

CLASSIFIED & ADMINISTRATIVE POSITION REQUEST: 2025-2026

THE FOLLOWING INFORMATION WILL CONTRIBUTE TOWARD A QUALITY REQUEST

DEADLINES

November 5, 2025: Final day to submit Cost Calculations (Section 6) requests to College Administrative Services Technician

November 12, 2025: Request due to Division Dean with College Administrative Services Technician Signature

November 19, 2025: Request Presented at Division Meeting

November 21, 2025: Request due to Administrative Office by **5:00pm with Division Dean and Vice President signatures send via email to Andrea Anderson - aanderson@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

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

Classified and Administrative Position Request Checklist

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

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">1. Requesting a new position;2. Requesting increased hours for an existing position;3. Informing the committee of the intent to hire a temporary grant-funded position. <p>Non-Instruction position requests are not required for:</p> <ol style="list-style-type: none">1. Temporary positions supported by general funds;2. Positions currently funded, but vacant for less than 24 months;3. Approved positions, but with a failed search. Approval is extended for 12 months only. |
| | 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">• Calculation requests must be made no later than November 5 to meet November 12 deadline for Division Dean submittal• Send requests via email to Sui Song |
| | 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

2025-2026

Internal Use

#: 2026-

Requester Name: Traci Peterson

Division Name: Academic Services/Educational Partnerships

SUMMARY INFORMATION

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

Program Coordinator - Early College Programs & Pathways

Position Will Reside in Division/Unit:

Academic Services/Educational Partnerships

Indicate To Whom this Would Report:

Educational Partnerships Project Manager

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

It has not been presented previously, thank you.

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?

The Program Coordinator for Early College Programs & Pathways would assume primary responsibility for the day-to-day coordination, compliance, and growth of all Early College and Dual Enrollment operations at Las Positas College. This includes:

-CCAP and MOU Management: Develop, track, and renew College and Career Access Pathway (CCAP) agreements; ensure alignment with state and district timelines, Board approval cycles, and Title 5 regulations.

-Partner Coordination: Serve as the main liaison between high school on-site partners; enrollment and registration events, and communications with counselors.

-Outreach and Recruitment: Design and implement outreach plans targeting to underrepresented student populations; collaborate with K–12 partners to support equitable access.

-Data and Compliance Oversight: Maintain accurate enrollment, retention, and success data, prepare state and institutional reports, ensure compliance with CCCCO's equitable dual enrollment and CCAP accountability frameworks.

-Program Marketing and Communication: Create and manage informational materials, website content, and promotional campaigns to inform families, counselors, and community stakeholders.

-Fiscal and Administrative Coordination: Track budgets, assist in monitoring expenditures, and if necessary, process invoicing for partner agreements.

-Continuous Improvement and Reporting: Collect program data to support state reporting, accreditation evidence, and annual performance assessments.

-Student Support Coordination: Oversee registration processes, orientations, and problem resolution for early college students to ensure a seamless transition between high school and college systems.

In summary, this position ensures that LPC's Early College and Dual Enrollment programs operate efficiently, equitably, and in compliance with state and district standards—transforming what is currently a single-person department into a sustainable, scalable system that supports student success and institutional accountability.

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

The Educational Partnerships Project Manager.

SECTION 1: PROGRAM NEED (contd)

Provide a historical perspective of changing demands on the unit over the past 3-5 years. (Refer to your program review section related to human resources.) You may use narrative or relevant data.

Historical Perspective (Past 1-2 Years) Between 2023-2025, Early College and Dual Enrollment at Las Positas grew from roughly 15 students to over 115 annually (unduplicated). CCAP partnerships expanded from 1 to 5 school districts, resulting in more than 6 active MOUs and from 2 to 10 CCAP dual-enrollment course sections. Each agreement follows complex CCAP timelines—requiring annual MOU renewals, board approvals, curriculum crosswalks, and compliance reporting. These recurring tasks now span multiple high school calendars and internal review cycles. Additionally, implementation of Vision 2030 strategies from the Chancellor's Office—such as proactive outreach to underrepresented students, embedded academic support, and structured pathways—has added new operational layers. These require data coordination, equity gap monitoring, and communication with K–12 counselors and administrators.

The department, staffed by only one person, now manages tasks ranging from scheduling and faculty onboarding to registration and outreach. The scope and accountability of these functions have doubled without corresponding staff support while the manager is also responsible for other project areas at the college as well.

A Program Coordinator is essential to sustain compliance with requirements. They would:

- Manage MOU development and renewal timelines with district partners and the Chancellor's Office.
- Coordinate dual enrollment scheduling with high school and college calendars.
- Track and report data metrics (disaggregated enrollment, success rates, and persistence by subgroup).
- Facilitate equity-focused outreach to ensure participation mirrors local high school demographics.

Without dedicated coordination, delays in board approvals or data reporting could jeopardize state compliance, partner trust, student access to early college opportunities, and possibly even student success to the students in the classes who are not receiving the proper support..

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

Adding a Program Coordinator ensures timely communication with K–12 partners, accurate data management, and consistent compliance with Title 5 and CCAP requirements. This position would also enhance outreach to underrepresented students, support instructor coordination, and maintain student participation records critical to state apportionment and accountability. Without additional staffing, the college risks losing partner confidence and enrollment momentum in one of its most equity-centered initiatives and one of the most crucial components of the SCFF.

Student Learning & Success

This role directly implements equitable dual enrollment principles: early outreach, inclusive placement, proactive student support, and seamless transition to college. The coordinator ensures that each step—from application to course completion—aligns with CCCCO's "access + support + completion" framework. They coordinate with instructional faculty, counselors, and partner high schools to align courses with meta-majors, ensure completion of educational plans, and identify academic interventions early. These actions improve retention and reduce equity gaps in persistence and completion, especially for first-generation and low-income students.

Accreditation & ACCJC Standards

The position ensures compliance with ACCJC Standards I.B, II.A, and II.C through systematic documentation, assessment, and continuous improvement in early college delivery. CCAP Dual Enrollment requires data-informed evaluation—attendance, student success, course quality, and equity impact—activities that depend on consistent coordination. This position safeguards institutional integrity by maintaining verifiable evidence for program review and accreditation audits.

SECTION 2: STUDENT LEARNING AND SUCCESS

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

The Early College Program enables high school students—especially first-generation and low-income students—to complete transferable coursework before graduation, increasing persistence and degree completion rates. It also gives those students the opportunity to attend college, especially those who may have never seen themselves as college going students. We can show them that there is something for everyone at LPC. The Coordinator supports student success by ensuring accurate registration, enrollment continuity, and equitable access to academic support resources, thus directly impacting learning outcomes, whether it is a degree, transfer plans, a certificate, or lifelong learning.

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

This role strengthens institutional adherence to **ACCJC Standards I.B (Academic Quality and Institutional Effectiveness) and II.A–II.C** (Instructional Programs and Student Support Services). Consistent data tracking, assessment coordination, and documentation of MOUs demonstrate continuous improvement and compliance with state and federal requirements tied to program quality and equity outcomes.

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:

- **Equity:** 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.
- **Student Success:** 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.
- **Health and Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Indicate how this position supports the College's mission and/or planning priorities:

This position directly supports the College Mission of providing an inclusive, equity-focused learning environment by expanding access to early college pathways for underserved populations. It also advances **Planning Priorities:**

-Equity – Expands college participation among first-generation and disproportionately impacted students.

-Student Success: Aligns early college pathways with LPC's Guided Pathways framework, helping high school students enter a declared program of study earlier and persist to degree completion.

Health & Wellness – Improves workload balance within a department of one, supporting institutional wellness and sustainable operations.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

☒ This need was described explicitly in a Program Review (Year 2024-25).

☐ 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):

Described in Program Review:

Yes – 2024-25 Program Review, Early College Programs and Pathways: “To expand capacity and success of dual enrollment and CCAP programs.”

The Program Review identified staffing limitations as a major barrier to meeting partnership and enrollment goals. A full-time coordinator will operationalize objectives such as expanding CCAP offerings, improving partner engagement, and developing systematic tracking for student outcomes—tasks currently constrained by limited personnel.

Described in Program Review:

Yes – 2024-25 Early College Programs and Pathways Program Review: “To expand capacity and success of dual enrollment and CCAP programs.”

The Program Review noted that staffing limitations hinder full execution of CCAP and EDE commitments. A Program Coordinator would enable:

- Timely MOU renewals and CCAP reporting.
- Implementation of strategies for equity, success, and access from Vision 2030.
- Ongoing data collection for program review and state reporting.
- Stronger alignment with LPC’s Guided Pathways and Student Equity Plan outcomes.

This role elevates the program from compliance-level maintenance to proactive improvement—ensuring every partner district and student benefits from a coherent, data-driven dual enrollment system.

SECTION 5: SAFETY and/or ORGANIZATIONAL EFFECTIVENESS

Explain how this position will improve safety and/or organizational effectiveness on campus or within your unit:

A dedicated coordinator improves organizational safety and compliance by managing student rosters, ensuring all off-site course logistics meet district protocols, and verifying that instructors and students meet eligibility and FERPA requirements. Improved documentation, communication, and data accuracy mitigate institutional risk and enhance overall program effectiveness.

The coordinator enhances institutional safety and effectiveness by ensuring compliance with FERPA, Title 5, and CCAP Board-approved operational standards. They manage timelines for risk management documentation, instructor credentialing, and site safety coordination for off-campus instruction. By standardizing processes and maintaining audit-ready documentation, this role minimizes institutional liability and supports consistent, safe delivery of off-site instruction to hundreds of students annually.

SECTION 6: COSTS*

| | |
|---|----------------------|
| Estimated Increase or Proposed Annual Salary Cost: | \$ <u>73,673.00</u> |
| Estimated Benefits Cost: | \$ <u>63,874.00</u> |
| Total Cost for Position: | \$ <u>137,547.00</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 SSong@laspositascollege.edu

SECTION 7: SIGNATURES

Requester

Traci
Peterson

Digitally signed by Traci
Peterson
Date: 2025.11.12
10:15:10 -08'00'

11/10/25

Date - *click for drop-down*

Division Dean

Administrative Services Technician

Sui Song

Digitally signed by Sui
Song
Date: 2025.11.12
10:11:10 -08'00'

11/12/25

Date - *click for drop-down*

Vice President

Nam Ho

11/19/25

Date - *click for drop-down*

Date - *click for drop-down*

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

PROGRAM COORDINATOR – EARLY COLLEGE PROGRAMS & PATHWAYS

*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, oversee and coordinate the services and activities of Early College Programs & Pathways for an assigned college including performing a variety of para-professional, technical, and complex office support work while exercising independent judgment in the satisfactory completion of duties; coordinate with administration, faculty, staff, and community members to enlist support, cooperation, and participation in appropriate activities related to the Early College Programs & Pathways; and assume responsibility for creating, initiating, and planning class offerings, preparation of brochures, tracking student participation, and developing an outreach plan to increase enrollment and to expand services offered.

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. Coordinate the daily services and activities of the assigned comprehensive Early College Programs & Pathways including dual enrollment, articulation, CATEMA, and credit by exam.
2. Establish cooperative relationships with education partners including middle schools, high schools, adult schools, and community organizations to establish early college pathway programs
3. Coordinate with education partners to plan and conduct ongoing outreach, recruitment, application, and registration support for students
4. Participate in budget development and administration activities for the Early College Programs & Pathways; coordinate budget planning activities; monitor expenditures.
5. Coordinate with staff in designing and implementing recruitment strategies for new classes and instructors.
6. Coordinate outreach and publicity to increase the College's Early College Programs & Pathways enrollment; develop promotional materials for dissemination to the public.
7. Coordinate the administration of the Early College Programs & Pathways webpage with the campus webmaster; edit and maintain website, as necessary.
8. Coordinate entire registration process for Early College Programs & Pathways including providing orientations; always provide excellent customer service; maintain accurate records of all students and courses and develop and maintain organizational system.
9. Maintain financial records; track all payments for classes, and invoicing for appropriate contracted classes.
10. Develop and maintain MOUs (Memorandum of Understanding) and/or College and Career Access Pathways (CCAP) agreements with partner educational institutions.
11. Maintain assigned records and files; maintain statistics on Early College Programs & Pathways performance including monthly information and information for annual reports.
12. Coordinate and participate in the process to identify instructors and courses.
13. Coordinate and establish cooperative relationships with community and college resources to support program goals and objectives.
14. Develop evaluation of services provided and learning experiences for students and partners to ensure that program goals are met; contribute to the development of performance assessment and outcomes.

Chabot-Las Positas Community College District
Program Coordinator – Early College Programs & Pathways (Continued)

15. Oversee assigned staff and student assistants.
16. 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. Principles and practices of program planning and implementation.
2. Principles, practices, and procedures of business letter writing and report preparation.
3. Higher education environment.
4. Pertinent state, District, and College policies, procedures, and regulations.
5. Problem solving techniques and resources.
6. Principles, practices, and procedures of fiscal, statistical, and administrative record keeping.
7. Principles and practices used to establish and maintain files and information retrieval systems.
8. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
9. Principles and techniques used in public relations including methods and techniques of proper receptionist and telephone etiquette.
10. Basic research methods and techniques.
11. English usage, vocabulary, spelling, grammar, and punctuation.
12. Evidence of sensitivity and an understanding of the diverse academic, socioeconomic, ethnic, and cultural backgrounds of the community college students and the community-at-large.
13. Basic mathematical and accounting principles.
14. Interpersonal skills using tact, patience, and courtesy.
15. Oral and written communication skills.

Ability to:

1. Coordinate and direct programs, activities, and operations of Early College Programs and Pathways.
2. Carry out work objectives in an organized, efficient, and timely manner without immediate supervision.
3. Perform detailed and complex specialized technical, programmatic, and administrative support duties involving the use of independent judgment and personnel initiative with speed and accuracy.
4. Recommend and implement goals and objectives for providing various programs and operations.
5. Maintain databases, update website and computer
6. 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.
7. Research information using your own initiative.
8. Organize, assimilate, and analyze information.
9. Respond tactfully, clearly, concisely, and appropriately to requests and inquiries from the public, students, District staff and faculty, or other agencies.
10. Make regular contact with students, staff, and the public to discuss routine and complex scheduling and financial transactions and resolve problems within specified standards.
11. Supervise, direct, and coordinate the work of assigned staff and students.
12. Complete required forms and surveys.
13. Prepare clear and concise reports.
14. Collect and receive monies and write receipts.
15. Prepare a variety of clear and concise administrative and financial records.

Chabot-Las Positas Community College District
Program Coordinator – Early College Programs & Pathways (Continued)

16. Set up and maintain a variety of databases.
17. Set up and maintain a variety of files and records.
18. Analyze situations accurately and adopt an effective course of action.
19. Work under pressure of deadlines.
20. Plan and organize work to meet schedules and change deadlines.
21. Carry out work objectives in an organized, efficient, and timely manner.
22. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
23. Adapt to changing technologies and learn functionality of new equipment and systems.
24. Type and/or enter data at a speed necessary for successful job performance.
25. Communicate clearly and concisely, both orally and in writing.
26. Establish and maintain effective working relationships with those contacted in the course of work.
27. 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 business administration, public administration, workforce/economic development, education, or a related field.

Experience:

Three years of increasingly responsible administrative, technical, and/or programmatic experience, preferably developing and operating programs requiring partnering with multiple agencies, programs, and complex systems.

License or Certificate: Possession of an appropriate, 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; occasionally travel from site to site. Incumbents may be required to work evenings and weekends.

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.

Adopted by Board of Trustees on October 18, 2022

Effective: October 19, 2022

Job Family: Technical - Paraprofessional