

Fall 2022 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2023, for the Fall 2022 application process.

Current or Proposed Position Name: *

Supplemental Education & Human Development Coordination - Cañada CDC Taskforce/Apprenticeship Pipeline

Author(s): *

Hyla Lacefield

Is this a campus-wide or program/department position? *

If you're not sure how to answer this question, please refer to the IPC Past & Present Positions website (<https://www.canadacollege.edu/ipc/reassignment-archive.php>).

Campus-Wide Position

Program/Department Position

Is this a New, Renewal, or Revision Application? *

A New Reassignment Application is for a position that has never been funded by the College before. A Renewal Application is for a position that has been previously funded by the College. A Revision to Existing Position Application can be used to revise a currently held position that is not currently up for renewal.

- New Reassignment Application
- Renewal Application
- Revision to Existing Position Application

Change to Reassign Time Allocation

Are you requesting more or less reassign time than in the past? *

- Yes
- No

Time Change Explanation

Explain why more or less reassigned time is being requested. *

Revisions to Existing Positions

What revisions do you need to request for your current position? *

Amount of Reassignment & Duration

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week.

Fall (FTE) *

.2

Spring (FTE) *

.2

Total Annual (FTE) *

.4

How many semesters of reassigned time are being requested? *

Please note, the majority of reassignment positions are filled for two year, or four semester terms. But if you need reassign time for a different amount of time, please select that below

3



Position Responsibilities

Instructions for Duties List

-We recommend writing your duties list in a simple bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.

-Next to each duty or responsibility include an amount of reassignment time that will be used for that item. This can be done based on weekly hours, semester hours or a percentage of total time.

-Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/docs/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties.

-If you're submitting a RENEWAL application, please note that you can reference past applications (<https://canadacollege.edu/ipc/reassignment-archive.php>) for your position and copy and paste that duties list to revise here.

Example Duties List - College-Wide Position

-Promoting a culture of instructional assessment campus-wide by:

--Helping faculty find meaningful results through the effective design and analysis of assessment methods; and

--Offering assistance and training to individuals and departments; and

--Serving as a voting member of IPC; and

--Attending and participating in meetings supporting program review (e.g., PBC Program Review Work Group).

[Approximately 50% of time allocation]

-Facilitating and managing local assessment cycle by:

--Communicating with faculty regularly regarding their assessment plans; and

--Facilitating the implementation of the local assessment cycle college-wide; and

--Managing the assessment cycle process and all materials required; and

--Eliciting feedback and propose changes to cycle.

[Approximately 30% of time allocation]

-Providing the college with assessment expertise by:

--Attending workshops and conferences on assessment best practices and accreditation-related topics; and

--Attending division and/or department meetings; and

--Sharing this expertise via Flex Day, workshops, and the like;.

[Approximately 10% of time allocation]

-Collaborating with Accreditation Liaison Officer and designated work groups/taskforces related to assessment to:

--Contribute to accreditation reports; and

--Ensure assessment work aligns and complies with ACCJC standards and processes.

[Approximately 10% of time allocation]

Example Duties List - Program/Department-Wide Position

Cañada's current ESL department work around AB705 implementation for ESL:

- Align ESL courses with ESL Pathway as it relates to the AB705 mandates
- Create an ESL Pathway that gives the students the tools to succeed and continue pursuing certificates and degrees.
- Review and update ESL Course Outlines and curriculum to make sure that off campus-beginning classes transition to on-campus advanced ESL.
- Work with English Department to connect our Pathway.
[Approximately 30% of time allocation]

- Collaborate with other departments to ensure students are succeeding.
[Approximately 5% of time allocation]

- UC/ CSU GE (Humanities Area) transferability for ESL 400 (although still not TLC)
- Disseminate and share information with ESL Department and Cañada College and the various departments that will be involved in the implementation of this mandate
[Approximately 20% of time allocation]

- District meetings with Vice Chancellor Aaron McVean to discuss action plan
- Biweekly meetings with ESL faculty at CSM and Skyline
[Approximately 20% of time allocation]

Additional work for Spring 2020:

[Approximately 25% of time allocation]

- Continued work on placement of students using multiple measures or other approved placement methods (without high school transcripts, which are rarely available for our students; all 3 ESL departments are advocating for a placement test)
- Regular meetings with PRIE to inform gathering student info and data
- Coding ESL courses (CB21 coding)
- Aligning CB21 coding with adult schools
- Creating an action plan
- Collaboration across campus to implement new procedures and policies for Fall 2020

Guided by the format of the examples above, please provide a comprehensive list of all duties or responsibilities of this position. *

Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties. Also, please note that this list is meant to be a general overview of the responsibility of this position, and it is not meant to be a daily plan of all work.

Although we have an interim ECE. coordinator, we are in the process of adding time-intensive additional duties to the position and the current coordinator cannot cover them all. There are two vital projects that are already demanding significant time and will only demand more as the projects get closer to completion. HOWEVER, these projects are both above and beyond the already significant workload carried by the ECE. coordinator. Of course, if these projects end up not going forward, then the release time will not continue beyond the end date of the projects. The two major projects are:

1. Support planning and exploration of a Child Development Center for Cañada. This includes, but is not limited to:

-Working closely with the VPAS, who is lead of the Cañada CDC Task Force

----Discussing strategy and planning of meetings, field trips, observations, etc. with VPAS

----Coordinating with Directors of CDC at other colleges, primarily CSM and Santa Rosa Jr. College

+++++Ask them for information about their CDC

+++++Work with the VPAS on scheduling visits for Task Force members to other CDC

+++++Work with VPAS and CDC directors on establishing estimates of both initial and ongoing cost estimates

+++++Assist VPAS in compiling and disseminating reports regarding CDC from a wholistic standpoint: facilities costs, ongoing costs, number of families served, operational parameters, maintenance, instructional side, business side, initial and ongoing funding requirements, licensing, hiring (there is an extreme shortage of qualified teachers in the area and students may only work under the direct supervision of Master Teachers)

A significant amount of uncompensated time has already been carried out on this by Kristina Brower. As a first-year tenure-track FT faculty, she would not ordinarily be tasked with/allowed to do this, but at the current time she is not only the most eminently qualified to take on this task, she genuinely wants to. However, it is unreasonable to ask a first-year person in particular to do all of this additional work on top of running classes for the first time and being our primary faculty for Dual Enrollment in the Education & Human Development Department.

2. Work with Skyline and ECE. Apprenticeship Directors statewide to put in place the supports necessary for Cañada to start a cohort for ECE. Apprenticeships in Fall of 2023.

-Apprenticeships in ECE. already exist, but we need to bring our curriculum and offerings into alignment with a registered apprenticeship to be able to have our students be a part of the apprenticeship.

-Skyline began laying the foundation for their ECE. Apprenticeship this year (22/23). The plan had always been for Skyline to pilot the project and Cañada to join in after the initial pilot.

-There are many long meetings involved with this, and this person would need to commit both to being present for all ECE. Apprenticeship meetings, but also regular Apprenticeship meetings sponsored by BACCC and others so as to be able to help navigate the requirements of apprenticeship and make sure our students are receiving maximum benefit.

-In addition to the large group meetings, there will need to be numerous smaller meeting with those who have piloted the Skyline ECE. Apprenticeship, learning from what went well and what challenges were faced in their initial pilot.

-In addition to the structural and planning meetings, there would need to be numerous meetings with the incoming Project Director of Apprenticeships, to make sure that everything is working correctly on the 'back end'.

-There will need to be regular presentations and updates to Counselors, Financial Aid folks, Retention Specialists, embedded tutors and others providing direct support and guidance to the students

-Recruiting students to be apprentices will also take a lot of time - particularly for outreach to both high school students interested in apprenticeship pathways and those who are unable to be FT students because of the requirements of their current jobs. Apprenticeships allow students to get paid work experience while they are studying, which attracts both new and returning students.

-Many of the returning students who may be interested in ECE. Apprenticeship are women of color who are historically marginalized. Providing the support for these women to be able to complete their degrees so they can advance is not only transformative for them and their families, but for their communities as they return to not just work in childcare centers, but start their own businesses doing so

-There is a general plan to have an initial onboarding session at the end of spring semester, and a later 'jam' at the end of summer, just before fall semester to prepare students for the rigors of apprenticeship

Identify which goals and strategic initiatives from the college's Education Master Plan are being supported by this position. Check all that apply. *

For more information about the Education Master Plan (EMP), please refer to the Cañada College Collaborates website (<https://canadacollege.edu/prie/canada-collaborates.php>).

- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1 (Make Registration Easier)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #2 (Connect Students to the Academic Program(s) and Classes They Need)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #3 (Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #4 (Improve the Financial Stability of Students)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #1 (Support innovative teaching that creates more equitable and antiracist learning environments)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2 (Create and sustain an inclusive, antiracist, and equity-minded campus culture)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #3 (Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps)
- EMP Goal #3: Community Connections - Strategic Initiative #1 (Better share what Cañada offers)
- EMP Goal #3: Community Connections - Strategic Initiative #2 (Be the best college choice for local high school students)
- EMP Goal #3: Community Connections - Strategic Initiative #3 (Strengthen K-16 pathways and transfer)
- EMP Goal #3: Community Connections - Strategic Initiative #4 (Help students explore and find employment in fields of their choice)
- EMP Goal #3: Community Connections - Strategic Initiative #5 (Help meet the basic needs of Cañada students and other community members)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #1 (Ensure the physical campus is accessible)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #2 (Provide adequate access to technology)

EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #3 (Manage resources effectively)

Final Questions

How would your program be impacted if this position is not funded? *

The Education & Human Development Program just hired a new FT faculty but is constantly struggling to keep up with the extremely high demand. Even though ECE. is one of our top performing programs on campus, it has the capacity to do even better, particularly as pertains to serving disadvantaged and high-need students. When an in-demand program is struggling to have the capacity to serve all of the students who want to get degrees or certificates within the program, the students who suffer the most are those who are also the most marginalized to begin with: women of color, single parents, first generation, etc. Without this position, it will continue to be a struggle to meet the needs of ALL of the students who wish to transform their lives through a degree in the Education and Human Development area.

Anything else you would like us to know? For example, awards, recognition from the community, student highlights, etc.

The Education and Human Development Department is one of the highest performing programs on campus by virtually every metric: enrollment, students graduating with a certificate, students achieving an ADT, employment in field of study, etc. etc. ECE. struggles to keep up with intense demand from the community at a time when there are far too few early childhood educators to fill the demands in the area.

There are grant funds available to pay for this additional time for the faculty member. The apprenticeship piece can be paid for with the Apprenticeship Grant funds and the Child Development Center portion could be Strong Workforce.

Please enter the name of your Dean or VP who we can contact for approval of this application. *

Hyla Lacefield (although if it's too weird to send my own request to myself, VPI Chialin Hsieh would also be appropriate)

Google Forms

Reassignment Application Final Recommendation Form

Be sure to fill this form out for each of the applications received for the departments and/or programs that you supervise. Your feedback will be attached to the corresponding application, which will then be shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) *

Supplemental Education & Human Development Coordination - Cañada CDC Taskforce/Apprenticeship Pipeline

Supervisor's Final Recommendation *

- Fully Support Application
- Support with Reservation
- Do Not Support (Explanation Required)

Comment or Explanation:

This is an important supplemental coordination position that we have grant funding available for, but we really want to be transparent about the process. As it is an urgent and immediate need, we hope to be able to start in Spring 2023.

Signature *

Enter your name below as your signature.

Hyla Lacefield

This form was created inside of Skyline, Cañada and College of San Mateo.

Google Forms

Reassignment Application Final Recommendation Form

Be sure to fill this form out for each of the applications received for the departments and/or programs that you supervise. Your feedback will be attached to the corresponding application, which will then be shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) *

- Supplemental Education & Human Development Coordination – Cañada CDC Taskforce/Apprenticeship

Supervisor's Final Recommendation *

- Fully Support Application
- Support with Reservation
- Do Not Support (Explanation Required)

Comment or Explanation:

The Education and Human Development Department is one of the highest performing programs on campus by virtually every metric: enrollment, students graduating with a certificate, students achieving an ADT, employment in field of study, etc. etc. ECE. struggles to keep up with intense demand from the community at a time when there are far too few early childhood educators to fill the demands in the area. There are grant funds available to pay for this additional time for the faculty member. The apprenticeship piece can be paid for with the Apprenticeship Grant funds and the Child Development Center portion could be Strong Workforce.

Signature *

Enter your name below as your signature.

Chialin Hsieh

This form was created inside of Skyline, Cañada and College of San Mateo.

Google Forms