

# CLASSIFIED & ADMINISTRATIVE POSITION REQUEST 2019-2020

Internal Use  
#: 2019-07

Requester Name: Angela Lopez Division Name: SLPC

## SUMMARY INFORMATION

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

Child Development Center Administrative/Classroom Support

Position Will Reside in Division/Unit:

SLPC/Child Development Center

Indicate To Whom this Would Report:

Angela Lopez

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

This position title and responsibilities was requested last year (2018-19). The duties and responsibilities of this position have also been requested under different titles over past years: 2016-17 - Assistant Program Director; 2010-2011 Administrative Assistant II.

The position is:

New

Number of Hours per Week: 40

Number of Months per Year: 12

RECEIVED  
Las Positas College

OCT 22 2019

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: \_\_\_\_\_

Administrative Services  
Office of the Vice President

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

Number of Hours per Week: \_\_\_\_\_

Number of Months per Year: \_\_\_\_\_

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OCT 21 2019

VP ACADEMIC SERVICES  
LAS POSITAS COLLEGE

## SECTION 1: PROGRAM NEED

### What key responsibilities would this person assume?

This position would provide support to the Director and Early Childhood Specialists (ECS) at the Child Development Center (CDC) as well as assist students, parents, faculty, and visitors. This position would monitor and maintain the front lobby to ensure a welcoming and safe environment and reduce the time that the lobby area is unsupervised. This has been an ongoing request of faculty and families attending our program.

This position would assist the Director of the CDC with mandated licensing paperwork, children's enrollment files, basic record keeping, marketing, center events, payroll, student and employee sign in and out sheets, answering telephone calls, scheduling tours, documentation of lab student hours, compiling data, distributing information, ordering supplies, updating parent and staff contact information, etc.

By having someone available to assist with many of the tasks mentioned above, the Center Director would have more time for community outreach, District wide collaboration, quality assurance, fiscal accountability, and other administrative assignments.

This position would assist the ECS and the Early Care and Education Department by ensuring lab and other visiting students are assigned to appropriate classrooms, hours are being recorded correctly, and work is being signed off by the appropriate parties. This position will also be able to support by scheduling parent conferences; distributing and collecting parent surveys; ordering food and other supplies; and assisting in the classroom, when needed, to meet licensing ratio mandates.

The Child Development Center has between 150 - 200+ people (parents, children, faculty, students) that come through the doors daily. These individuals will be offered 5 star customer service with this position in place.

Early Childhood Specialists and the Director would be able to perform more of the job responsibilities listed in their job description with this position in place.

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

There are no other personnel that have these responsibilities in their job description. These responsibilities are currently being done by the Director with minimal and inconsistent support from Student Assistants and/or Early Childhood Specialists. Student Assistants and ECS are in ratio 95% of the time. When they are not in ratio, they have other job responsibilities to attend to.

## **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 August, 2018 through May, 2019 ECE Lab students and students doing observations from multiple disciplines (ECE, Paramedic, Psychology) utilized the Child Development Center for approximately 3,048 hours. This number does not include students who came into the CDC for faculty office hours or to get general information. The CDC expanded its hours this year and is open from 7am - 6pm to accommodate working families.

Over the past 3-5 years, the Child Development Center has increased the services being offered. It went from solely private pay families to offering a State Subsidized Preschool and accepting Third Party Payments from outside agencies. We have been given permission to enroll 8 full time subsidized families this year. With these additional services, enrollment continues to increase. We currently have 55 preschool and 22 toddler children enrolled. This number will dramatically increase during the Spring Semester. There is a lot of paperwork involved in each type of service mentioned above, in addition to our 2GenFund Scholarship and our collaboration with the Veteran's 1st Organization. Due to our State Subsidized Preschool, we now have to follow two types of licensing requirement; Title 22 and Title 5.

The Center has potential to expand and enroll more children, increasing revenue, however this is not possible without the appropriate staffing model.

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

In addition to supporting the Early Care and Education Lab Program, the Child Development Center has partnered with the Paramedic Student's, giving them an opportunity to come into the center to fulfill their requirement of having experience working with younger aged children. The Child Development Center gets students that come from other courses outside of ECE as well as other colleges.

Currently, the Director of the CDC, on average, spends 90% of her time in operations of the center, 5% as an Administrator, and 5% attending outside meetings. This has not allowed for adequate time in classrooms mentoring teachers, supporting lab students, building relationships with parents and the community, collaborating with other LPC departments, College Administrative responsibilities, and completion of other important goal and objectives.

The CDC is an integral partner with the Early Care and Education Department and has a major impact on the students it serves. Without the CDC, several ECE classes would not be offered, directly impacting the enrollment of the college and the issuance of degrees and certificates. The ECE provides the foundation for students pursuing a degree in teaching and other related fields. This position would support the needs of the lab program and department by being able to assist in the classroom if an ECD Specialist is absent.

More and more faculty and students rely on the Child Development Center for the care of their children. This service allows them the piece of mind knowing their child is in a fun, safe, and healthy environment.

Other important roles of the Director are to make community connections, attend local and non-local meetings, public relations, marketing, partnering with the ECE and other departments, and customer service. This position would allow the Director to do these as well as other important aspects of the position.

## **SECTION 2: STUDENT LEARNING AND SUCCESS**

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

When students enter the CDC, the first person they will come in contact with is the person at the front desk (this position). Students are looking for direction, whether to find a professor, check in/out a book, look for resources, make up a test/assignment, locate a room, or participate in the classroom doing an observation.

Proper documentation of lab students hours is essential for compliance as there is a minimum number of hours that must be served for each lab class. This position would allow for the accurate documentation of hours. They will also serve as a liaison between the students, EC Specialists, ECE faculty, and other college personnel. Having this support eases tension and stress of the students, allowing for a more productive and successful visit. This position will allow the Center Director time to meet with students to support their coursework. Having the opportunity to conveniently do their coursework on campus each semester will enable students to attain their educational goals in a timely manner. With the new funding formula it is very important that all departments support students opportunities for transfer. By having someone at the front desk, students will have more access to the resources offered by the CDC.

Students, faculty, and staff will have the opportunity to have their children attend the campus CDC. The center being on site helps alleviate stress and allows faculty and students extra time needed to fulfill their responsibilities and complete assignments.

This position supports the AACJC mission by giving the Director time to fosters institutional excellence and support continuous improvement, for the college and the CDC. The ECE Department has one of the highest issue rates for certificates in the college.

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

One of the core values of the ACCJC is collegiality; forming relationships that are characterized by mutual respect, collaborations, and engagement around common interests. This position would give the Director the time needed to establish relationships (PUTTING STUDENTS FIRST) within the college community and in the public. Having a presence outside of the CDC increases exposure to the CDC and the college.

This position will help foster student learning and student achievement, which is the primary purpose of accreditation, by creating a model demonstration site that allows lab students to put into practice what they learn in the classroom. Working with the ECE Department, the ECS and this position will allow for more engagement and add new ideas to the systematic planning and evaluation and institutional effectiveness and academic quality.

The CDC gives students a real world experience, collaborative learning experience, and alternative assessments that promote learning inside and outside of the classroom which is one of LPC's Strategic Goals: Teaching and Learning. This position will support the achievement of this goal and many others. The Director and EC Specialist will be able to formalize a staff development program that will support lab students and teachers in the classroom and implement accessible formats, modes of delivery, and timing of these opportunities as well as continuing to provide on-going mentoring and leadership.

Being able to support the LPC Strategic Plan helps the colleges' adherence to the ACCJC standards and compliance with the regulating bodies of Community Care Licensing and the Department of Education.

### **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:**

The CDC continues to partner with several departments (ECE, Psychology, Safety, Library) to provide opportunities for students to interact with children. In 2018 and 2019, the CDC supported a major requirement for the Paramedic Students by allowing them to come to the center to experience the behaviors and social interactions of young children. This position will allow for more paramedic students and other career education programs to fulfill similar requirements and provide educational opportunities, which supports the LPC Mission.

This position would give opportunities to support student success in basic skills, CTE, and transfer courses, implementation of best practices, and curriculum development by organizing EC Specialists time out of the classroom to collaborate with faculty and other support services.

ECE students are required to take 2 lab classes (ECE 63 and ECE 90) that could not be offered if not for the CDC. These classes are mandated in order to receive a certificate and/or degree. Not having a CDC lab program would have a huge impact on the ECE Department which issues the most certificates. Other courses also require observations of young children. Fulfilling this requirement would be difficult without the CDC. This position will allow for the fluid operation of the CDC to support in this process.

The CDC has a positive partnership with the ECE faculty and meets a couple of times per year to discuss processes to implement best practices to meet AACCJC standards (LPC Planning Priority). This position would give opportunity for more meetings to take place between these groups by covering in the classroom and eliminating overtime for the Specialists. This position would also support another LPC Planning Priority related to Student Learning Outcomes. Review and assessment are an important link between theory in the classroom and working with the children. This position would give the EC Specialists time to work directly with the lab professor(s) to discuss and explore curriculum development and best practices.

Many students bring their children to the CDC which supports their ability to take classes. Many faculty bring their children which supports their ability to teach classes. Knowing your child is happy and in a safe environment supports parents in doing their best work.

This position would allow time for the Director to focus on implementing best practices within the CDC and the college and collaborate with the ECE faculty related to assessment of the SLO's. The Director will also be able to better fulfill her role as an Administrator at the college.

## **SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS**

**Please check one.**

This need was described explicitly in a Program Review (Year 2018/17/15).

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):**

In each of the Program Reviews there has been reference to hiring additional administrative staff in order to maintain a comprehensive and successful lab program as well as expand our services by opening additional classrooms. Each year the needed positions seemed to change in title so there is no specific reference to Child Development Center Administrative/Classroom Support. This position has been referred to as an Assistant Director and Administrative Secretary. There continues to be a need to hire for this position.

In the 2018 Program Review there are five major functions/duties of our until: 1) To offer a laboratory experience for students through effective mentor-ship, role modeling, and collaboration with the Early Care and Education division; 2) To provide opportunities for family involvement and parent education; 3) To establish and maintain a model child development program that implements best practices and research-based curriculum; 4) To provide a healthy, educational, and developmentally appropriate environment to young children whose families reside in the Tri-Valley and surrounding communities; 5) To maintain the licensing requirements of Community Care Licensing and the California Department of Education.

In the Staffing Needs sections of the 2018 Program Review, it indicates that a Child Development Center Administrative/Classroom Support (ACS) is needed for the reasons stated above in this document.

In the 2017 Program Review there is a request for a Child Development Assistant Director stating, "The CDC is growing at a fast pace and currently we are serving 89 children. The Program Director is currently managing all components of the program without an administrative assistant. The CDC needs an Assistant Director to manage the day-to day running of the Center in the absence of the Program Director, coordinate staffing for the classrooms."

The goals stated in the 2018 Program Review will remain present in the 2019 Program Review as there is not enough staff support to be able to complete all the work that is needed on a day to day basis plus the administrative responsibilities.

The addition of this position would allow the following goals to be achieved: A time study, updating the CDC website/marketing materials, revision of the parent handbook, and the development of a Student Assistant review. It would also give an opportunity to increase the results of the Administrative Offices User Survey and the CDC Parent Survey by increasing communication between those parties and the CDC staff and Director.

This position would be Range 30 on the Classified Salary Schedule.

**SECTION 5: SAFETY (if applicable)**

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

This position will improve safety in the center by having someone present at the front desk at all times. They will monitor who comes and goes from the center and greet guests. They will also provide additional support when the CDC does their monthly disaster drills by stepping in to assist in the classrooms and/or maintain the front lobby area. This position would be responsible for the reporting of unsafe conditions in the classrooms and outdoor play yards.

**SECTION 6: COSTS\***

<b>Estimated Increase or Proposed Annual Salary Cost:</b>	\$	<u>45,143.00</u>
<b>Estimated Benefits Cost:</b>	\$	<u>24,829.00</u>
<b>Total Cost for Position:</b>	\$	<u>69,972.00</u>

**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@jasposituscollege.edu](mailto:SDavidson@jasposituscollege.edu)*

**SECTION 7: SIGNATURES**

Requester

Date

  
Division Dean/Unit Administrator

Date

Vice President

Date

  
College Administrative Service Technician

Date

# CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

## Child Development Center (CDC) Administrative/Classroom Support

*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 general supervision, perform a variety of administrative, secretarial, and clerical duties related to the Child Development Center's daily operations; provide administrative support and assistance to the Center Director and Early Childhood Specialists; serve as a liaison between the Center and Director, Early Care and Education faculty, staff, the general public, students, families, and other campus officials; provide reference and resource information related to early care and education; assist in the toddler and preschool classrooms; function as a team member with supervision and care of children; be the lead contact for scheduling lab hours for students.

### **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 maintain the front lobby area; greet visitors; keep resource tables and bulletin boards up-to-date and organized; answer general questions; assist students, parents, visitors, and other college personnel.
2. Assists in maintaining records in regards to attendance, children's sign in and out sheets, staff time sheets, facility roster, classroom rosters, family and staff contact logs.
3. Answer phones and provide basic information related to the Child Development Center and ECE Department.
4. Receive and distribute mail; complete and mail Third Party Timesheets.
5. Assist lab and other students with scheduling visits; classroom assignments; check in process; oversee documentation of lab hours.
6. Use electronic technology to maintain calendars; prepare schedules; make maintenance requests; make copies; prepare fliers; send emails; place orders.
7. Put children's files together; check for completeness; update information. Inform parents of needed paperwork. Track immunizations and prepare annual report.
8. Monitor and maintain emergency disaster kits; disaster drill logs; allergy lists; medication boxes; first aid supplies; health and safety checklists; opening and closing procedures.
9. Assist in maintaining classrooms and outdoor play yards on a daily basis; report unsafe conditions.



10. Order classroom and office supplies, as directed; order, receive, and review food orders for accuracy.
11. Act as a liaison between ECE faculty and students.
12. Support in coordinating center activities, events, tours, annual yearbook.
13. Support Early Childhood Specialist with Desired Result Portfolio organization.
14. Substitute in classrooms, when needed due to planned and unplanned absences.
15. 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. Pertinent federal, state, and local codes and regulations governing licensed child care facilities.
2. Operational characteristics, services, and activities of the functions, programs, and operations of a full-day, year-round child care center.
3. Office procedures, methods, and equipment including computers and applicable software applications.
4. Principles and practices used to establish and maintain files.
5. Basic principles of record keeping.
6. Work organization principles and techniques.
7. Principles and techniques used in public relations including methods and techniques of proper receptionist and telephone etiquette.
8. Basic principles of child development theory; health and safety; child assessments.
9. First aid and safety requirements.

#### **Ability to:**

1. Perform a range of administrative, secretarial, and clerical duties involving the use of independent judgement.
2. Effectively present information in person, via email, or on the telephone to students, staff, and the public.
3. Effectively interact with persons of diverse socio-economic and ethnic backgrounds.
4. Implement and maintain filing systems; maintain records; prepare reports.
5. Establish, review, and revise office work priorities.
6. Plan and organize work to meet schedules and deadlines; multi-task.

7. Operate office equipment including computers, copy machines
8. Work under steady pressure with frequent interruptions and a high degree of public contact by phone and in person.
9. Work effectively with minimal supervision.
10. Communicate clearly and concisely, both orally and in writing.
11. Ensure confidentiality.
12. Establish and maintain effective working relationships with those contacted in the course of work.
13. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of adults and children.
14. Apply and ensure adherence to pertinent rules and regulations governing the operations of a child development center.
15. Step in to instruct and supervisor children ages 18 months to entry into kindergarten.
16. Observe and document evidence for child portfolios.
17. Handle stressful situations.
18. Learn and understand the policies, procedures, functions, and requirements of the Child Development Center.

## **EDUCATION AND EXPERIENCE**

Twenty-four (24) units in Early Childhood Development (including core courses and program administration).

Teacher Permit or higher.

Three (3) years working in a licensed child development program with at least six (6) months of administrative responsibility.

## **PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

*The conditions herein are representative of those that must be met by and 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 in a cubicle located in the lobby of the Child Development Center and in classrooms; frequent interruptions and contact in person with children, parents, students, staff, and the public.

**Physical:** Primary functions require sufficient physical ability and mobility to work in and 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.