

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

MENTOR PROGRAM ASSISTANT DIRECTOR

Grant Funded

*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 general direction of the Mentor Program Director, participate in the management and administration of the California Early Childhood Mentor Program; assist in the development of policies and procedures, resource materials, program publicity, and program expansion materials; provide administrative and technical support to statewide program participants; coordinate, plan, and implement program trainings; collect and analyze data and prepare a variety of reports; approve and monitor program expenditures; and assume management responsibility in the absence of the Director.

This is a grant funded or limited term position and is subject to continued funding.

REPRESENTATIVE DUTIES AND RESPONSIBILITIES

The following duties are typical for this classification. Incumbents may not perform all the listed duties and/or may be required to perform additional duties not listed, but within classification.

The Mentor Program Assistant Director shall:

1. Participate in planning, organizing, managing, and directing the California Early Childhood Mentor Program's operations and activities; assist in developing policies and procedures; perform a full range of general administrative responsibilities;
2. Prepare, process, and monitor complex contracts;
3. Provide support and technical assistance to College Coordinators and other program participants in a multi-grant environment;
4. Prepare and present reports with financial/policy recommendations to program staff, funders, legislators, and other interested parties;
5. Analyze and interpret local, state, and federal legislation and regulations for policy and financial impact on the Mentor Program; analyze existing and proposed Mentor Program policies and procedures;
6. Create, design, and develop various resources related to the California Early Childhood Mentor Program; develop various handbooks and guidebooks; create and develop program and presentation materials;
7. Plan and organize trainings in a variety of venues; assess needs; identify and engage appropriate trainers for conferences, manager's meetings, and practitioners;
8. Approve monthly invoices submitted to the Child Development Division of the California Department of Education; authorize payments as necessary; and collaborate with them on meeting content;
9. Participate in formulating funding proposals;
10. Represent the Mentor Program at public forums, conferences, meetings, hearings, and related events; represent the Mentor Program at legislative hearings and provide public testimony as appropriate;
11. Maintain ongoing communications with program participants, colleges, the field, and other interested parties;
12. Explain, justify, and defend programs, policies, and activities; negotiate and resolve sensitive and controversial issues;
13. Select, train, motivate, and evaluate assigned personnel; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures;
14. Attend and participate in professional group meetings; maintain awareness of new trends and

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- developments in the field of public policy and early childhood education; incorporate new developments as appropriate;
15. 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 early childhood education program development and administration including program design, implementation and evaluation;
2. Demonstrated working knowledge of, and leadership in, the field of early childhood education;
3. Early childhood education public policy arena including public policy issues concerning the relation between higher education and workforce/employment trends;
4. Principles and practices of budget preparation and administration;
5. Grant development and management principles and practices;
6. Principles of supervision, training, and performance evaluation;
7. Principles and procedures of financial record keeping and reporting;
8. Principles and practices of fiscal, statistical, and administrative research and report preparation including research skills for monitoring and collecting data for research purposes;
9. Interpersonal skills using tact, patience, and courtesy;
10. English usage, spelling, grammar, and punctuation;
11. Oral and written communication skills;
12. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases;
13. Pertinent federal, state, and local laws, codes, and regulations including local, state, and federal laws, regulations, restrictions, and requirements related to assigned program area;
14. Principles and practices of public speaking.

Ability to:

1. Assist in coordinating, managing, and directing the California Early Childhood Mentor Program;
2. Participate in the development and implementation of policies, procedures, goals, and objectives for assigned program areas;
3. Analyze and assess programs, policies, and operational needs and make appropriate adjustments;
4. Make recommendations and implement a plan of action to address program functioning;
5. Conduct contract and budget analysis and preparation;
6. Research, analyze, and evaluate new service delivery methods and techniques;
7. Maintain current knowledge of trends related to early childhood education;
8. Plan, organize, direct, and coordinate the work of assigned staff;
9. Select, supervise, train, and evaluate staff;
10. Work effectively in a multi-grant environment;
11. Interpret, apply, and explain District, College, and program area policies, regulations, and requirements;
12. Understand the organization and operation of the District, College, and of outside agencies as necessary to assume assigned responsibilities;
13. Apply excellent communication skills including English language writing and grammar skills; communicate effectively via written correspondence, listening, speaking, and communicating complex ideas clearly;
14. Coordinate assigned functions with other District and College departments as well as other agencies as appropriate; collaborate with organizations and individuals on relevant policy and strategic issues;
15. Analyze problems, identify alternative solutions, project consequences of proposed actions, and

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- implement recommendations in support of goals;
16. Conduct meetings and serve on a variety of committees;
 17. Prepare and present complex and comprehensive narrative and statistical written and verbal reports including a variety of mandated and requested reports;
 18. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications;
 19. Manage multiple projects simultaneously and be sensitive to changing priorities and deadlines;
 20. 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;
 21. Establish and maintain effective working relationships with those contacted in the course of work.

MINIMUM EDUCATION AND EXPERIENCE

Any combination of the following would provide a typical way to obtain the required knowledge and abilities.

Education/Training:

A Bachelors degree from an accredited college or university with major course work in early childhood education, public or business administration, or a related field.

Experience:

Three years of progressively responsible experience in early childhood education program administration that includes contract administration, legislative/administrative policy analysis, budget analysis, and financial/fiscal analysis.

PHYSICAL ACTIVITIES 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.

Working Environment:

Work is performed primarily in a standard office setting with travel to different sites and locations to attend meetings and conferences. Must be able to provide own transportation.

Physical Activities:

Performing the duties of this job involves the physical activities associated with working in an office setting, including: standing and/or sitting for prolonged periods of time; operating office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; verbally communicating to exchange information; lifting, carrying, pushing, and/or pulling light to Mentor Program Assistant Director moderate amounts of weight; and occasionally stooping, bending, kneeling, crouching, reaching and/or twisting. This position also involves regular travel to various locations.

INDIVIDUALS WITH DISABILITIES WHO ARE UNABLE TO CARRY OUT THE PHYSICAL ACTIVITIES OF THE POSITION WILL RECEIVE REASONABLE ACCOMMODATIONS TO ENABLE THEM TO PERFORM THE ESSENTIAL FUNCTIONS OF THE POSITION.

NOTE: This administrative class specification is not necessarily all-inclusive in terms of duties and responsibilities.

APPOINTMENT: The Mentor Program Assistant Director shall be selected by the Governing Board upon the nomination of the District Chancellor.

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Approved by the Board of Trustees on April 16, 2013
Effective: April 17, 2013
Job Family: Administrative