



# **EDUCATION**

**& HUMAN DEVELOPMENT**

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**AT**

# **Cañada College**

**Request for Instructional Aide II**

**Part-time | Permanent**

# EDUCATION & HUMAN DEVELOPMENT

## **Early Childhood Education**

- Early Childhood Education Certificate of Achievement
- Inclusion Support Certificate of Achievement
- Multilingual Learners Teacher Certificate of Achievement (pending)
- AS-T in Early Childhood Education
- AA-T in Child and Adolescent Development

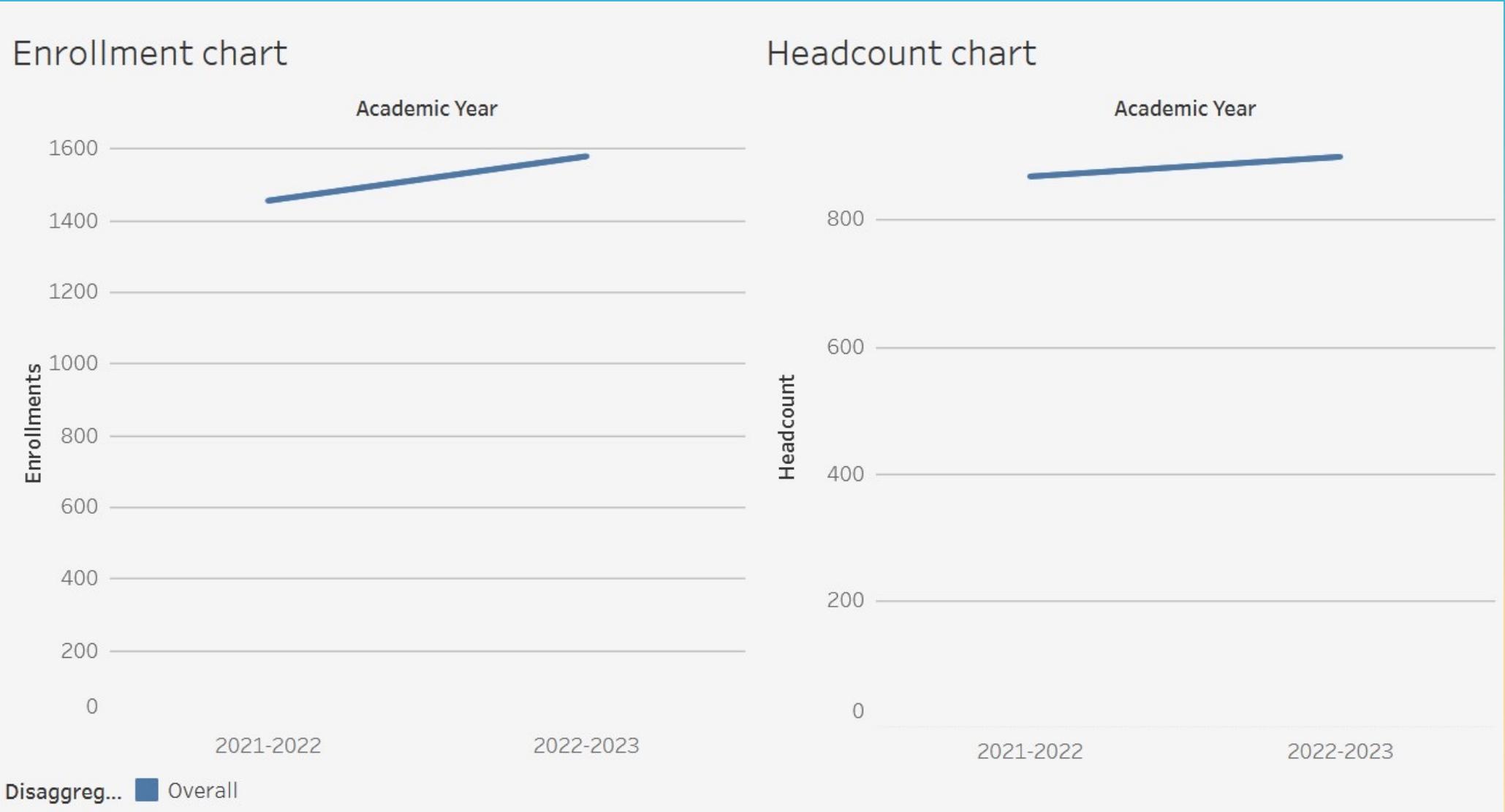
## **Education**

- Youth and After School Certificate of Achievement (in revision)
- AA-T in Elementary Education

## **Human Services**

- Human Services Paraprofessional Certificate of Achievement (pending)
- AA-T in Social Work and Human Services

# ENROLLMENT



# ENROLLMENT

## Enrollment

Disaggregation	Second Disaggregation	Academic Year	
		2021-2022	2022-2023
Overall	Overall	1,454	1,578

## Headcount

Disaggregation	Second Disaggregation	Academic Year	
		2021-2022	2022-2023
Overall	Overall	868	899

# EQUITY

## Equity & Disproportionate Impact

### Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
Asian	2022-2023	18.0	6.9%	15.1%	-8.2%	23.1%
Black - Non-Hispanic	2022-2023	12.0	4.6%	2.6%	2.0%	28.3%
Hispanic	2022-2023	149.0	57.1%	40.1%	17.0%	8.0%
Multiraces	2022-2023	11.0	4.2%	6.5%	-2.3%	29.5%
Unknown	2022-2023	20.0	7.7%	4.2%	3.5%	21.9%
White Non-Hispanic	2022-2023	39.0	14.9%	24.1%	-9.1%	15.7%

# EQUITY

## Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Asian	2022-2023	47.0	95.7%	72.3%	23.4%	14.3%
Black - Non-Hispanic	2022-2023	26.0	76.9%	72.3%	4.6%	19.2%
Hispanic	2022-2023	300.0	67.3%	72.3%	-5.0%	5.7%
Multiraces	2022-2023	15.0	86.7%	72.3%	14.3%	25.3%
Unknown	2022-2023	53.0	79.2%	72.3%	6.9%	13.5%
White Non-Hispanic	2022-2023	76.0	77.6%	72.3%	5.3%	11.2%

## Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Asian	2022-2023	47.0	4.3%	12.5%	-8.3%	14.3%
Black - Non-Hispanic	2022-2023	26.0	3.8%	12.5%	-8.7%	19.2%
Hispanic	2022-2023	300.0	12.7%	12.5%	0.1%	5.7%
Multiraces	2022-2023	15.0	6.7%	12.5%	-5.9%	25.3%
Unknown	2022-2023	53.0	15.1%	12.5%	2.6%	13.5%
White Non-Hispanic	2022-2023	76.0	13.2%	12.5%	0.6%	11.2%

\*NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/7/2023 2:54:24 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

# 2022-2023 PILOTS

Fall 2022 | Embedded Tutor in collaboration with Learning Center

- Embedded in one course
- Assistance available via office hours at Learning Center
- Subject-matter and writing support
- English only

Spring 2023 | Student Assistant with support from Strong Workforce

- Embedded in two courses
- Assistance available via appointment w/supervision of EHD faculty/staff
- Subject-matter and translation support
- Spanish-English

Fall 2023 | Student Assistants with support from Strong Workforce

- Assistance via appointments w/supervision from EHD faculty/staff
- Subject-matter and translation support
- Spanish-English

# GRADUATE SURVEY ILO ASSMNT SPRING 2023

During my time at Cañada College, I have improved my ability to convey my ideas confidently, both orally and in writing.

Program of Study	Median Ranking
Early Childhood	100
Interdisciplinary Studies	93
Business, Accounting, Economics	83
Social Sciences	78
Interior Design	70
STEM	52

# CONCLUSIONS

As part of an HSI, the Education and Human Development Department serves a significant number of native Spanish-speaking English Language Learners.

Observations from faculty, staff, and students of pilot supports (i.e., embedded tutor, student assistants) suggest that translation support that clarify subject matter and course processes are the most effective in helping students access content, feel more included and valued in our classes, persist in their classes, as well as perceive their education as meaningful and beneficial.

- Our bilingual assistants/tutors were the ones most often approached by students for support, in comparison to assistants/tutors who were English-only speakers.
- Equitable access to subject-matter content improved with translation support for clarification, supervised tutoring that was culturally and linguistically respectful and appropriate.

**REQUEST:** Permanent part-time Instructional Aide II with a general background in Child Development/Education or equivalent experience, to assist with clarification of subject matter content and academic processes; supervised tutoring; support in connecting with other campus resources; other duties listed under the position such as attending meetings, assisting with curriculum preparation and organization of materials, supporting faculty with technology-enhanced courses, test proctoring when needed, and supervising student assistants.

# INSTRUCTIONAL AIDE II

## From SMCCCD General Position Description:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:02ad719d-bec1-3692-bb9a-9b0b8a1ac131>

### A. General Statement

This is paraprofessional work involved with assisting faculty in the delivery of classroom instruction and/or laboratory teaching. Under direction, the employee performs a variety of preparatory work and planning, and at the direction of faculty prepares materials for use in the classroom and/or laboratory. Public contact is extensive and primarily includes students, faculty and staff, but can also include vendors and staff from other educational institutions and agencies for the purpose of exchanging subject matter and procedural information. A high degree of independent judgment and creativity is required to resolve a wide variety of minor and occasional major problems that may arise. Consequences of errors in judgment can be costly in public relations and employee time; however, supervisory controls are available to limit the risk of serious error. An Instructional Aide II differs from Instructional Aide I by the scope of assignments, including tutoring responsibilities (without close faculty supervision), and level of required subject-matter expertise. An Instructional Aide II can perform a wide variety of classroom and laboratory duties within the scope of the classification. An Instructional Aide II can direct the work of Instructional Aide I staff, clerical staff, and student assistants as assigned.

### C. Requirements

1. A Bachelor's degree, preferably in the applicable designated subject area
2. Successful work experience of increasing responsibility, preferably in a classroom or laboratory setting, that has included tutoring students
3. Demonstrated skills in respectful, sensitive communication with people of diverse cultures, language groups and abilities
4. Experience with directing the work of others
5. Skill in oral communication, including public speaking
6. Skill in written communication
7. Experience with research, compiling data for and preparation of statistical, narrative, and other reports
8. Skill in multi-tasking, prioritizing workloads, and working independently
9. Skill in the use of a variety of computer software to prepare correspondence and reports from rough draft
10. Skill in setting up and maintaining online and manual files

OR

An equivalent combination of education and experience

# SALARY SCHEDULE

Full-time | We are requesting **part-time permanent**

- **Instructional Aide I**

<b>Grade</b>	<b>Step</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
16	Ann	56052.00	58956.00	61788.00	64788.00	68304.00	71736.00
	Mon	4671.00	4913.00	5149.00	5399.00	5692.00	5978.00
	Hrly	28.74	30.23	31.69	33.22	35.03	36.79

- **Instructional Aide II**

22	Ann	64788.00	68304.00	71592.00	75216.00	79140.00	83124.00
	Mon	5399.00	5692.00	5966.00	6268.00	6595.00	6927.00
	Hrly	33.22	35.03	36.71	38.57	40.58	42.63

C6143 Bookstore Operations Assistant

C6151 Child Development Center Aide III (Master)

C6069 Document Management Specialist

C6048 Instructional Aide II

C6194 Math Instructional Aide II (STEM)