



Non-Instructional Position Request Form  
2015-2016

Range 34

2015-13

*This request process is to be used only for new classified and administrative positions (full or partial).*

*The entire college community is welcome to submit requests.*

**Title of Position Requested:** Early Childhood Specialist

**Division/ Unit:** BSBA/ECD

**Please attach a current or proposed District job description and indicate if this is a request for / to:** (for assistance, contact College Admin. Asst. at x1632)

X New position:

Replacing a position that the Child Development Center had three years ago  
# 40 hours per week, # of 10 months per year.

Increase a existing funded position:

from: 9, 10, 11 month to: 10, 11, 12 month

from: Click or tap here to enter text.% to: Click or tap here to enter text.%

. # of Click or tap here to enter text. hours per week, # of Click or tap here to enter text. months per year.

New categorically funded position: (will be presented as information only & not ranked)

# of Click or tap here to enter text. hours per week, # of Click or tap here to enter text. months per year.

**Justification:**

1. For background- please briefly summarize the position: what it does, where it works, to whom it reports, & list what other personnel are in this unit.
  - The Early Childhood Specialist works as a teacher within the Child Development Center.
  - The Early Childhood Specialist reports to the Director of the Child Development Center but also works closely with the instructors in expectations for college students working in the center for laboratory placements and other course assignments.
  - The Specialist serves as a model teacher for Early Childhood Development(ECD) students in their lab placements and assignments, providing the opportunity for students to witness and carry out practice that is consistent with the knowledge and theories learned within the college coursework.
  - The position also is the lead within the classroom in supporting and mentoring students through their experiences and assignments within the lab, in coordination with the instructor.
  - The Early Childhood Specialist is the lead within the classroom in providing a child-centered, developmentally appropriate program for children, families, and students.
  - Students witness the Specialist's intentionality in creating an environment that fosters children's development and dispositions towards learning.
  - The Specialist also has student workers within the classroom to guide and collaborate with in carrying out the functions necessary within the classroom. The Director is the supervisor of all employees within the center.
  - The State Department of Education - California Credentialing requires a Master Teacher Permit for this work. This permit requires a specific level of education and experience..
  
- a. Give some historical perspective of the changing workload over a 3-5 year period:
  - The Center has been in operation for 4 years
  - The Children's enrollment from the year 2012-2013 to 2014-2015 has increased by 43%
  - The first two years in operation there were three full-time Educational Specialists.

The third Specialist provided the support teaching needed for the two children's classrooms.

- The third year due to budget constraints the Center operated with one Specialist per room (two in total), with student workers providing the support staff.
- The two children's classrooms were available for college student's lab placements because the teaching staff met the Title V staffing requirements throughout the day.
- The fourth year of operation a third classroom was opened, due to increased enrollment, but without a full-time specialist the classroom is not usable by college students.
- There are over 446 declared ECD majors (fall 2014) – Due to the large number of students three classrooms are needed to adequately carry out their laboratory requirements.
- A long awaited goal of having funding for a larger number of LPC student's children to attend the center was made possible with The Gen2 grant, that was generously provided by the Porta family. The department is continually looking for additional sources to compliment this funding.
- The funding contributed to the opening of a third classroom but it can't be filled to capacity without an Early Childhood Specialist being hired.
- There are children on the waiting list that can't be served at this time because of limited staffing.
- If the position were filled the enrollment would bring in revenue to counteract the costs of the position.
- The workload needed to provide consistency with the children and to serve the college student's needs requires this position.
- The past administration looked at the Child Development Center as a Business and the department has been working hard the past few years to adjust the perception of the Child Development Center as an educational entity that has an instrumental role in the education and training of Early Childhood students.
- Currently, discussions and presentations have affirmed the Child Development Center's role as a complementary educational contributor to the development and education of Early Childhood college students.

**Workload unit 1=:Student Usage of Child Development Center> 2013-2014: 153 students with experiential lab required. 2014-2015: 200 students Change over that time is 23.5 %**

2. How will this position have a positive impact on the following (briefly include excerpts from your Program Review or other)-

#### Administrative Unit Annual Program Review for the Child Development Center (2014-2015)

The Goals of the Child Development Center are the following:

- 1) *Strive toward sustainable levels of enrollment and staffing to maintain quality instruction and learning;*
- 2) *Demonstrate developmental gains for children in all domains;*
- 3) *Establish family-school partnerships in the child's education;*
- 4) *Provide opportunities for observation and participatory laboratory experience to support the college students' learning outcomes; and*
- 5) *Develop the knowledge, skills, and dispositions of the future early childhood professional workforce.*

What are the Staff Development needs for the Academic Year 2015-2016

*The Center is in need of a permanent full-time ECD Specialist for the additional classroom opened in Spring 2015 for the additional enrollment influx from 2GenFund scholarship students, subsidized students, faculty & staff, and community families. An ECD Specialist is needed in order to train laboratory-placed practicum students for graduation and degree certification.*

*Center growth limited by staffing: Without additional conscientiously planned staffing the Center cannot grow. The Center needs to hire teachers to comply with regulations and to maintain quality. The timing of hiring versus funding is a challenge.*

*Director needed in classrooms: Currently, the Director is counted in the classroom ratio to be compliant with regulations. This is a very costly way to meet required staffing, and it prevents the Director from doing additional planning, marketing, and fundraising.*

### **Instructional Program Review**

In support of this position the Program Review stated, "The Child Development Center serves as the practical work site for our students. It is imperative that the Center, Administration, and District value the role of the center in the education of Early Childhood Development students. The center serves as a lab comparative to other disciplines, necessary in providing a comprehensive education for future educators. It is also essential that policies, procedures, and decisions are planned thoughtfully so that the impact of such decisions does not tarnish our college's relationship with families or ECD students which will ultimately affect their trust with our services and program."

- The Early Childhood Specialist would enable the department to provide students with the practical comprehensive educational experience need to cultivate skills required in their future employment

### **Planning Program Update 2015-2016**

"CA has created statewide competencies for early childhood educators." In order for the large number of students within our discipline to develop the skill-based competencies, an Early Childhood Specialist needs to be hired

The update also expressed the desire to "continue to support efforts to optimize student learning and experiences in the lab". In order for the large number of students within the discipline to successful attain the student learning outcomes within our lab a full-time Educational Specialist. needs to be hired.

### **Correlation with Planning Priorities (2014-2015)**

The Focus Goals of Excellence, Completion, and Equity are supported through the hiring of this position  
Excellence – The hiring of an Early Childhood Specialist enhances student learning.

Completion – The hiring of an Early Childhood Specialist supports the completion of certificates and degrees in a timely manner.

Equity – The hiring of an Early Childhood Specialist demonstrates equity by showing evidence in decision-making that the Early Childhood student's lab experience is being supported comparatively with other disciplines, with consideration for the staffing required and mandated to carry out their educational function.

### **Support for the Curriculum**

A majority of our students are not working in the field and their Child Development Center experience is crucial in attaining their course SLOs. The following are just a few of the course SLOs that require lab experience and instruction.

ECD 63 (Curriculum) – *Design and implement developmentally appropriate curriculum based on observation and assessment of young children to support play and learning in the developmental domains.*

ECD 95 (Work Experience) – *Complete and implement objectives that improved the child's learning environment*

ECD 90 (Supervised Experience) - *Critically assess one's own teaching experiences to reflect and guide practice*

### **Accreditation**

Fluidity and accessibility in attaining certificates and degrees would be improved by having the third classroom available for lab placements. Presently the limited part-time staffing does not meet this need. In 2014-2015 there were 446 declared ECD majors and 130 granted certificates. The Early Childhood department is a major contributor towards meeting Institutional Set Standards. This position would support the attainment of these goals.

The Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges seeks to witness "educational quality and institutional effectiveness." Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges." *Accrediting Commission for Community and Junior Colleges*. N.p., Sept. 2012. Web. 9 Sept 2015. <<http://www.accjc.org/>>. Hiring this position enhances our ability to carry out both of these missions.

Funding of the Early Childhood Specialist position supports the following standards:

Standard I.A.3 that states, "the mission decides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. "

*Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.*

- Certificates, degrees, and student learning competencies are supported with the hiring of an additional Early Childhood Specialist.

Standard III.A. Human Resources that states, "the institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training and experience to provide and support these programs and services."

- Employing the Educational Specialist upholds the needed expertise needed for college students' educational experience within the Center and to create quality education and services for children and families.

3. What other alternatives have been considered in lieu of this position to meet programmatic demands?

- The Director needs to be in the children's classroom, which restricts her from carrying out managerial, outreach, staff development, and enrollment responsibilities.
- A variety of part-time specialists could be hired, which is not appropriate for children's continuity of care or for program quality that is needed for our institutional reputation and educational goals

4. What is the consequence of not funding this position?

- Title V accreditation requirements would not be met in order for the room to be utilized for college student usage.
- Fewer students would be able to complete their educational goals and may seek other institutions.
- The education within the children's classroom would not complement the college coursework taught within the discipline.
- Early Childhood state competencies for educational programs would be compromised.
- The children's continuity of care throughout the day would be lacking.

5. Has this position or a similar position been presented to RAC previously and in what years? Explain.

The Early Childhood Specialist positions were initially proposed to RAC prior to opening the center. (2010-2011) The past Administration approached the Child Development Center as a business and we have continually promoted our academic role within the Early Childhood department. At the August 18<sup>th</sup> Board meeting the Child Development Center Update was presented by the LPC administration, and the academic focus was strongly included. We are now looking to RAC to restore the needed Early Childhood Specialist position in order to provide quality educational programming for children, families, and ECD college students.

**For accurate costs below, requestor must contact College Admin. Asst. in the LPC Office of Administrative Services (ext. 1632).**

Estimate Increase/ Proposed Annual Salary Cost: Step 5	\$ 38,341.70	38,733	<b>**NOTE**</b> Full time = 20-40 hrs. per week or 50%-100%. Regular Hourly= 18 hrs. or less per week (<50%).
Estimate Benefits Cost: (50% of salary)	\$ 19,366.65	19,366	

Total Cost for Position:

\$ 57,708.35

58,099

Reviewed by & Date 9/21/15 SD  
College Administrative Assistant, Office of Administrative Services

Emailed response received by Sharon Davidson 9/10 7:21am

**Important request deadlines for 2015/2016 (subject to change):**  
Mon., Sept. 14, 2015 request to Division Dean by end of business  
Wed., Sept. 16, 2015 presented at Division Meeting  
Fri., Sept. 18, 2015 due in Administrative Services Office with VP signature  
Thu., Oct. 1, 2015 deans will present to Resource Allocation Committee

**Signatures:**

Carinna Calvo      9/11/2015  
Requestor                      Date Submitted

**Reviewed by:**

[Signature]      [Signature]  
Dean/ Unit Administrator      Vice President

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## Class Specification

### EARLY CHILDHOOD SPECIALIST

#### Definition

This is a position in the Chabot College Children's Center. This position requires in-depth knowledge of child growth and development from 0-6 years. The position requires a knowledge of planning and implementing a developmentally appropriate program for the appropriate age group within a specific classroom. (Infants, Toddlers and Pre-Schoolers). The position requires an ability to work in a team with one or more additional teachers while also monitoring adult students, AmeriCorps volunteers, and Work Study students. The position requires meeting the needs of children and families within the Center policies and guidelines. Under direct supervision of Center Director.

#### Representative Duties

- I. Classroom Environment
  - A. Has input in identifying, defining and implementing a developmentally appropriate age level classroom.
  - B. Following the responsibility for planning the indoor and outdoor environments which are: safe and secure, prevent accidents and illness, encourages play and exploration, promotes problem solving and learning, is developmentally appropriate, promotes growth in all areas, reflects children's interests and learning styles and meets children's individual needs.
  - C. Supervises and directly interacts with children in a warm and positive manner.
  - D. Ensures the program reflects the backgrounds, experiences and cultures of the children and families enrolled.
  - E. Develops and implements conflict management and problem solving strategies with children.
  - F. Models appropriate adult/child interactions for students, volunteers and parents.

2. Parent Interaction

- A. Welcomes new families into the program, recognizing the parent as the child's first teacher. Establishes a partnership with the parents.
- B. Maintains open communication with parents daily upon arrival and departure.
- C. Seeks parent participation when needed and appropriate.
- D. Meets with parents twice a year to discuss child's progress.
- E. Makes two home visits a year with each family following Head Start guidelines.

3. Administrative Duties

- A. Maintains all children's files to include: enrollment forms, medical forms, child's history, parent education or training forms, child and parent's rights, child abuse reporting, emergency information, consent for medical treatment, accident, illness and incident reports, home visit and conference reports and any other required documents.
- B. Monitor students, volunteers, parents and Work Study sign in/out sheets weekly.
- C. Provides input into student and volunteer evaluation.
- D. Reads and approves ECD student activity plans and provides feedback to students.
- E. Responsible for monthly attendance sheets following State and Head Start guidelines and monthly data and attendance records to the Center Director.
- F. Maintains a list of maintenance repairs and needed supplies and equipment.
- G. Maintains child's individual learning plans, portfolios, and assessment according to program, State, and Head Start guidelines. Makes appropriate referrals when necessary and appropriate.
- H. Attend staff training and staff meetings.

MINIMUM QUALIFICATIONS

Knowledge of:

1. Techniques and methods of child supervision and care
2. First aid and safety requirements
3. Universal precautions for prevention of transmission of bloodborne illnesses.
4. Awareness of hygienic practices to avoid spread of disease.

Ability to:

1. Follow all policies, procedures and guidelines established by the program, funding agencies and the College.
2. Understand professional issues and the need for incorporating code of conduct in educational practice.
3. Maintain confidentiality regarding personal information about children and families and Center staff.
4. Promote advocacy for children and families.
5. Develop a professional growth plan to identify goals and training appropriate within the child development permit matrix.
6. Lift children weighing up to 50 pounds
7. Stand for extended periods of time
8. Handle stressful situations with persons who may be irate or upset at times
9. Establish and maintain cooperative working relations with children, parents and staff
10. Learn and understand the procedures, functions and requirements of the Children's Center Program
11. Effectively interact with persons of diverse socio-economic and ethnic backgrounds
12. Use current technology-based curriculum approaches



Education and Experience:

1. AA Degree in Child Development, Early Childhood Education or related field. Three (3) post-secondary semester units in Infant Development required for Infant/Toddler programs.
2. At least two years as supervisor or teacher in charge of classroom for preschool age children. At least two years' experience in development of curriculum and implementation of all program elements related to the running of a quality classroom for preschool age children.
3. Completion of at least 16 hours of pediatric CPR/First Aid; currently certified and qualified to administer CPR/First Aid to children as required by licensing under Title 22.
4. Involved in activities of a professional organization.
5. Must be eligible for and apply for Master Teacher level of Child Development Permit Matrix.

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

Adopted by the Board of Trustees on 7/11/00  
Revised: 7/11/00  
Effective: 7/1/00  
Job Family: Tech-Paraprofessional)  
(p:/Early Childhood Specialist)