



Non-Instructional Position Request Form
2015-2016

2015-14

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.

ECD

Title of Position Requested: Professional Development Coordinator
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:

40hours per week, # of 12 months per year.

□ Increase an 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.%

□ 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 Professional Development Coordinator (PDC) has been a position at Las Positas for the past 14 years, provided by a grant from First 5 Alameda County; the grant sunsets in June, 2016. In the past there were 2.5 positions, this has gradually decreased to one person. The PDC provides vital support to students in Early Childhood Development. Specifically, the PDC completes ECD student education plans, helping students to meet one of the three requirements for the Student Success Act. The position does outreach and support for two learning communities, helps early childhood students to understand and then apply for State permits and to meet state licensing requirements. One of the learning communities focuses on supporting English Language Learning students, whom are primarily Spanish-speaking, in line with our status as a Hispanic serving institution.

Additionally, the PDC:

- Assists ECD students in navigating the college system, application, registration, pre-requisite waivers, and substitutions.
Outreaches to students to support their application for certificates and degrees
Collaborates w/other college departments to assure implementation and success of students in the learning communities
Processes students' Child Development Permits applications (State Certification required to work). The CA Commission on Teacher Credentialing (CTC) has granted permission/ authority to this position to evaluate transcripts and verify requirements for Child Development Permits. This process minimizes the time for approvals by the CTC and therefore supports students' work goals.
Works as a liaison between the college and the community; actively participates in local committees and associations related to the field of Early Care and Education.
Responds to calls and e-mails inquiring about the ECD program

The PDC reports to the Dean of BSBA, is housed in the ECD department and works collaboratively with ECD Faculty, Lab Director and staff, Child Development Training Consortium (CDTC) Coordinators, and the Mentor Coordinator to support students' education goals (for example, the book lending library, stipends for courses, etc.). This position is in many ways the face of the Early Childhood Department for early childhood students.

- a. Give some historical perspective of the changing workload over a 3-5 year period:

ECD students Headcount 2010: 816 students 2015: 819 students
Change over that time is 0.4 %

Number of Associate Teacher Certificates 2010:44 2015: 96
Change over that time is 118 %

Number of ECD AA Degrees 2010:17 2015:32
Change over that time is 88%

Number of Child development Permits Processed (outreach, advise and process)
2010: 71 2013:103
Change over that time is 45%

Note that while the head count increase is almost invisible, the rate of completion of certificates and AA Degrees has increased tremendously. ECD is the highest certificate-producing program at LPC. The PDC's role is directly impacting success and completion through the tasks described above.

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

The college as a whole benefits from the FTES generated by the large number of ECD students. 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. ECD certificates contribute strongly to the college's Institutional Set Standards. The Professional Development Coordinator is instrumental in informing students who have met the certificate and degree requirements of the application process, along with provision and submission of the forms. The Tri-Valley early childhood education community is positively impacted because more ECD students are successful in meeting job 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.

a. Program Review

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.

From the 2014 ECD Program Review,

For the past 7 years the PDC has supported our Latino ESL students through the organization and implementation of the ECD/ELL Learning Community. "Over the last 4 years the Latino population in our courses has increased by 12%. We have been able to offer specialized support services to some of our Latino students whose first language is Spanish through our First 5 grant. This grant will sunset in 15-16 and we need to make sure our services to this growing population of students don't drop as a result of this funding loss."

From the 2014 ECD Program Review, II. PROGRAM ANALYSIS, D. Human Resources,

"This position is key for support and outreach to our students. The position completes ECD learning plans, helps students understand and then apply for State teaching permits, does outreach and support for the ECD learning communities and is a liaison to both local and state advisory boards. This position will need to be replaced in fall 2016. A gap in hiring this position will affect a great number of students getting certificates and degrees who need clear ECD-specific guidance on requirements sequencing."

b. LPC Planning Priorities:

The PDC position aligns with the following 15-16 Planning Priorities

- **Provide necessary institutional support for curriculum development and maintenance.**

The PDC provides critical information on industry requirements so that the course outlines in the department are relevant and meaningful for the workplace.

- **Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.**

While the PDC does not develop processes, this position is key in providing information about the ECD student population as a whole, thereby assisting the faculty in assessing how best to improve student learning.

- **Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.**

Students receive assistance from the PDC from the time they first walk into the college until they receive a certificate, degree or transfer. PDC works in collaboration with Tutoring Center, Math, ESL and English departments to address the needs and barriers for ECD students to get a certificate, degree and transfer. PDC creates, implements and coordinates Learning Communities that have been effective in accomplishing the department and college goals, including the increase of number of certificates and degrees and transfer-readiness. One of our learning communities addresses the needs of the growing Hispanic population as they transition into college.

- **Establish regular and ongoing processes to implement best practices to meet ACCJC standards.**

“Standard II.B.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful and accurate information about relevant academic requirements, including graduation and transfer policies”.

In addition to the specific items listed in this standard, the ECD student needs advising about the State certification required for work and the alignment of such requirements with certificates and degrees issued by the college. LPC is one of the few colleges in CA that processes Child Development Permits. The PDC has been approved by CTC to sign VOCs. This makes it possible for our students to process their permit on campus and in less time. Furthermore, LPC has a contract with CDTC, an agency that subsidizes the cost of this certification.

“Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes”.

There is an increasing Hispanic population in Livermore, Dublin, and Tracy. ECD department acknowledged this change in demographics and implemented an ELL/ECD Learning Community, which is coordinated by the PDC. The ELL Learning Community has supported 3 cohorts since 2009, an average of 20 participants in each cohort. The current cohort has enrolled 33 students in the first ECD course. Additionally, the PDC subject-specific advising is especially supportive to students that the Student Equity Act is focusing upon – students of color and lower-income students.

“Standard II.B. The institution recruits and admits students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student’s pathway through the institutional experience is characterized by concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services”.

This position directly supports the College's mission by helping students to understand, navigate and meet career/workforce requirements. The PDC helps students to more seamlessly understand ECD-specific academic planning so they can meet certificate, degree and transfer goals more quickly. ECD course offerings and sequencing are not the same yearly; some courses are every three semesters, while others are every four, so the PDCs' familiarity with ECD sequencing is essential for students to move towards goals fluidly. PDC created and is currently coordinating the ELL/ECD Learning Community. The program includes the delivery of the core ECD courses bilingually (English-Spanish). PDC provides advising, one to one meetings to assess needs and create plans for each student's goals, referrals to campus and community resources. 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.

"Standard II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity".

The ECD department supports programs that open access to a diverse population such as the ELL/ECD Learning Community. The PDC coordinates two Learning Communities and holds meetings where all ECD students are welcome and encouraged to attend. The Learning Communities have promoted the building of an ECD community that includes students from different backgrounds, academic levels, languages, cultures, ages, etc.

c. Other requirements or needs detailed in Master Plans or accreditation

From p. 9 Overview and Demographics, Accreditation. "Education, training and library occupations," which do require a college degree or specialized training, will add 12, 730 jobs.

Research shows the first years are the foundation for brain development and future educational experiences. Local agencies and policymakers are pushing higher education levels for those who work with young children. The PDC supports those teachers coming back to school to get their AA Degrees and to transfer to a four-year college. In addition, the new CA Transitional Kindergarten program requires credentialed teachers to complete 24 ECD units.

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

It is clear that faculty cannot meet all the tasks of this position, which is why the original grant-funded position was developed. There are no other staff within the department that can take on these tasks. Some possible options are to give full-time faculty more re-assign time to absorb duties such as processing ECD-specific education plans and coordinating learning communities. We can also collaborate with counseling to support them in understanding the CA state permitting process to help ECD students with this job-specific need. But it truly requires full-time attention that is not available through other means.

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

The expertise of this position enables faculty to carry out their teaching load with focus and content specific support to students. 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 to meet workforce demands. It will likely lower the number of certificates awarded, due to limited ability for student outreach. As ECD is the largest certificate producer on campus, this will affect the College's accreditation set standard for certificate completion. 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) as well as specific support to English Language Learning students in ECD. This runs counter to the 3SP and Student Equity Acts.

5. Has this position or a similar position been presented to RAC previously and in what years? Explain. This position was presented to RAC in AY14-15 and was ranked 12th, not high enough to move forward.

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	\$ <u>74,367</u> <u>61,063</u>	**NOTE** 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)	\$ <u>37,184</u> <u>30,532</u>	
Total Cost for Position: to enter text.	\$ <u>111,551</u> <small>Click or tap here to enter text.</small> <u>91,595</u>	

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

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:

Nadiyah Taylor Sept 9, 2015
Requestor Date Submitted

Reviewed by:

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

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 2016.

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

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

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.

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 Development 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.

Adopted by the Board of Trustees February 20, 2001

Effective: January 22, 2001

Job Family: Tech-Paraprofessional

p:/ECDProfDevCoord