

# CLASSIFIED & ADMINISTRATIVE POSITION REQUEST: 2023-2024

## THE FOLLOWING INFORMATION WILL CONTRIBUTE TOWARD A QUALITY REQUEST

Please note the following deadlines when submitting your Classified and Administrative Position Request

**October 31, 2022:** Final day to submit Cost Calculations(Section 6) requests to College Administrative Services Technician

**November 8, 2023:** Request due to Division Dean with College Administrative Services Technician Signature

**November 15, 2023:** Request Presented at Division Meeting

**November 17, 2023:** Request due to Administrative Office by **5:00pm. with Division Dean and Vice President signatures send via email to [kzieker@laspositascollege.edu](mailto:kzieker@laspositascollege.edu)**

### Process

- Submit a complete form with all sections complete and a job description attached.
- RAC will prioritize submissions based on criteria outlined in the rubric below;
  - The committee may chose not to score incomplete requests.
- RAC will make hiring recommendations to the College President, who will make hiring decision thereafter.

**Please Do Not Submit this Page**

### Scoring Rubric

<b>Criteria</b>	<b>Strong Evidence</b>	<b>Adequate Evidence</b>	<b>Limited Evidence</b>
<b>Program Need</b> <i>(10 points)</i> [Section 1]  <b>Ranking Scale</b>	Clear and compelling evidence/data supporting a need for this position and/or suggesting strong impact on students or program(s).  <b>8-10</b>	Clear evidence/data supporting a need for this position and/or suggesting impact on students or program(s).  <b>4-7</b>	Limited evidence/ data supporting a need for this position and/or suggesting limited impact on students or program(s).  <b>0-3</b>
<b>Student Learning &amp; Success</b> <i>(10 points)</i> [Section 2]  <b>Ranking Scale</b>	Clear and compelling evidence that this position will widely contribute to and/or support student learning and success in support of college accreditation standards.  <b>8-10</b>	Clear evidence that this position will contribute to and/or support student learning and success in support of college accreditation standards.  <b>4-7</b>	Limited evidence that this position will contribute to and/or support student learning and success in support of college accreditation standards.  <b>0-3</b>
<b>Mission and Planning Priorities</b> <i>(10 points)</i> [Section 3]  <b>Ranking Scale</b>	Clear and compelling evidence that this position strongly supports the College Mission and/or Planning Priorities.  <b>8-10</b>	Clear evidence that this position supports the College Mission and/or Planning Priorities.  <b>4-7</b>	Limited evidence that this position supports the College Mission and/or Planning Priorities.  <b>0-3</b>
<b>Program Outcomes, Initiatives and Plans</b> <i>(10 points)</i> [Section 4]  <b>Ranking Scale</b>	Clear and compelling evidence that this position will support the program above and beyond current capability.  <b>8-10</b>	Clear evidence that this position will support the program above and beyond current capability.  <b>4-7</b>	Position provides little or no impact on the program above and beyond current capacity.  <b>0-3</b>
<b>Safety</b> <i>(3 points)</i> [Section 5]  <b>Ranking Scale</b>	This position will greatly enhance campus or program safety.  <b>3</b>	This position will enhance campus or program safety.  <b>1-2</b>	This position has negligible or no impact on campus or program safety.  <b>0</b>

## Classified and Administrative Position Request Checklist

This checklist is your cover page to your request (pages 3-9)

**NOTE: Non-Instructional Position Requests are required for Classified and Administrative positions only**  
*Incomplete forms will be returned.*

✓	Action Item	Action Required
	Review Purpose	<p>Submission of the following request to the Resource Allocation Committee (RAC) is required for the following:</p> <ol style="list-style-type: none"> <li>1. Requesting a new position;</li> <li>2. Requesting increased hours for an existing position;</li> <li>3. Informing the committee of the intent to hire a temporary grant-funded position.</li> </ol> <p>Non-Instruction position requests are <b>not</b> required for:</p> <ol style="list-style-type: none"> <li>1. Temporary positions supported by general funds;</li> <li>2. Positions currently funded, but vacant for less than 24 months;</li> <li>3. Approved positions, but with a failed search. Approval is extended for 12 months only.</li> </ol>
	Section 6: Costs	<p>Costs associated with this position request must be calculated by College Administrative Services Technician, Sharon Davidson before submitting to your Division Dean.</p> <ul style="list-style-type: none"> <li>• Calculation requests must be into Sharon no later than October 31 to meet November 8 deadline for Division Dean submittal</li> <li>• Send requests via email to <a href="#">Sharon Davidson</a></li> </ul>
	Division Dean Signature	The Division Dean will review the Classified & Administrative Position request form for completion and confirm job description is attached.
	Vice President Signature	The Vice President will review the Classified & Administrative Position request form for completion, and required signatures.
	College Administrative Services Technician	The College Administrative Services Technician will verify the Classified & Administrative Position request form Section 6: Costs, and forward for scanning.

# CLASSIFIED & ADMINISTRATIVE POSITION REQUEST

## 2023-2024

Internal 🔒

#: 2024-

**Requester Name:** Nadiyah Taylor

**Division Name:** BSSL

### SUMMARY INFORMATION

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

Instructional Assistant, ECE

**Position Will Reside in Division/Unit:**

BSSL/Early Care and Education Program

**Indicate To Whom this Would Report:**

Lyndale Garner-Primary Lab Instructor, and Nadiyah Taylor, ECE Program Co.

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

N/A

**The position is:**

New

Number of Hours per Week: 30

Number of Months per Year: 10

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:** \_\_\_\_\_

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

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

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

## **SECTION 1: PROGRAM NEED**

### **What key responsibilities would this person assume?**

The Instructional Assistant, ECE will:

1. Work with ECE students individually and in groups, primarily focused on students taking courses that have a lab, secondarily for all other courses. Aide students in learning/practicing documentation of children's learning, selecting children's books and supporting children's numeracy and pre-literacy skills. Tutor other students in children's developmental milestones, the science of development, and family-school relations.
2. Verify and monitor student lab attendance for all lab courses.
3. Makes suggestions and gives feedback on students' implementation plans and reflections.
4. Join teacher-child ratios for short periods in the Child Development Center (CDC) classrooms when the faculty of record or classroom ECE Specialist needs to conference with ECE students.
5. Provide students with information regarding online classes or procedures for contacting online instructors.
6. Revise lab check-in, check-out, and sign-up processes for ECE and other LPC students using the Child Development Center lab for child and classroom observations.
7. Participate in regular instructional conferences on assignments with ECE faculty, the CDC director, and ECE Specialists.
8. Assist students with the use of instructional technology.
9. Meet with specialists and lab students to plan, document, and reflect on the classroom curriculum.
10. Support specialist on classroom environments to align with quality, equitable, and inclusive guidelines.
11. Perform general clerical duties.
12. Perform related duties as required.
13. Help with monitoring ECE students while the instructor is in a different classroom.

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

The lead lab instructor, Lyndale Garner (FT) is the main person with similar duties. The Professional Development Coordinator supports students as needed with reaching faculty, and rarely with educational technology concerns.

## **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.**

For background and clarification: The ECE program places students in the classrooms of the Child Development Center for their lab activities such as working directly with children, observing children's development, documenting children's learning and development milestones, etc. There are lead ECE Specialists in each classroom in the Child Development Center. Child Development Center Directors have worked diligently over the to update their staffing, but to date, it is not enough. The ECE Specialists primary focus must be on the children in their classrooms. Therefore, they are not always able to be used fully in their mentoring roles for our ECE students.

Over many cycles of Program Review, dating back to 2012, the ECE program has consistently identified that inadequate staffing levels at the CDC impact the ECE students' lab experiences. This was noted most recently in the 2022 Program Review. For example, the ECE Specialists do not have dedicated planning time; this impacts the types of activities, documentation, and reflections they can model for the ECE lab students. ECE faculty teaching students in the lab sometimes "get stuck" in a classroom to maintain required adult : child ratios when the ECE Specialists need to step out to perform a needed function. This may limit the number of students the the lab instructors and ECE Specialists can give individual attention to.

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

The Instructional Assistant will be the crucial link and support between the faculty and the Child Development Center teachers and Director. This person will be able to support individual skill development with ECE students, while the faculty and Specialists are working with other groups of ECE students. Their primary focus will be on supporting deeper learning and experiences for students, under the guidance of the primary faculty member, so that both the ECE Specialists and lead faculty can focus on more consistent integration of the ECE program's pedagogy in the CDC classrooms. As this person is not assigned to a specific class or classroom, their flexibility will allow them to fill in current communication gaps, hands-on learning demonstrations that are not currently unavailable on a consistent basis, and revise or create new processes for students' access to the CDC for a variety of learning purposes. The CDC and ECE program already work collaboratively so adding in this missing piece will enhance students' experiences at the CDC and with the ECE program as a whole.

## SECTION 2: STUDENT LEARNING AND SUCCESS

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

One key outcome of all of the ECE certificates and degrees is connecting classroom knowledge to applicability when working directly with children and their families.

From the LPC Catalogue: “The Early Care and Education Program is designed to educate students in principles of child growth and development, preparing engaging, developmentally and culturally appropriate curriculum and environments, and **experience with applying these principles into direct work with children and their families**. The program reflects the current and projected needs of the early childhood profession. Courses are designed to satisfy CA Department of Social Services licensing regulations and the Commission on Teacher Credentialing for work permits. Educating and caring for young children requires study, personal and professional integrity, self-reflection and critical thinking. This program prepares students to: **apply** theories of child development and educational pedagogy with children birth to eight, create enriching educational environments and curriculum, utilize child-centered, emergent and developmentally appropriate approaches to learning, make meaningful connections with families, support children’s understanding of diversity and inclusion, and support children’s social-emotional well-being.”

This position will contribute to students’ learning and success by:

1. Engaging in 1:1 instruction with students to implement skills such as creating documentation boards.
2. Giving more time for instruction, supporting the depth of skill attainment needed for today’s teachers.
3. The CA Commission on Teacher Credentialing has updated teacher performance standards to include that students need opportunities to directly work with families. This position can be helpful liaison between the ECE student and children’s families, making sure all communications are appropriate and engaging by communicating with both the ECE Specialist and ECE faculty member about expectations and limitations of such exchanges. This frees both the Specialists and the faculty to work with other students; more students receive educational experiences.

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

This position will have a positive impact on:

#### II.A. Instructional Programs

Standard II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, **are offered in fields of study consistent with the institution’s mission**, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

This position supports ACCJC standard II.A.1 in the following ways:

This position provides needed support for students to progress through our programs, with the knowledge and skills for successful transition into work or ongoing higher education. This position will provide support to students’ use instructional technology for online courses, as well as materials used in the classroom with children.

1. Teachers are in high demand throughout the Bay Area and United States.
2. Early Care and Education is consistent with the college’s mission of providing both career technical education, multiple work-based certificates, and transfer degrees.

## **SECTION 3: LPC MISSION AND PLANNING PRIORITIES**

### **LPC MISSION STATEMENT:**

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

### **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:**

By providing additional student-centered instructional support and guidance with children, this position supports the college mission because,

1. Teachers are in high demand throughout the Bay Area and United States.
2. Early Care and Education is consistent with the college's mission of providing both career technical education, multiple work-based certificates, and transfer degrees.

This position also supports planning priorities 2 and 3. The IA, ECE, will help to remove academic barriers to student success with individual and group support such as holding study sessions, teaching hands-on skills, and supporting students' use of instructional technology (PP #3). All of the ECE coursework has equity-centered learning embedded not only to support our ECE students, but so they can then support children and families in the community. The IA, ECE will be able to help students learn about culturally appropriate learning materials through direct guidance (PP #2).



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

**Please check one.**

This need was described explicitly in a Program Review (Year 2022\_\_\_\_\_).

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 2022, our PR noted the following accomplishments that connect to the tasks of the IA, ECE:

“Continued efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the CDC Director, ECE specialists, lab instructors, utilizing CTE funding. We have made an endeavor to continue to meet before the beginning of each semester.”

“Celebrated the hiring of new staff in the CDC which makes a positive impact our Lab students.”

In the Institutional Barriers Section:

The work demands on the Specialists and Director of the Child Development Center were certainly inequitable over the last AY and the poor staffing levels have been a problem since we re-opened the center in Fall 2012. We are very grateful to have been able to finally hire two more Specialists, but in the process lost two very experienced specialists and so now there are newer/novice people in these roles, which has an impact on their mentoring of the ECE students in the lab. In our program, we will hold “integration meetings “between ECE lab faculty and the ECE specialists on a more frequent basis to support these new teachers. Institutionally, increasing the pay is incredibly important. There is so much competition for high-quality ECE teachers right now, that we are losing to programs that pay more. Also, reduce the amount of time it takes to post and hire new teachers. The CDC has to hold off enrolling children until there is adequate staffing and this makes for a cycle of overwork and lower enrollment that is bad for everyone.

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

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

**SECTION 6: COSTS\***

Estimated Increase or Proposed Annual Salary Cost:	\$	<u>37,866.00</u>
Estimated Benefits Cost:	\$	<u>37,154.00</u>
Total Cost for Position:	\$	<u>75,020.00</u>

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

*For accurate costs, contact the College Administrative Services Technician in the LPC Office of Administrative Services email to [SDavidson@laspositascollege.edu](mailto:SDavidson@laspositascollege.edu)*

**SECTION 7: SIGNATURES**

**Requester**

*Nadiyah Taylor*

Date – 10/30/2023

**Administrative Services Technician**

Date - *click for drop-down*

**Division Dean**

*S.M. Henry*

Date - *click for drop-down*

11/14/23

**Vice President**

Date - *click for drop-down*