

NON-INSTRUCTIONAL POSITION REQUEST 2016-2017

Internal Use

#: 2016-15

Range 45
Step 5
(ana)

Requester Name: Nadiyah Taylor

SECTION 1: SUMMARY INFORMATION

Title of Position Being Requested:

ECD Professional Developemnt Coordinator

Indicate if this position or a similar position has been presented to RAC previously and in what years:

NON-INSTRUCTIONAL POSITION REQUEST: 2014-2015
NON-INSTRUCTIONAL POSITION REQUEST: 2015-2016

Position Will Reside in Division/Unit:

CATSS/ECD

A Current or Proposed District Job Description is attached:

Yes

No

The position is:

New

Number of Hours per Week: 40

Number of Months per Year: 12

Increase for an existing funded position

From: 9 10 11 Months

To: 10 11 12 Months

OR From: 55 % to 100 %

New Categorically funded position (information only; position not ranked)

Number of Hours per Week: _____

Number of Months per Year: _____

SECTION 2: JUSTIFICATION

Position Description/Function:

The Professional Development Coordinator's (PDC) description and functions include:

- Assistance with applying for certificates and degrees
- ECD's high numbers of certificates (a commendation noted in our recent accreditation visit) are very much tied to this position's time, relationships with students and ability to follow up with them
- Assistance with the matriculation process, admission application, registration, counseling appointments, withdrawals, and assessments
- Develops ECD plans and through referrals to counseling increases SEP plans; students understand their value as the next step in the seamless and streamlined path to meet academic and professional goals.
- Prepares pre-requisite challenge and course substitution request forms for ECD students. Forwards complete packet to Dean/Counseling
- Knows the college system well and makes timely and accurate referrals to academic counselors, Admissions & Records, Counseling, Financial Aid and other campus services
- Classroom presentations on work-based needs such as state licensure, required job permits, information on statewide trends;
- Facilitates workshops and trainings in the community to support continued Professional Growth requirements for those students currently in the workforce
- Referrals to agencies that translate and evaluate foreign degrees
- Process Child Development Permits, issued by the California Commission on Teacher Credentialing (CTC). For example in 15-16 processed 65 permit applications. The PDC is authorized by the CTC to verify completion, accelerating the timeline for students to obtain their permit, increasing employability
- Coordinates the Book Loan program, 96 students borrowed books in fall 2016
- Creation and managing of an ECD database to provide students with professional development and job placement opportunities
- Oversees two learning communities: ECD/ELL and ECD/MATH (earned statewide recognition). Duties include recruitment and coordination with the tutorial center, counseling, admissions and records, financial aid and the bookstore. Also works with community agencies, such as Livermore School District, Child Care Links (Resource and Referral Agency) and local Tri-Valley early childhood programs to recruit ECD students.
- Maintains flexible schedule to provide access to students during early morning, late evening and Saturday office hours, assisting them with their varied needs to support educational success.

Indicate To Whom Does this Position Reports:

CATSS Dean

List other Personnel in the Unit:

The PDC works collaboratively with the faculty, the teachers in the Child Development Center (CDC) and the CDC Director.

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

Example:

$$\begin{array}{rcl}
 \text{Workload unit 1} = \underline{\# \text{ Bio/Chem lab students/semester}} & > & \underline{2010} = \underline{900} \\
 & & \underline{2015} = \underline{1000} \\
 \text{Change over time is:} & & = \underline{11\%}
 \end{array}$$

$$\begin{array}{rcl}
 \text{Workload unit 1} = \underline{\text{Hours mtg. with students}} & > & \underline{2,015} = \underline{85} \\
 & & \underline{2,016} = \underline{110} \\
 \text{Change over time is:} & & = \underline{29}
 \end{array}$$

$$\begin{array}{rcl}
 \text{Workload unit 1} = \underline{\text{Hours processing permits}} & > & \underline{10} = \underline{10} \\
 & & \underline{11} = \underline{11} \\
 \text{Change over time is:} & & = \underline{13}
 \end{array}$$

Comments:

Number above are based on fall 15 & 16 (July to Sept only). The workload for the position has not changed dramatically since the 15-16 application; we are seeking replacement funding for this previously grant-funded position to make it full-time.

SECTION 3: LPC MISSION, MASTER PLAN, AND ACCREDITATION

LPC MISSION STATEMENT:

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

LPC PLANNING PRIORITIES:

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Indicate how this position will have a positive impact on the LPC's Mission and Planning Priorities:

College Mission: Coordinates the two learning communities (now institutionalized), which increase completion of AA Degrees/Transfer in ECD and certificates for ELL students. In support of career-technical education PDC processes state certification documents and plans educational and career pathways for ECD majors. The PDC will write ECD plans for 90-100 students in 16-17. This

Indicate how this position will have a positive impact on LPC's Educational Master Plan:

The PDC directly supports goals A & B of the plan. The PDC position, through programs such as the English Language Learner/ECD learning community, provides support to a diverse student population. The position assists students at the basic skills level through coordination of discipline specific tutoring and collaboration with the Tutorial Center. There is a direct focus on workforce

Indicate how this position will have a positive impact on Accreditation:

Accreditation standards II.A.1.a, II.B, II.B.3.d, and II.B.5 focus on using research to determine and then meet the diversity of students, recruitment of students and support through the academic pathway, enhancing student appreciation for diversity and academic advising, respectively. The PDC position is especially important to supporting student access and success. In reference to diversity,

SECTION 4: PROGRAM REVIEW AND IMPACT

Indicate how this position will have a positive impact on your Program Review:

the 15-16 ECD Program Review Update we were able to highlight several positive areas that benefitted students, all of which are connected to the work of the PDC. Specifically, we noted an 84% increase from 13-14 in ECD Associate teacher certificates awarded and a 300% increase in ECD Basic Teacher certificates awarded. There was also a 64% increase from 13-14 in ECD AA

Indicate other alternatives that have been considered in lieu of this position to meet programmatic demands:

We are requesting from RAC an increase of this crucial position from 55% to 100%. It is currently funded at 55% because First 5 Alameda County (the long time grantor for this position) agreed to pay for 45% of the position in 16-17 to provide continuity of services while the college worked to secure funds for full institutionalization. There is a chance First 5 will pay \$25,000 toward the position

Indicate the consequence of not funding this position:

The PDC has been a part of the LPC community for almost 16 years. We are requesting to expand funding from 55% to 100%. The support for students, the Child Development Center and ECD faculty has been based on the PDC working full time. A reduction to 75% (if outside funding is secured) or 55% (without outside funding) will mean a subsequent reduction in services to students

Non-Instructional Position Request, Fall 16, ECD

Responses to questions that may be cut off or too small because of the PDF.

Section Two: Position Description/Function

The PDC's description and function include:

- Assistance with applying for certificates and degrees
- ECD's high numbers of certificates (a commendation noted in our recent accreditation visit) are very much tied to this position's time, relationships with students and ability to follow up with them
- Assistance with the matriculation process, admission application, registration, counseling appointments, withdrawals, and assessments
- Develops ECD plans and through referrals to counseling increases SEP plans; students understand their value as the next step in the seamless and streamlined path to meet academic and professional goals.
- Prepares pre-requisite challenge and course substitution request forms for ECD students. Forwards complete packet to Dean/Counseling
- Knows the college system well and makes timely and accurate referrals to academic counselors, Admissions & Records, Counseling, Financial Aid and other campus services
- Classroom presentations on work-based needs such as state licensure, required job permits, information on statewide trends;
- Facilitates workshops and trainings in the community to support continued Professional Growth requirements for those students currently in the workforce
- Referrals to agencies that translate and evaluate foreign degrees
- Process Child Development Permits, issued by the California Commission on Teacher Credentialing (CTC). For example, in 15-16 processed 65 permit applications. The PDC is authorized by the CTC to verify completion, accelerating the timeline for students to obtain their permit, increasing employability
- Coordinates the Book Loan program, 96 students borrowed books in fall 2016
- Creation and managing of an ECD database to provide students with professional development and job placement opportunities
- Oversees two learning communities: ECD/ELL and ECD/MATH (earned statewide recognition). Duties include recruitment and coordination with the tutorial center, counseling, admissions and records, financial aid and the bookstore. Also works with community agencies, such as Livermore School District, Child Care Links (Resource and Referral Agency) and local Tri-Valley early childhood programs to recruit ECD students.
- Maintains flexible schedule to provide access to students during early morning, late evening and Saturday office hours, assisting them with their varied needs to support educational success.

**Section Three:
Impact on Mission and Planning Priorities**

College Mission: Coordinates the two learning communities (now institutionalized), which increase **completion of AA Degrees/Transfer in ECD and certificates for ELL students**. In support of **career-technical education** PDC processes state certification documents and plans educational and career pathways for ECD majors. **The PDC will write ECD plans for 90-100 students in 16-17. This work, in collaboration with Counseling, supports the college goal of increasing SEP plans provided.** PDC works cooperatively with tutoring center, counseling, admissions and records, financial aid, and the math department to support **student's success in Basic Skills, CTE and transfer courses**. Works with department coordinator to develop and institute discipline specific tutoring. PDC acts as a liaison between the students and faculty by communicating needs of students related to courses and scheduling to **provide appropriate educational opportunities for ECD students**.

Planning Priorities: Regarding curriculum process, through the connection to local and State agencies the PDC provides faculty with critical information on workforce requirements, helping to ensure that ECD courses are meaningful and relevant. Regarding expansion of tutorial services, the ECD/ELL learning community has embedded tutoring and the PDC coordinates the content-specific tutoring to all ECD students.

Section Three: Support for the Educational Master Plan

The PDC directly supports goals A & B of the plan. The PDC position, through programs such as the English Language Learner/ECD learning community, provides support to a diverse student population. The position assists students at the basic skills level through coordination of discipline specific tutoring and collaboration with the Tutorial Center. There is a direct focus on workforce readiness by helping students apply for required State permits. In support of Goal B, the PDC does outreach to K-12 schools, provides information to faculty so the program stays up to date on workforces needs and works in collaboration with local child development programs and the Tri-Valley ROP. For example, this year the PDC will conduct 2 classroom presentations to the Tri-Valley Regional Occupational Program, 2 presentations to Family Child Care Associations at Child Care Links, 1 outreach presentation to local child development centers, 1 outreach presentation to Tri-Valley Adult Schools, disseminate 100 ECD professional development guides to the community, and work with Tri-Valley One-Stop Career Center to host ECD-specific job fairs. All of this brings visibility to the strengths of the college. Another important dimension of PDC work is acting as college liaison to emerging educational and family support services, mental health, pedagogical research, regulatory changes, and community needs. The information gained by the PDC through collaboration with peers and national and statewide professional organizations contributes greatly to the planning and development of effective college programs.

Positive Impact on Accreditation

Accreditation standards II.A.1.a, II.B, II.B.3.d, and II.B.5 focus on using research to determine and then meet the diversity of students, recruitment of students and support through the academic pathway, enhancing student appreciation for diversity and academic advising, respectively. The PDC position is especially important to supporting student access and success. In reference to diversity, the Latino student population in ECD has grown from 34% in 2011 to 37% in 2015, which is higher than the 27% for the college overall. Since 2009 the PDC created and then coordinated the ELL/ECD learning community, which has provided bilingual classes, tutoring, textbooks and support services to 3 cohorts (over 100 students). 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. The two learning communities coordinated by the PDC have promoted the building of an ECD community that includes students from different backgrounds, academic levels, languages, cultures, ages, etc. Regarding

recruitment, retention and advising of students the PDC is really the face of the ECD department to students. The PDC conducts outreach to public high schools and child development programs in the area. The PDC meets in person with 160-170 students per month. This does not include the numerous calls and emails that are also fielded through this position. In 2015 the PDC did outreach, advisement and processing of over 65 permit applications. This position assists students with applying for certificates and degrees. ECD's high numbers of certificates (*a commendation noted in our recent accreditation report*) are very much tied to this position's time, relationships with students and ability to follow up with them.

The support and one-on-one advising that the PDC provides reduces time, frustration, and bureaucratic hurdles for students. Many ED students who are returning to college become discouraged as they try to navigate the myriad of systems within colleges, California licensing (Title 22 and Title 5), professional credentialing (Permit), employment requirements, courses that are transferable to four-year college, and other challenging processes. Without the PDC position, many ECD providers will drop out of college or take inappropriate courses, which in turn wastes time and money. *This field has unique requirements for the workforce (certification and permitting) that makes a point of contact crucial. Having this personal contact allows students from disproportionately impacted populations to access and successfully complete the program.* All of this serves the college and its interests.

Section 4: Program Review and Impact

Positive impact of position on your Program Review

In the 15-16 ECD Program Review Update we were able to highlight several positive areas that benefitted students, all of which are connected to the work of the PDC. Specifically, we noted an 84% increase from 13-14 in ECD Associate teacher certificates awarded and a 300% increase in ECD Basic Teacher certificates awarded. There was also a 64% increase from 13-14 in ECD AA degrees awarded in Early Childhood Development. The PDC goes into classes to help students apply for certificates and degrees. She processed over 60 permit applications to support work force requirements for hiring and ongoing professional development. 75 ECD students were served by our internal book loan program, coordinated by the PDC. This saved students approximately \$150,000 in textbook costs. The PDC began an ECD database to provide students with professional development and job placement information.

Indicate other alternatives that have been considered in lieu of this position to meet programmatic demands:

We are requesting from RAC an increase of this crucial position from 55% to 100%. It is currently funded at 55% because First 5 Alameda County (the long time grantor for this position) agreed to pay for 45% of the position in 16-17 to provide continuity of services while the college worked to secure funds for full institutionalization. There is a chance First 5 will pay \$25,000 toward the position for 17-18 if it is not fully funded by the college this year. This will mean that the PDC will have about a 75%-time position. This will mitigate some of the direst concerns about loss of service that were highlighted in past applications. In Spring 2016 the PDC provided 3 hours of direct training for ECD faculty and 3 counselors and provided them with a reference binder of important information.

Indicate the consequences of not funding this position:

The PDC has been a part of the LPC community for almost 16 years. We are requesting to expand funding from 55% to 100%. The support for students, the Child Development Center and ECD faculty has been based on the PDC working full time. A reduction to 75% (if outside funding is secured) or 55% (without outside funding) will mean a subsequent reduction in services to students that the faculty will not be able to pick up. The PDC provided training to ECD faculty and counselors in Spring of 16. However, we still don't have the same level of expertise as the PDC, nor the same amount of time. This will result in a lower level of service to students. It also happens that the current PDC, Ana, is a Spanish-speaking woman of

color who supports our bilingual students, helping to meet workforce demands for diversity and to support the college as a Hispanic Serving Institution.

The expertise of this position enables faculty to carry out their teaching load with focus and provides current workforce information so faculty can provide content specific support to students. When working full-time the PDC is a consistent presence in the department for students and administrators when faculty are teaching or during the summer. The PDC is also able to meet students' need for access during early morning, evening and weekend hours. Such access to the PDC and the department, as well as continuity of services overall, would be reduced if funding for a full-time position is not be secured and the position becomes part time. It is reasonable to expect higher frustration from students and community members seeking information about the program or to share job information. It may result in slightly lowered numbers of certificates awarded, due to limited ability for student outreach. As ECD is the largest certificate producer on campus, this would affect the College's set standard for certificate completion. The coordination of two learning communities would be minimized as well. This would be disproportionately impacting to ECD's English Language Learning students and to those who need additional support to overcome traditional barriers to degree attainment (meeting English and Math requirements). This runs counter to the 3SP and Student Equity Acts. On a side note, one of the full-time faculty members will be retiring at the end of June, 2017. If there is only on full-time faculty member in ECD and the PDC works only 55% time, the support to students will drop even further.

SECTION 5: COSTS*

Estimate Increase/Proposed Annual Salary Cost: \$ 34,804 ~~33,332.00~~

Estimate Benefits Cost: \$ 17,402 ~~16,668.00~~

Total Cost for Position: \$ 52,206 ~~50,000.00~~

NOTE:

Full Time = 20-40 hours per week or 50% - 100%

Regular Hourly = 18 hours or less per week (<50%)

**Costs: For accurate costs below, requestor must contact College Administrative Assistant, Sharon Davidson, in the LPC Office of Administrative Services (ext. 1632).*

SECTION 6: REVIEWS

Signatures:

Nadiyah Taylor
Requester

9-20-16
Date

Sharon Davidson
College Administrative Assistant
Office of Administrative Services

9/27/16
Date

[Signature]
Dean/Unit Administrator

9-21-16
Date

[Signature]
Vice President

9/26/16
Date

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