

CLASSIFIED & ADMINISTRATIVE POSITION REQUEST 2019-2020

Internal Use

#: 2019-06

Requester Name: Nadiyah Taylor

Division Name: SLPC

SUMMARY INFORMATION

Title of Position Being Requested: (Note: Please also attach a current or proposed district job description)

ECE Professional Development Coordinator

Position Will Reside in Division/Unit:

Early Care and Education/SLPC

Indicate To Whom this Would Report:

Stuart McElderry (Dean, SLPC)

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

Yes, this position was presented in 2014, 2015 and 2016. It was approved as a 10-month position. We have received CTE funding for 11-months (temporarily) and are seeking for it to be a full-time position again.

The position is:

New

Number of Hours per Week: _____

Number of Months per Year: _____

RECEIVED
Las Positas College
OCT 22 2019

Administrative Services
Office of the Vice President

Increase for an existing funded position

From: 9 10 11 Months

To: 10 11 12 Months

OR From: _____ % to _____ %

Name of Person Currently Holding Position: Ana Del Aguila

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

Number of Hours per Week: _____

Number of Months per Year: _____

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VP ACADEMIC SERVICES
LAS POSITAS COLLEGE

SECTION 1: PROGRAM NEED

What key responsibilities would this person assume?

The key responsibilities of the Professional Development Coordinator are to:

- 1) assist students to successfully meet their professional and academic goals through ECE-specific advisement, provision of industry information about licensing, professional pathways, and professional development; loaning books, shepherding students through the prerequisite challenge/course substitution paperwork and connecting students to needed resources on campus and within the community;
- 2) recruitment and coordination for the ECE contextualized math course, the bilingual ECE courses and inclusion cohort; liaise with faculty, the book store, the Tutorial Center, Student Services and administration to support the students in these courses;
- 3) liaise with the local early childhood community including attending high school and job fairs, statewide and local ECE advisory and directors' group meetings, and early childhood programs; provide information to support the ECE program in offering current and relevant courses and resources for students
- 4) collaborate with the ECE faculty and the Child Development Center Director to provide feedback on student needs and workforce requirements;
- 5) directly support students in completing the certification paperwork for state required work permits and completion of LPC paperwork for degrees and certificates;
- 6) give workshops on the work permitting system and process;
- 7) management of an ECE jobs and professional development database.

List other Personnel in the Unit (i.e. with shared or similar responsibilities):

Nadiyah Taylor - Full-time faculty
Lyndale Garner - Full-time faculty

SECTION 1: PROGRAM NEED (contd)

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (refer to your program review relating to human resources.) You may use narrative or relevant data.

From our 2018 Program review: Some trends from the 2017 PRU that we continue to watch:

- Headcount went down in both Fall 16 and spring of 2017 as compared to the previous academic year. This is interesting because the ECE community has reported a teacher shortage in the county with many programs (including our own Child Development Center) urgently looking for teachers with at least 12 ECD units. This lowered enrollment may be partially due to the lack of incentive programs. Up until the last two years, many programs supported students through stipends, cohorts, tutorial programs, and paying for books. ECE continues to be an underpaid profession and the cost of education may be too high for students to consider without additional funding and incentives.

- About 68% of ECD students are enrolled in 11.5 units or less, as compared with 65% of the college overall. 30% of these ECD students are taking less than 5.5 units, obviously increasing their time for completion. The role of the Professional Development Coordinator (PDC) in supporting students to take appropriate classes is especially important since students are not here full time and need to maximize their time when on campus. The PDC has evening hours to as well as meeting many students during the day and some weekends.

And/or provide additional information supporting a need for this position and resulting impact on students or program:

The Professional Development Coordinator had been a full-time position in ECE from 2001-17 providing needed and personalized support to our students. For periods of time there were up to 2 FTE personnel in this position, over time it was reduced to one FTE. The position and its support activities were fully funded through June 2016 by an outside grant. As of July 2016 LPC paid \$25,000 The college institutionalized the PDC in 2017, reducing it from a 12-month to a 10-month position. For June 18 and June 19 CTE funded an 11th month for this position.

During the summer students depend upon the PDC to be unavailable to respond to their questions when faculty are gone. Many students want to start classes in fall and need information about our program during summer. In June, 2019 the PDC responded to 276 e-mails and 67 phone calls. In July, when the PDC was not contracted, calls/emails were routed to the SLPC Administrative Assistant who could not properly respond to the many e-mails and phone calls she received from ECE students.

Students in the ECE field tend to take classes all over the state. Since BANNER doesn't recognize completion of prerequisite courses at other colleges they are unable to register or add themselves to waiting lists. By the time classes start it is often too late to complete the course waiver process.

When the PDC returned to work in August there were 100 emails waiting for response, students waiting to process paperwork for work permits & prerequisite challenges, opening of our book lending library, and coordinating 3 learning communities. We believe that we may have lost students the last two summers due to a slower than usual response time and without a person to guide them in applying/registering for Fall.

SECTION 2: STUDENT LEARNING AND SUCCESS

Explain how this position will contribute to and/or support student learning and success:

The PDC's duties are expressly designed to support student learning and success, both academically and professionally. Many of our students are mature and immigrants and they need individual assistance to navigate the complex college system.

The support and one-on-one advising that the PDC provides reduces time, frustration, and bureaucratic hurdles for students. Many ECE practitioners 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 (permits), employment requirements, courses that are transferable to four year college, and other challenging processes.

A full time position will help to prevent ECE students from dropping out of college or taking inappropriate courses, wasting 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. Another important dimension of PDC work is acting as college liaison to the community to gather emerging educational, family support, and mental health trends, pedagogical research, regulatory changes, and community needs. This information contributes greatly to the planning and development of effective college programs, such as the ECE contextualized math class, bilingual ECE courses and the inclusion cohort.

In addition, ECE is the number one producer of certificates, awarding 80 of the 191 certificates issued in 18-19. The PDC as a mentor and advisor is a main factor in the completion and success of ECE students.

Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:

The PDC supports several of the ACCJC standards, helping the college to have adherence to these regulations.

Standards specifically focusing on CTE students having the skills and competency needed in the workplace, this standard is supported through the advisement, mentoring, and professional development offered by the PDC. Additionally, helping students to complete paperwork required for work (permits) the PDC helps students move successfully into the workforce. Responds to community needs and provides information in Spanish.

Standards focusing on currency and relevancy of course offerings. Through the relationships the PDC maintains in the local and statewide early childhood community the position is able to provide specific information on areas that are outdated or need strengthening.

Standards focusing on students' support and advisement "...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." The bulk of the PDC's job is focused on ECE specific advisement and collaboration with campus programs to provide support to students. This is especially important for those students who are disproportionately more likely to face barriers to college success.

SECTION 3: LPC MISSION AND PLANNING PRIORITIES

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:

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Indicate how this position supports the College's mission and/or planning priorities:

This position supports the mission and priorities in several ways.

The PDC:

- creates and coordinates learning community programs based on the current early care and education workforce needs. 71% of ECE students are people of color. These learning communities support ESL students, students with math phobia and students who want to work with children with special needs.

- provides a comprehensive program to support students complete certificates/degrees and job certification (child development permit), these includes recruitment, one-on one meetings w/students, lending library, as well as classroom visits and workshops.

Also, a great number of ECE students are immigrants and are new to navigating the educational system in the US. The PDC provides one-on-one support to this population, such as application/registration process, referrals to foreign degree evaluation agencies and referrals to campus services.

ECE students are overwhelmingly female-identified (94%) and the PDC actively works with the local ROP programs to recruit more male-identified students in high school. ECE students are 4% African-American, on the few programs on campus that mirrors this population at LPC.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

- This need was described explicitly in a Program Review (Year 2018).
- This need was implied in a Program Review (Year _____).
- This need was not included in a Program Review, but has become a need since that time.

Explain, including language from Program Review (if available):

From the Obstacles section of our 2018 Program Review:

"Our PDC is currently at 11 months. However, having this position at 12 months would aid students to have their request for prerequisite waivers ready for Fall. Also, before the academic year starts in the Fall, summer should be used for recruiting and assisting students with matriculation. In the months of June and July 2018, 93 emails were sent to PDC and were not responded to until August 2018."

SECTION 5: SAFETY (if applicable)

Explain how this position will improve safety on campus or within your unit:

The Professional Development Coordinator is part of the safety team for the Child Development Center. As evidenced during the lockdown on 10-2-17, the PDC went to her assigned Preschool Classroom to help the teachers gather the children and keep them safe. The PDC also serves on the Child Development Center safety task force. There is currently not a permanent person staffing the front desk at the Child Development Center. The PDC supports the center by greeting, directing and providing information to families and students using the lab.

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:	\$	<u>7,249.59</u>	13,284
Estimated Benefits Cost:	\$	<u>3,987.27</u>	7,306
Total Cost for Position:	\$	<u>11,236.86</u>	20,590

↑
NO CTE FUNDING

NOTE: Full Time = 20-40 hours per week or 50% - 100%
Regular Hourly = 18 hours or less per week (<50%)

**Costs: For accurate costs, contact the College Administrative Services Technician in the LPC Office of Administrative Services at SDavidson@laspositascollege.edu*

SECTION 7: SIGNATURES

Requester

Date

Division Dean/Unit Administrator

Date

Vice President

Date

College Administrative Service Technician

Date

[Signature]
[Signature]
[Signature]

10/17/19
10/22/19
10/22/19

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

EARLY CHILDHOOD DEVELOPMENT PROFESSIONAL DEVELOPMENT COORDINATOR

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under direction, perform a variety of professional duties involved in working with College faculty and student support systems and collaborating 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

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

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. Identify institutional barriers within the college system that limit recruitment, professional advancement, or retention of ECD staff and providers.
3. Recommend to the College immediate and short term modifications and/or expansion of courses and programs and initiate pilot courses or program modifications to overcome the identified barriers.
4. 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, and expansion of existing and/or addition of new college courses.
5. Develop and present reports that document 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.
6. Introduce the program to College Departments including Student Counseling Services.
7. Collaborate with all appropriate organizations, including Child Care Links Career Advisory System, Alameda County Resource and Referral agency, CAEYC, Child Development Training Consortium, ECE Mentor Program, and Alameda County Children and Families Commission.
8. Coordinate with Child Care Links Career Advisory System; review and update resource data on all organizations and services available to ECD students and providers in the College service area; develop and implement public information and outreach campaign on the Child Development Permit Matrix; develop and publish a database of local Professional Growth Advisors; develop schedule for monthly meetings of staff from Child Care Links and the College.
9. Work with the Alameda County Child Development Corps on a variety of program activities; assist in developing Corps seminars; provide information and conduct outreach/recruitment at each seminar; participate in Corps as consultant to the Technical Advisory Committee; ensure staff/faculty are trained as Corps Advisors and are available to Corps applicants during enrollment time; publicize the Corps in college classes, newsletters, and events.

Chabot-Las Positas Community College District
Early Childhood Development Professional Development Coordinator (Continued)

10. Conduct studies to assess the needs of early childhood development students; develop and submit plan and timeline for data collection and research on training needs and barriers including literature review, consultation with students, and interviews with Child Development Corps members and staff, college faculty, community-based training and professional organizations; coordinate the plan with similar work conducted by the Career Advisory System.
11. Coordinate with the ECD department to develop pilot courses or program modifications to address barrier's identified from preliminary research, Child Development Corps evaluations, and student requests.
12. Track student progress and success to continue to develop new and modify existing courses and certificates at the College and within the broader ECE field in Alameda County and throughout California.
13. Coordinate with College staff to 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; develop and distribute materials including: 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; written information on ECD classes, workshops, and other training activities available to center-based and home-based providers; written referrals to local Professional Growth Advisors; publicity on the ECD and Professional Development Program through the College catalogue, newspaper, website and other information dissemination activities.
14. Complete assessment of systemic barriers; develop recommendations for long-term changes within the College and in collaboration with other training and community/professional organizations, including a focus on: cross-discipline training and practice; recruitment and professional advancement of ECE practitioners; maximizing resources through system and program coordination and collaboration.
15. Collaborate with the Children and Families Commission to ensure cross-discipline training information is developed and distributed; maintain a calendar of ECD course offerings and workshops to be included in the Every Child Counts' cross-discipline calendar; distribute calendar to ECD faculty and students; update and maintain appropriate sections of the East Bay Child Development Articulation Database.
16. Provide professional development to ECD student and current ECD workforce to insure increasing competency in the field of ECE; analyze countywide professional development systems in order to provide classes and workshops for current and/or potential ECD students; develop, plan, and implement intentional professional development seminars for ECD faculty countywide.
17. Design and present workshops and trainings at the College and in the community that provide information about ECD at the College, provide professional development for the workforce, and enhance student practices in the field of ECD.
18. Provide information to students regarding grantor's stipend program as well as other opportunities that are available to ECD students.
19. Investigate and develop statewide articulation agreements in ECE between 2 and 4 year colleges; develop reciprocity agreements in ECE with other community colleges in the county and career pathways with ROP in Tri-Valley.
20. Investigate and apply for grants that support projects; implement grants received.
21. Prepare records and detailed reports including for grantor on trends, needs, and outcomes; make recommendations to the grantor.

**Chabot-Las Positas Community College District
Early Childhood Development Professional Development Coordinator (Continued)**

22. Attend and participate in professional group meetings, conferences, and workshops; maintain awareness of new trends and developments in Early Childhood Education; incorporate new developments as appropriate.
23. Perform related duties as required.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

1. The California Early Childhood Education system.
2. Adult learning styles.
3. Systems throughout the state and national trends that effect ECD programs.
4. Principles and practices of project management, program planning, and implementation.
5. Standard organizational and management practices as applied to the analysis and evaluation of programs, policies, and operational needs.
6. Interpersonal skills using tact, patience, and courtesy.
7. Pertinent federal, state, and local laws, codes, and regulations.
8. Early Childhood Community College courses; Early Childhood training opportunities and options.
9. Child Development Permit Matrix; Professional Growth Plan for the permits.
10. California Early Childhood Mentor Program.
11. Child Development Training Consortium, the Alameda County Child Development Corps, and Alameda County Children and Families Commission.
12. Methods and techniques of effective technical, administrative, and financial record keeping, report preparation, and presentation.
13. Principles of business letter writing.
14. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

Ability to:

1. Participate in planning, organizing, directing, coordinating, and evaluating assigned programs and areas.
2. Perform responsible and difficult programmatic and administrative duties involving the use of independent judgment and personal initiative.
3. Participate in the development and administration of program goals, objectives, and procedures.
4. Understand and articulate the college requirements for Early Childhood Certificates and AA Degree and the requirements of the Child Development Permit Matrix.
5. Understand the organization and operation of the District, assigned program, and of outside agencies as necessary to assume assigned responsibilities.
6. Understand, interpret, and apply administrative and departmental policies and procedures as well as pertinent federal, state, and local laws, codes, and regulations.
7. Collaborate with college Deans and Administrators to provide students with appropriate and accurate education plans to meet their educational goals.
8. Speak at class and community presentation to articulate information.
9. Provide educational workshops for students and potential students.
10. Network in community, county, and state to gather and share information.

Chabot-Las Positas Community College District
Early Childhood Development Professional Development Coordinator (Continued)

11. Research, analyze, and formulate recommendations, work plans, and activities regarding planning, technical, and administrative issues.
12. Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
13. Establish and maintain various data collection, record keeping, tracking, filing, and reporting systems.
14. Prepare clear and concise technical, administrative and financial reports.
15. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
16. Manage multiple tasks and duties, with a detail-oriented approach.
17. Respond tactfully, clearly, concisely, and appropriately to inquiries.
18. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.
19. Communicate clearly and concisely, both orally and in writing.
20. Establish and maintain effective working relationships with those contacted in the course of work.
21. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Minimum Education & Experience - Any combination of the following would provide a typical way to obtain the required knowledge and abilities.

Education/Training:

A Bachelor's degree from an accredited college or university with major course work in Early Childhood Education or a related field.

Experience:

Five years of responsible experience including experience as an Early Childhood trainer, coordinator of Early Childhood training opportunities, as a Professional Growth Advisor, or as a Child Development Corps Career Advisor.

License or Certificate:

Possession of a valid driver's license.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting with some travel to different sites and locations.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Chabot-Las Positas Community College District
Early Childhood Development Professional Development Coordinator (*Continued*)

2/20/01;

Adopted by Board of Trustees on October 20, 2015

Effective: October 21, 2015

Job Family: Technical – Paraprofessional