

CLASSIFIED & ADMINISTRATIVE POSITION REQUEST

2018-2019

Internal Use

#: 16

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)

Early Childhood Assistant (ECA) 1 of 2

Position Will Reside in Division/Unit:

SLPC/Child Development Center (CDC)

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 has been requested in previous year. The only year I can verify is 2017. The RAC meeting minute archives will not open on the website, therefore I am unable to research previous requests.

The position is:

New

Number of Hours per Week: 40

Number of Months per Year: 12

Increase for an existing funded position

From: 9 10 11 Months

To: 10 11 12 Months

OR From: _____ % 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?

- 1) Providing quality care and educational experiences to children enrolled at the Child Development Center at Las Positas College for children 18 months to entry into kindergarten.
- 2) Assist in the supervision of children during indoor and outdoor activities.
- 3) Create a safe environment by completing health and safety checks and reporting unsafe conditions.
- 4) Greet parents and provide a welcoming environment, resolve complaints in an efficient and timely manner or refer to Early Childhood Specialist, ensure confidentiality of children, their families, and staff.
- 5) Assist in creating different communication mechanisms for parents (ie. bulletin boards, newsletter).
- 6) Respond to public inquires by providing accurate information and assisting in tours.
- 7) Assist in maintaining daily records including attendance, health, nutrition, etc.
- 8) Assist in documenting evidence for the completion of assessments of all children; complete assessments for specifically assigned children.
- 8) Stay abreast of and communicate center operations relating to rules, regulations, policies, procedures, goals and mission.
- 9) Serve as a mandated reporter.
- 10) Model appropriate interactions with children, staff, and parents.
- 11) Support Early Childhood Specialist with lab students.

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

Center Director
Early Childhood Specialists (ECS)

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.

In the past 5 years, the CDC has continued to increase enrollment, including the addition of a State Preschool Program (CSPP) in 2016, which dramatically changed our staffing needs. With CSPP, it has been necessary to increase the number of teachers with permits issued by the California Commission on Teacher Credentialing and reduce teacher/child ratios. The mandates of CSPP have increased the amount of paperwork and expectations of the teachers and staff.

As far back as 2013 there have been requests to add several different positions to the CDC. The Program Review identified for the 2014-15 academic year planning included the need to hire an ECA.

In the 2015-16 Program Review, there was an identified need to hire 2 part time ECS and a part time Administrative Assistant. Currently, there are no staff employed in these positions.

Positions identified for the 2016-17 academic year included one ECS for the toddler program and one for the State Preschool Program. One ECS was hired to replace the ECS laid off in 2011-2012. Currently, there is not a permanent ECS in the State Preschool Program.

The most current Program Review (2017-18) identified the need for 3 full time positions and 1 part time position, including a full time ECA.

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

The position is needed to support the ECS with enrolled children and ECE Lab Students. In an effort to stay abreast of best practices, model these in the classroom, and expand professional development (Educational Master Plan Goal D, strategy D3 and LPC 2017018 Planning Priorities) the ECS must have an ECA to rely on to participate in the day to day operations of the center, safety and supervision, teacher child/staff/parent interactions, center events, classroom planning, prep time, staff and lab student feedback, and child assessments, which include child observations, extensive paperwork, and parent conferences.

The CDC offers an opportunity for LPC and other college students to gain experience working with children and complete class assignments. The CDC should offer students a well-rounded experience in the classroom and support their development in the ECE Field. This could be done at a much higher level if we had ECA in each of the classrooms. Community child care agencies and preschool programs expect LPC to teach students, not only theory, but how to put that theory into practice. In order to fulfill this workforce need, the ECS need time to mentor students. Having an ECA will provide that time.

Giving the ECS time to mentor the future workforce will support the Educational Master Plan Goal A: Educational Excellence; strategy A5 - Assist under prepared students and A6 - Focus on workforce readiness.

To offer the best lab experience for students, the ECS must collaborate with the ECE faculty. Ongoing meetings will allow for growth of the lab program and ensure that educational offerings are innovative, up-to-date, and meet the changing needs of the field (District Wide Strategic Plan Goal B; strategy B1 and AACRED Standard II: Student Learning Programs and Support Services; A: Instructional Programs).

This position will give the ECS the time and support needed to achieve the high demands and mandates of the ECE program.

SECTION 2: STUDENT LEARNING AND SUCCESS

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

Academic quality is referred to in the accreditation standards. In order to have high quality lab experiences for students, we must have appropriate staffing levels (Educational Master Plan Goal C, strategy C3). The staffing levels in the CDC must meet and exceed what is required by licensing regulations and educational code. We must balance our responsibility to prepare children for kindergarten with LPC student learning outcomes in Early Care and Education. Our ECA will play an integral part in ensuring these learning outcomes are met by every student.

Goal A, strategy A8 of the Educational Master Plan is to expand tutoring services. The CDC could be an informal tutoring service that allows lab students to have more one on one time with the ECS and support their individualized needs related to direct services to children. This type of service will also support in meeting the student learning outcomes of the course(s) and better prepare them to become a successful part of the workforce.

Whether it's Course - level or Program - level Outcomes, the CDC plays an active role. In an effort to continue and improve on this process and student outcomes, the ECS need the time to work individually and in groups with lab students. This position will give additional time to the ECS to step out of ratio, directly and indirectly mentor lab students, be pro-active verses re-active, and support a learning environment that is welcoming and effective for our diverse population of students. This position will also be able to assist in the day-to-day operations of the center as well as other responsibilities mentioned in Section I.

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

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.

Having a solid program that is an integral part of the college is a goal of the CDC. This position will be able to support the classrooms when the ECS steps out. Being able to offer different and innovative perspectives from the CDC team will improve institutional effectiveness, quality assurance, and student learning and achievement, all of which are core values of the ACCJC. This position will add to the integrity of the CDC and the college by meeting staff requirements, upholding educational code requirements, and implementing best practices.

Besides offering a state of the art facility, quality programming, and an effective lab program the ECS would like to be involved in college committees and community events, thus forming relationships with other faculty, staff, and stakeholders. These opportunities support another core value of the ACCJC, collegiality.

This position is needed to meet State Licensing Regulations, Educational Code, and Labor Laws. We could potentially be putting the CDC in jeopardy of receiving violations on a State and Federal Level with significant fines.

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 CDC partners with several departments (ECE, Psychology, Safety) to provide opportunities for students to interact with children. In 2018, 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 gives additional opportunities to support student success in basic skills, CTE, and transfer courses, implementation of best practices, and curriculum development by allowing ECS 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 lab program would have a huge impact on the ECE Department which issues some of the most certificates.

The CDC has a positive partnership with the ECE faculty and meet a couple of times per year to discuss processes to implement best practices to meet AACCCJC 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. 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 ECS time to work directly with the lab professor(s) to discuss and explore curriculum development and maintenance, 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 for the enrollment of more children to our program, thus moving us towards ongoing financial stability.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

This need was described explicitly in a Program Review (Year 2017-18).

This need was implied in a Program Review (Year 2013-14).

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 for the past 5 years, there has been reference to hiring additional staff. Each year the needed positions seemed to change so there is no on-going reference to an Early Childhood Assistant. In 2013, the Program Review states that an EC Assistant is needed to help with growing enrollment of the center. This is still true however the position is needed to support the ECS in the classroom, both with children and lab students in order to have positive student outcomes, support accreditation, be in compliance with licensing regulations, demonstrate best practices and provide observation and feedback to lab students.

In the Program Review from 2016-17, the planning for the next academic year includes a goal that reads, "staffing needs to improve in order to be compliant with licensing regulations and to provide quality care." Specific positions listed in the Program Review were Child Development Assistant Director, EC Specialist (part time) Preschool, EC Specialist (full time) Infant/Toddler, and EC Assistant (full time). The reason for the EC Assistant stated, "Our full time Specialist have to complete assessments for children in the classrooms. As of now it is hard for the Specialist to take time off from the classroom in order to complete the documentation. Specialists are also having a hard time taking their lawful breaks because of our staffing situations. By licensing regulations, we cannot be out of ratio."

All the positions mentioned in previous Program Reviews would add value to the program and support LPC and the CDC goals as well as accreditation. However, the fiscal impact would be devastating, therefore we must be creative in our staffing model. By adding this position, we will be able to eliminate 2 student assistant positions thus only increasing our staffing costs by \$1,905 per month. This equivalent to less than 2 full time enrollments. Adding this position is financially reasonable and programmatically necessary.

EC Assistant Salary (adding to staffing costs):

\$32,716/year

2 Student Assistants (eliminating from staffing costs):

\$22,942/year

\$11/hour x 20 hours/week = \$220/week x 52.1429 weeks/year = \$11,471

\$11/hour x 20 hours/week = \$220/week x 52.1429 weeks/year = \$11,471

$\$32,716 - \$22,942 = \$9,774$ (difference in cost w/o benefits)

These calculations are represented in Section 6.

SECTION 5: SAFETY (if applicable)

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

This position will increase safety and supervision within the CDC by hiring qualified staff with experience working in a licensed facility. Giving the ECS time to monitor the classroom, model best practices, and offer immediate feedback will lessen the possibility of children being unsupervised or engaging in behaviors that could compromise safety. This position will offer opportunities to model and teach conflict resolution strategies to the lab students and implement these strategies with the children. This position would be responsible for health and safety checklists and opening and closing procedures. These are currently done on a very limited basis. This position will support the ECS in being pro-active, not re-active. This position could potentially allow a ECS to participate in the Health and Safety Committee along with the Center Director.

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:	\$	<u>9,773.00</u>	32,716.
Estimated Benefits Cost:	\$	<u>13,086.00</u>	17,994
Total Cost for Position:	\$	<u>22,859.00</u>	50,710

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 the College Administrative Services Technician in the LPC Office of Administrative Services (ext. 1632).*

SECTION 7: REVIEWS

Signatures:

Sharon Davidson
Requester
Sharon Davidson
College Administrative Services Technician
Office of Administrative Services

10/15/18
Date
10/29/18
Date

[Signature]
Dean/Unit Administrator
[Signature]
Vice President

10-15-18
Date
10/24/18
Date



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

EARLY CHILDHOOD ASSISTANT

*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 supervision, assist in providing quality care and educational experiences for children enrolled at the Chabot Children's Center; as directed, participate in providing instructional and recreational activities appropriate for the developmental needs and skills of children enrolled at the Children's Center; and communicate effectively with parents, other staff members, and other professionals.

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. As directed, participate in providing developmentally appropriate curriculum for attending children; assist in facilitating children's individual development in cognitive, physical and socio-emotional, and creative aspects; assure prompt delivery of quality care to children; participate in assessment of attending children on a semester basis; assist children in self-help and social skills.
2. Assist in the supervision of children involved in various Center activities including recreational and educational programs; serve as a positive role-model of professionalism and Early Childhood care.
3. Greet parents at beginning and/or end of each day and discuss issues regarding the daily program elements or other relevant facts; provide information to parents regarding curriculum and program schedules in a sensitive and tactful manner.
4. Assists in creating informational bulletin boards and/or newsletter to inform parents about children's activities, development, participation, and planning.
5. Assist in maintaining the classroom and play-yards on a daily basis; report any unsafe condition of equipment and any materials that are in short supply.
6. Respond to public inquiries in a courteous manner; provide information within the area of assignment; resolve complaints in an efficient and timely manner or refer to higher level staff; ensure confidentiality of children and their families.
7. Assist in maintaining daily records including attendance, health, and nutrition records.
8. Assist in informing participants in Center operations of rules, regulations and the goals and mission of the College and the Center.
9. Participate in ongoing professional development including coursework, regular staff meetings and parent meetings.
10. Assist in maintaining children's classroom; report necessary repairs or potential dangers to appropriate College personnel.
11. Serve as mandated reporter of suspected abuse or neglect to California Department of Social Services.
12. Perform related duties as required.

Chabot-Las Positas Community College District
Early Childhood Assistant (Continued)

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. Basic principles of child development theory.
2. Basic health and safety requirements of children.
3. Potential safety issues within a group care setting; appropriate safety precautions and procedures.
4. Principles of basic first aid and CPR.
5. Basic principles and procedures of record keeping.
6. Basic principles of report preparation.
7. English usage, grammar, spelling, punctuation, and vocabulary.

Ability to:

1. Participate in providing daily, weekly, and monthly curriculum.
2. Learn basic operations, services, and activities of a full service children's center.
3. Learn concepts in early childhood education.
4. Learn concepts in early childhood education.
5. Learn principles and practices of curriculum planning.
6. Learn socialization techniques.
7. Assist in implementing instructional and recreational activities according to the needs of the children and Center policy.
8. Assist in supervising children of various ages involved in Children's Center activities.
9. Develop and maintain effective relationships with preschool and school-aged children, students, parents, and staff.
10. Learn to understand, interpret, and apply general and specific administrative and departmental policies and procedures as well as applicable federal, state, and local policies, laws, and regulations.
11. Maintain records and prepare reports.
12. Communicate clearly and concisely, both orally and in writing.
13. Establish and maintain effective working relationships with those contacted in the course of work.
14. 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:

Equivalent to the completion of the twelfth grade supplemented by twelve (12) units of college level course work in early childhood education, child development, education, or a related field

Experience:

Two years experience working in a licensed child development program assisting in the teaching of infants or preschoolers.

License or Certificate:

Possession of a current pediatric C.P.R. Certificate and First Aid Certificate.

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 in a children’s center; exposure to communicable diseases; subject to noise from children and equipment operation; frequent interruptions and contact in person with children, parents, students, staff, and others.

Physical: Primary functions require sufficient physical ability and mobility to work in a children’s center; to stand or sit for prolonged periods of time; to frequently stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate classroom equipment requiring repetitive hand movement and fine coordination; to verbally communicate to exchange information; and to occasionally travel to other offices or locations.

Adopted by Board of Trustees on October 20, 2015
Effective: October 21, 2015
Job Family: Technical – Paraprofessional