.
2. Instructional paraprofessionals funded in whole or in part with Title I money in targeted-assisted Title I schools regardless of the age of the students being served.

Note: Title I instructional paraprofessionals working solely as translators or who only conduct parental involvement activities must have a high school diploma or its equivalent, but they do not have to meet the additional requirements (see below).

Highly Qualified Paraprofessionals (HQP)

HQP status is determined at the local level. The following are the minimum federal requirements for Title I instructional paraprofessionals to achieve HQP status:

1. All Title I instructional paraprofessionals must have a high school diploma or its recognized equivalent.
2. In addition, Title I instructional paraprofessionals must also have:
 - a. Completed at least 2 years of study (defined as a minimum of 48 credit hours) at an institution of higher education; or
 - 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, mathematics; and
 - ii. Knowledge of and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.
3. The latter option (II-C) may be fulfilled through standardized assessments such as ParaPro or The ParaEducator Learning Network, or through a locally-developed portfolio process. LEAs may also choose to accept comparable HQP documentation from other school districts or states.

Title I Targeted Assistance School

A targeted assistance school is one that receives Title I, Part A funds yet is ineligible or has chosen not to operate a Title I schoolwide program. The term "targeted assistance" signifies that the services are provided to a select group of children – those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards – rather than for overall school improvement, as in schoolwide programs.

Title I Schoolwide Program

A schoolwide program permits a school to use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the

school in order to raise academic achievement for all the students. This contrasts with a Title I targeted assistance program, through which Title I, Part A funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet State standards.