LAS POSITAS COLLEGE

Range 45 (handwritten)
Position Request # 12 (handwritten)

Division/ Unit: BSBA

Position Classification Requested: Early Childhood Professional Development Coordinator

Please indicate if this is a request for / to:

☐ Fill a currently vacant position *(Must attach District job description; see Sharon Davidson for assistance)*
☐ Increase of an existing position *(Must attach District job description; see Sharon Davidson for assistance)*:
  from: ☐ 9, ☐ 10, ☐ 11 month to: ☐ 10, ☐ 11, ☐ 12 month
  from: _____ % to: _____ %
☒ New position *(Must attach proposed job description)*:
  # of 40 hours per week, # of 12 months per year

For accurate figures in the box below, requestor must see Sharon Davidson (ext. 1632).

			NOTE
Estimate Increase/ Proposed Annual Salary Cost: (assume step 1 for vacant position)	$ 59,259.96	*59,260*	**Full time** – 20 (.50%) to 40 (1.00%) hours per week
Estimate Benefits Cost: (40% of salary) *(50 handwritten)*	$ 29,629.98	*29,630*	**Regular Hourly** – 18 (.45%) hours or less per week
Total Cost for Position:	$ 88,889.94	*88,890*	

SD 10/21/14 (handwritten)

Justification:
Why is this position necessary?

This position has been grant funded for 13 years and the grant sunsets in June, 2016. This position provides vital support to students in Early Childhood Education. The Professional Development Coordinator does outreach and support for learning communities, helps early childhood students to understand and then apply for State permits and to meet state licensing requirements, completes ECD student education plans, helping students to meet one of the three requirements for the student success act. This position is in many ways the face of the Early Childhood Department for students.

What educational programs or institutional purposes does this position support? How does the request relate specifically to your Program Review, the College's Strategic Plan, and Accreditation Recommendations?

This position supports the Early Childhood Development program. Moving this position from a grant funded one to a permanent position has been part of the department's goals for several years and has been in our program review since 2011. This position directly supports the College's strategic plan by helping students to understand, navigate and meet career/workforce requirements. Additionally, it helps students to more seamlessly understand ECD-specific academic planning so they can meet certificate, degree and transfer goals more quickly. This position relates to Accreditation recommendations by providing vital feedback from both students and statewide regulatory agencies to the program coordinator and faculty about student needs for incorporation in both department planning and student learning outcomes.

Where will the individual work? To whom will the person report? Are there any special equipment/ facilities needs not already budgeted?
The person will work in the Early Childhood Department and will report to Dyan Miller the Dean of BSBA. There are no special equipment or facilities.

What is the consequence of not funding the position?

The two full-time faculty cannot absorb the duties currently held within this position. Therefore, much of the ECD-specific student advising and applying for required state permits will be unmet. This will impact our students ability meet workforce demand. We may need to stop our learning communities, which have been successfully supporting a variety of students to overcome the traditional barriers to degree attainment (meeting English and Math requirements).

What alternative approaches have been considered in meeting the programmatic demands of this request?

Although there has been some discussion it is unclear that faculty can meet these needs, which is why the original grant was developed. There are no other positions within the department that can take on these tasks.

How will the campus community (students, staff, faculty, and community) be positively impacted by filling this position?
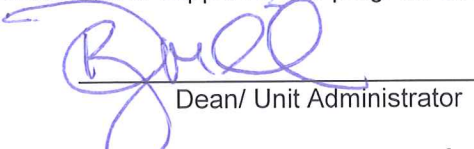
The college as a whole benefits from the FTES generated by the large number of ECD students overall. This position is a key support to those ECD students, helping them to meet student success requirements through completion of ECD student education plans and advisement. The Tri-Valley early childhood education community is positively impacted because more ECD students are successful in meeting the requirements and receiving State permits because of this position. Through the leadership of this position, our learning communities are helping more students to complete degree and transfer requirements. The faculty and students in ECD are positively impacted because this position stays abreast of changing workforce needs and requirements, helping our coursework remain relevant.

What other personnel currently provide support to this program and these students?

No other personnel provide this specific kind of support to this program and ECD students.

Signatures:

_____	_____	_____
Requestor	Dean/ Unit Administrator	Vice President

Completed requests are _due_ to your division Dean by the end of business on October 13. After review at the Division meeting on October 15, please forward to your respective Vice President. Completed requests are due to the Administrative Services Office by October 22; requests will be presented by your Dean at the Resource Allocation Committee (RAC) meeting on November 6.

Early Childhood Development Professional Development Coordinator (#3CHU09)

The Chabot-Las Positas Community College District is seeking an Early Childhood Development Professional Development Coordinator for Las Positas College in Livermore. This position requires in-depth knowledge of Early Childhood Community College courses and systems, Early Childhood training opportunities and training options, local and statewide quality improvement initiatives and assessments, the Curriculum Alignment Project, the Child Development Permit Matrix, the California Early Childhood Mentor Program, and the Child Development Training Consortium. The coordinator will work collaboratively with college faculty, center director and student services. The position works collaboratively with the ECD faculty and reports to the Dean.

Assignment
The position is Full-time, Monday through Friday, 8:00 a.m. - 5:00 p.m., 12 mo/yr, work schedule may include occasional evenings and weekends. Employment will begin July 2015.

Salary
The salary is $4,938.33/mo (Range 45, Step 1).

Minimum Qualifications
Education and Experience: Bachelor's Degree in Early Childhood Education or related field required and five (5) years experience at the Community College level or as an Early Childhood trainer

OR an **equivalent combination of education and experience which indicates possession of knowledge, ability and skills to perform assigned duties.

Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students, including those with physical and/or learning disabilities.

Knowledge of: General office technology; database skills; team problem solving; highly effective interpersonal relations and communications skills; current professional business practice and procedures; business development, operations, and planning; CA Child Development Permit, and quality rating and assessment tools.

Ability to: Understand and articulate the college requirements for Early Childhood Certificates and AA/AS-T Degree and the requirements of the Child Development Permit Matrix; understand college requirements for general education courses for an AA/AS-T Degree; collaborate with college ECD faculty to provide students with appropriate and accurate ECD education plans to meet their educational goals; manage deadlines; work in a team and group problem solving.

Skills in: Organizational skills and ability to work with a minimum of supervision; excellent written and oral communication skills; detail oriented and taking initiative; business operations including customer relations, planning and reporting, grant and budget management, establishing and maintaining internal and external relationships; community outreach skills.

Desirable Qualifications

- MA degree in ECE or related field
- Bilingual/bi-literate in Spanish

Duties and Responsibilities

- Monitor and track emerging needs and trends in ECD training, including cross discipline education, collaborative training programs, and recent research in best practices for ECD and related fields;
- Identify institutional barriers within the college system which limit recruitment, professional advancement or retention of ECD staff and providers;
- Recommend to the ECD faculty modifications and/or expansion of courses and programs to overcome identified barriers;
- Conduct research to identify resources necessary to address ECD training and professional development needs, including potential funding sources, partnerships with professional organizations and community training agencies, expansion of existing and/or addition of new college courses, etc.;
- Maintain currency and develop collaborations with appropriate organizations, including First Five Alameda County, the local child care planning council, CA Early Education and Support Division (EESD), resource and referral agencies, Child Development Training Consortium, and the CA Early Childhood Mentor Program.

Specific Activities

1. Develop relationships with students to enhance access for all populations
2. Maintain a calendar of ECD course offerings and workshops
3. Create ECD-specific student plans and connect students to academic supports
4. Manage the department book loan program
5. Monitor and track student progress toward educational goals
6. Monitor, track, and report student success rates in learning communities to the college and community partners
7. Partner with campus Business Services in development and tracking of grant budgets
8. Conduct classroom and community presentations on the ECD program and CA workforce requirements
9. Support students in applying for permits, certificates, scholarships, and other professional development opportunities
10. Collaborate with Student Services regarding changes in the early childhood field and ECD program
11. Develop opportunities to support student leadership
12. Maintain information on organizations and services available to ECD students and providers in the College service area
13. Develop and maintain current data on training needs and opportunities for ECD students
14. Monitor and report to ECD faculty on student and workforce needs for course offerings
15. Review student transcripts for eligibility for child development permits and course substitution requests
16. With ECD faculty and Child Development Center Director, support efforts to optimize student learning and experiences in the lab
17. Monitor revenue opportunities for pilot courses or program modifications
18. Collaborate with other college disciplines in the creation and oversight of ECD learning communities to increase the success rates for completion and transfer
19. Plan and conduct ongoing outreach and recruitment for the ECD program
20. Serve on campus committees

Address Inquiries and Applications To

Contact Us

CLOSING DATE FOR APPLICATIONS:
~~September 22, 2008, 5:00 p.m.~~

POSTMARKS NOT ACCEPTABLE

The Application Process
The following must be submitted as a complete packet:

1. Official District Classified application form (pdf) for: Early Childhood Development Professional Development Coordinator use position code (#3CHU09).
2. Cover letter addressing qualifications for the position.
3. Resume of all professional preparation and experience.
4. College transcripts (unofficial copies may be submitted for application purposes; however, official copies must be submitted before hiring.) Degrees earned outside the United States must have a US evaluation (course by course) of the transcripts and must be submitted with the application.
5. Equal Opportunity Employment Questionnaire. (Optional).

**Applicants applying under the "Equivalent" provision must provide details (on their own paper) that explain at time of application how their academic preparation is the equivalent of the degree listed above.

Other extraneous materials will not be considered.

Application Review Process
Applications from regular and probationary employees of this District will be reviewed prior to applications from the general public.

Selection Procedures
Applicants are evaluated by the appropriate manager and a review committee. Applicants determined to be the most qualified for the position will be invited for an interview at their own expense

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Class Specification

EARLY CHILDHOOD DEVELOPMENT PROFESSIONAL DEVELOPMENT COORDINATOR

Definition

This position requires in-depth knowledge of Early Childhood Community College courses, Early Childhood training opportunities and training options, the Child Development Permit Matrix, the Professional Growth Plan for the permits, the California Early Childhood Mentor Program, the Child Development Training Consortium and the Alameda County Child Development Corps and Alameda County Children and Families Commission. The coordinator will work with college faculty and student support systems, collaborate with Early Childhood Development (ECD) and family support communities to identify and promote resources for improving professional development and delivery systems in Alameda County.

Representative Duties

1. Monitor and track emerging needs and trends in ECD training, including cross discipline education, collaborative training programs, and recent research in best practices for ECD and related fields.

2. Work closely and coordinate with the Career Advisory System housed at Child Care Links an Alameda County Resource and Referral agency and other appropriate organizations.

3. Identify institutional barriers within the college system which limit recruitment, professional advancement or retention of ECD staff and providers.

4. Recommend to the College immediate and short term modifications and/or expansion of courses and programs and initiate a minimum of two (2) pilot courses or program modifications to overcome the identified barriers.

5. Conduct research to identify resources necessary to address ECD training and professional development needs, including potential funding sources, partnerships with professional organizations and community training agencies, expansion of existing and/or addition of new college courses, etc.

6.   Develop and present a final report, which documents short and long-term recommendations for the College's role in improving the recruitment, education and retention of professionals in ECD and related disciplines in Alameda County.

7.   Consistently and systematically collaborate with all appropriate organizations, including R & R's, CAEYC, Child Development Training Consortium, ECE Mentor Program, and Alameda County Children and Families Commission.

Specific Activities:

1.   Introduce the program to College Departments including Student Counseling Services.

2.   In coordination with Child Care Links Career Advisory System:

   a.   Review and update resource data on all organizations and services available to ECD students and providers in the College service area.
   b.   Develop and begin implementation of a public information and outreach campaign on the Child Development Permit Matrix.
   c.   Develop and publish a database of local Professional Growth Advisors.
   d.   Develop schedule for monthly meetings of staff from Child Care Links and the College.

3.   Work with the Alameda County Child Development Corps staff to:

   a.   Assist in developing Corps 2000 seminars and 2001 Orientation seminars.
   b.   Provide information and conduct outreach/recruitment at each seminar.
   c.   Participate in Corps 2001 as consultant to the Technical Advisory Committee.
   d.   Ensure that a minimum of 2 staff/faculty are trained as Corps Advisors and are available to Corps applicants a minimum of ten hours per week during enrollment time.
   e.   Publicize the Corps in college classes, newsletters, events, etc.

4.   Develop and submit plan and timeline for data collection and research on training needs and barriers (literature review, consultation with students, interviews with Child Development Corps members and staff, college faculty, community-based training and professional organizations, etc.). Coordinate the plan with similar work conducted by the Career Advisory System.

5.   In coordination with ECD department, develop a minimum of two pilot courses or program modifications to address barrier's identified from preliminary research, Child Development Corps evaluations, and student requests (e.g., course with instruction in language other than English, expanded community-based training program, tutorial program, expanded mentoring, increased program assessment training, etc.)

Coordinate with College Outreach Coordinator to:

6.   Plan and conduct ongoing outreach and recruitment for students from local high schools, the College, neighboring colleges and training organizations, and the community in general. Materials will include (but are not limited to):

   a.   handouts, brochures and/or videos explaining the Child Development Permit Matrix and its requirements (for work in both child care centers and family child care homes)
   b.   written information on ECD classes, workshops and other training activities available to center-based and home-based providers
   c.   written referrals to local Professional Growth Advisors
   d.   publicity on the ECD and Professional Development Program through the College catalogue, newspaper, website and other information dissemination activities.
   e.   Written information about the Career Advisory System.

7.   Complete assessment of systemic barriers and development of recommendations for long-term changes within the college and in collaboration with other training and community/professional organizations, including a focus on:
   a.   Cross-discipline training and practice
   b.   Recruitment and professional advancement of ECE practitioners
   c.   Maximizing resources through system and program coordination and collaboration.

8.   Collaborate with the Children and Families Commission to ensure cross-discipline training information is developed and distributed:

   a.   Maintain a calendar of ECD course offerings and workshops to be included in the Every Child Counts' cross-discipline calendar
   b.   Distribute calendar to ECD faculty and students
   c.   Update and maintain appropriate sections of the East Bay Child Development Articulation Database

MINIMUM QUALIFICATIONS

Knowledge of:

1.   General office technology;

2.   Team problem solving;

3.   Highly effective interpersonal relations and communication skills;

4.   Current professional business practice and procedures;

5.   Business development, operations, and planning;

6.   Child Development Permit.

Ability to:

1.   Understand and articulate the college requirements for Early Childhood Certificates and AA Degree and the requirements of the Child Development Permit Matrix;

2.   Understand college requirements for general education courses for an AA Degree;

3.   Collaborate with college Deans and Administrators to provide students with appropriate and accurate education plans to meet their educational goals;

4.   Manage deadlines;

5.   Team work and group problem solve.

Skills in:

1.   Organizational skills and ability to work with a minimum of supervision;

2.   Excellent written and oral communication skills;

3.   Attention to detail and take initiative;

4.   Business operations including customer relations, planning, establishing and maintaining internal and external relationships.

Education and Experience

A Bachelor's Degree in Early Childhood Education or related field required and five (5) years experience at the Community College level or as an Early Childhood trainer or coordinator of Early Childhood training opportunities or as a Professional Growth Advisor or Child Developmet Corps Career Advisor OR an equivalent combination of education and experience which indicates possession of knowledge, ability and skills to perform assigned duties.

NOTE: This class specification is not necessarily all-inclusive in terms of work detail.