

# NON-INSTRUCTIONAL POSITION REQUEST 2017-2018

Internal Use

#: 2017-07

Requester Name: Nadiyah Taylor

## SUMMARY INFORMATION

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

ECD Professional Development Coordinator

Position Will Reside in Division/Unit:

Early Childhood Development

Indicate To Whom this Position Reports:

Don Carlson, Dean of CATSS

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

Yes, this position has been presented in 2014, 2015 and 2016.

The position is:

New

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

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

Increase for an existing funded position

From:  9  10  11 Months

To:  10  11  12 Months

OR From: \_\_\_\_\_ % to \_\_\_\_\_ %

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 key responsibilities of the Professional Development Coordinator are to:

- 1) assist students to successfully meet their professional and academic goals through ECD-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 ECD contextualized math course and the bilingual ECD courses; 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 ECD program in offering current and relevant courses and resources for students
- 4) collaborate with the ECD faculty and the Child Development Center Director to provide feedback on student needs and workforce requirements;
- 5) directly support students in completing the required certification paperwork for state required work permits and completion of LPC paperwork for degrees and certificates.
- 6) Management of an ECD 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

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (look to your program review). Please describe the metric you use to determine staffing needs in your program:

**Example:**

$$\begin{aligned} \text{Metric} = \text{Students Served per semester} / \text{Full-Time Equivalent Employees} \quad 2010 &= 900/1 \\ & \\ & 2015 = 1000/1 \\ \text{Increased demand over the past 5 years is:} &= 11\% \end{aligned}$$

Metric = \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ = \_\_\_\_\_  
 Increased demand = \_\_\_\_\_

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

The Professional Development Coordinator has been a full-time position in the ECD program since 2001 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 the funding covers only the position, on a declining stream from 75% to the current \$25,000. This funding will fully sunset at the end of the 17-18 fiscal year. As of fall 2017 the college reduced it from a 12-month to a 10-month position.

The PDC reported the following level of service during a recent 6-month period of work:

- Students assisted by phone: 187
- Students assisted at the office: 220
- Students assisted by e-mail: 761
- Responded to 435 phone messages
- 230 ECD textbooks loaned to students
- Developed 91 ECD plans
- Processed 40 state work permit applications
- Provided information on foreign degree evaluation to 34 students

The PDC must stay abreast of college, departmental, Child Development Center, national, state and local priorities and requirements for ECD students. For example, state credentialing and licensing requirements have changed over the last year, requiring the PDC to inform and help students update their work/class information and personal items such as vaccinations and fingerprints. As a department we've instituted a portfolio system and the PDC has been instrumental in communicating with students and supporting them to gather needed work documents for the portfolio.

This July marked the start of the 10-month (versus 12-month) position. Without the PDC being available for only one month, students received a marked reduction in services and support.

- Over 150 emails and calls went unanswered
- About 20 students had delays in registering for fall classes because there was no one to complete their prerequisite challenges/course substitution forms. Some students were unable to get into the classes because of the processing delay.
- Students were unable to get information about job openings and professional development opportunities
- Classroom presentations, book loans and information on learning supports offered by the department were all delayed by several weeks as the PDC worked longer hours than usual in August to meet the backlog.

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

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

The Professional Development Coordinator'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.

Without the PDC position, many ECE 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. Another important dimension of PDC work is that of acting as college liaison to the community to gather emerging educational, family support, and mental health trends, pedagogical research, regulatory changes, and community needs. The information gained by the PDC staff through work with peers along with national and statewide professional organizations, contributes greatly to the planning and development of effective college programs, such as the ECD contextualized math class and the bilingual ECD courses.

In addition, ECD is the number one producer of certificates, awarding 64% of the total number of certificates issued by the college in spring 2017. The Math and bilingual courses and the work of the PDC as a mentor and advisor are recognized as a main factor for completion and success of ECD students.



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

The PDC position supports several of the 2014 ACCJC standards, helping the college to have adherence to these regulations.

Section 2 A. 14 - 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.

Section 2 A. 16 - this standard focuses 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.

Section 2. 5 - this standard looks at 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 ECD specific advisement and collaboration with campus programs to provide support to students. This is especially important for those students who are disproportionality 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:**

- ❖ 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 supports the College's mission and/or planning priorities:**

The PDC supports the college mission in the following ways:

1 - supports an inclusive learning experience through recruiting students for bilingual classes, loaning free books to students and flexible work hours to meet students at their convenience.

2 - supporting career-technical, transfer and degree completion goals for students through processing of paperwork for needed work certification; ECD-specific class and career advisement; recruiting and supporting the ECD-contextualized math class to remove barriers for degree and transfer completion; and providing up-to-date feedback to the faculty and the child development center staff to ensure content and experiences are providing current work skills and information.

The PDC position supports the LPC planning priorities by:

1 - Coordination of the ECD technical-tutoring program that helps students learn the specific writing and content needed for the workforce.

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

**Please check one.**

- This need was described explicitly in a Program Review (Year 2014-16).
- 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):**

The ECD Program Review of 2016 stated, "We were impacted by the planned elimination of a 16-year grant that paid for the Professional Development Coordinator. The granting agency agreed to work with our college to create a pathway for sustaining this position through a partial grant for this 16-17 year. The department will continue to submit a Classified Position request to RAC and to advocate with the granting agency to fully fund this position."

The need for this position to be fully institutionalized (as a 12-month position) was also addressed in the 2015 Program Review. "As an example of this position's importance, we saw that when there was a reduction in staffing due to mid-year retirement (2013-14) the number of certificates granted in ECD dropped significantly, ultimately resulting in the college not meeting its 13-14 Institutional Set Standard for certificates awarded (IR Town Hall Presentation, 3.4.15). Through the strategies implemented and time allocated to this project by the new full-time PDC, our program outreached to the students who were eligible, but had not applied for their certificates. As a result, the college not only met but also exceeded its Institutional Set Standard for 14-15 (IR Town Hall presentation, 10.7.15)."

The goals identified in the 2016 Program Review were successfully met in the sense that the position is institutionalized at 10-months, but the cut in services due to reduced access has already impacted students. ■

#### **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 taskforce. 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>\$6,638.58</u> <sup>to 6639.</sup>
Estimated Benefits Cost:	\$ <u>2655.43</u> <sup>3320.</sup>
Total Cost for Position:	\$ <u>9,294.01</u> <sup>9959</sup> <sub>SN</sub>

**NOTE:**

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

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

**SECTION 7: REVIEWS**

**Signatures:**

Nadiyah Taylor  
 Requester

10/11/17  
 Date

[Signature]  
 Dean/Unit Administrator

10/12/17  
 Date

Sharon Davidson  
 College Administrative Assistant  
 Office of Administrative Services

10/24/17  
 Date

[Signature]  
 Vice President

10/24/17  
 Date

## **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