

Paraprofessional

Position Type: Full-time | Location: Detroit, MI | Compensation: Salary commensurate with experience.

Michigan Hispanic Collaborative (MiHC) is hiring an excellent, mission-driven Paraprofessional to support high school student engagement, belonging, routines, and follow-through in the Everything to Win classroom. This role is for someone who brings both heart and discipline: a steady, culturally responsive relationship-builder who helps students feel seen, respected, capable, and ready to make strong decisions about their futures.

About MiHC and Everything to Win

MiHC exists to economically empower first-generation students and young professionals by helping them build the knowledge, relationships, confidence, and support needed to move from aspiration to opportunity.

Everything to Win (ETW) is MiHC's postsecondary decision-making infrastructure. ETW helps students recognize their strengths, understand their options, build critical competencies, and make informed decisions about life after high school, including college, credentials, training, military or service, career pathways, and employment with advancement potential.

ETW is not a single class, workshop, coaching program, or handoff. It is a structured, team-based model that connects classroom learning, coaching, family engagement, post-secondary planning, college success, future pathways, career exposure, and long-term economic mobility. MiHC is building a consistent, scalable, outcomes-focused model grounded in purpose, clarity, and follow-through.

How We Work: One Team

No part of the student journey is outside the work. If a student's decision, barrier, or next step affects their future, it belongs to the team.

This does not mean every person does every task. It means every team member understands the full student journey, makes warm handoffs, communicates across roles, and does not treat student barriers as someone else's problem.

About the Role

The Paraprofessional supports ETW classroom implementation by helping students stay connected to learning, reinforcing routines, supporting behavior and engagement, and building trusted relationships. This is not a passive classroom support role. The Paraprofessional is an active member of the ETW team and helps make the classroom experience real, consistent, and meaningful for students.

This role works closely with Innovative Learning Educators, College Access Coaches, Future Pathways Coaches, College Success Coaches, families/caregivers, school staff, and the broader ETW team so students experience coordinated support rather than disconnected programs.

The Paraprofessional helps create a classroom environment rooted in belonging, consistency, respect, and high expectations. The role requires patience, strong follow-through, cultural responsiveness, and the ability to support students who may be frustrated, disengaged, overwhelmed, or testing boundaries.

The Kind of Team Member We Are Looking For

Students already bring talent, culture, intelligence, resilience, and ambition. They do not need adults who lower expectations or give up when students struggle. They need steady, trusted adults who can help them re-engage, regulate, participate, and build confidence.

The right person is reflective, curious, consistent, patient, culturally responsive, and committed to excellence. This is not "good intentions" work. It requires presence, judgment, humility, organization, and the ability to support students with dignity while reinforcing expectations.

The strongest candidates understand that behavior is communication — and that students need both structure and care.

What You Will Do

- Support Innovative Learning Educators in creating a classroom environment rooted in belonging, consistency, respect, and high expectations.
- Help students engage in ETW lessons, activities, reflection, projects, discussions, and classroom routines.
- Provide individual and small-group support when students need help with focus, behavior, confidence, organization, participation, or follow-through.
- Support classroom routines, transitions, materials, attendance, technology, and logistics so learning time is protected and the classroom runs smoothly.
- Build trusted relationships with students and help identify barriers that may affect learning, attendance, engagement, behavior, or future planning.
- Support students who are frustrated, disengaged, overwhelmed, or testing boundaries by helping them return to the learning environment with dignity and accountability.
- Reinforce the idea that every student can build the habits, relationships, confidence, and decision-making skills needed for life after high school.
- Coordinate with ILEs and the broader ETW team so student concerns are communicated, addressed, and supported through warm handoffs.
- Participate in planning meetings, student-support conversations, professional development, family nights, field trips, Cafecitos, and other ETW activities as needed.
- Help ensure students experience MiHC as one coordinated team, not as separate adults working in isolation.

What You Bring

- Mission-driven commitment to educational equity, economic mobility, and student success.
- High school diploma or equivalent required.
- Some college, associate degree, youth development training, paraprofessional experience, classroom experience, or relevant professional/lived experience preferred.
- Experience working with youth, classrooms, mentoring, coaching, community programs, after-school programs, student support, or related work preferred.
- Experience supporting first-generation students, low-income students, Latino students, immigrant families, multilingual families, and/or students from under-resourced communities preferred.
- Strong ability to build trust with students while maintaining clear expectations and boundaries.
- Ability to support students with patience, consistency, and dignity, including students who may be disengaged, frustrated, overwhelmed, or testing limits.
- Strong communication skills with students, educators, families/caregivers, school staff, and partners.
- Ability to work collaboratively with Innovative Learning Educators, coaches, families/caregivers, school partners, and the broader ETW team.
- Strong organization, reliability, and follow-through.
- Commitment to working as part of a coordinated team.

Strongly Preferred

- Spanish-English bilingual ability.
- Experience in a high school setting.
- Experience supporting classroom engagement, behavior, routines, or student participation.

- Experience with culturally responsive, trauma-aware, restorative, or relationship-centered student support.
- Personal or professional connection to first-generation, Latino, immigrant, or under-resourced communities.
- Familiarity with Detroit, Southwest Detroit, Western International High School, or communities MiHC serves.

Core Competencies

Relationship-centered student support; cultural responsiveness; calm, steady presence; high follow-through; clear communication; strong organization; student advocacy; classroom support; behavior and engagement support; team collaboration; problem-solving and resourcefulness; curiosity and continuous improvement; accountability with warmth; ability to help students re-engage with dignity and confidence.

What Success Looks Like

Students experience MiHC as one coordinated team and leave the classroom clearer, more confident, and better supported.

- Students feel seen, respected, and capable in the ETW classroom.
- Students participate more fully in lessons, activities, reflection, projects, and discussions.
- Students who are frustrated or disengaged are supported back into learning with dignity and accountability.
- ILEs are better able to teach because the Paraprofessional is actively supporting engagement, routines, and student needs.
- Student concerns are communicated clearly and addressed through warm handoffs with the broader ETW team.

Role Fit

This role is for a proactive, steady, relationship-centered team member who does not sit back and wait to be told what to do. The strongest candidates notice student needs, support classroom routines, communicate clearly, follow through, and help students keep moving with dignity and confidence.

They understand that supporting students is not passive work. It requires attention, consistency, patience, and the belief that every student has talent and potential.

Why This Work Matters

MiHC's promise is that students should not have to navigate complicated systems alone. Through Everything to Win, students build the competencies, confidence, and support they need to make informed decisions about life after high school.

The Paraprofessional helps make that promise real in the classroom: helping students engage, participate, regulate, reflect, build confidence, and stay connected to the work.

Paraprofessional helps ensure that talent translates into opportunity.

How to Apply

Please email your resume and a short, role-specific statement of interest to openroles@mihc.org. Selected candidates will be contacted for a screening conversation.

MiHC is an equal opportunity employer and encourages applications from candidates whose lived and professional experiences reflect the communities we serve.