

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Classified Administrative
Class Specification

ADULT EDUCATION AND NON-CREDIT PROJECT MANAGER Range 15

GENERAL DESCRIPTION

Under the direction of the Vice President, lead coordinate and facilitate the implementation of the Adult Education Block Grant (AEBG) and the Mid-Alameda County Consortium activities for the College; develop, plan and manage the AEBG program, including budget management, coordination with other campus divisions and services, and coordination with the Mid-Alameda County Consortium; develop and maintain processes to support new credit/non-credit opportunities for students; ensure that program goals, objectives, outcomes and deliverables are completed within the established timeline; implement policies and guidelines; provide for reporting and accountability; exercise leadership in carrying out the College's AEBG plan in close collaboration with academic departments, student services and community organizations; and perform related duties as assigned.

REPRESENTATIVE DUTIES

1. Participate in Adult Education Program Consortia planning in the formulation, implementation and evaluation of program objectives and priorities.
2. In collaboration with assigned partners, develop milestones and timelines; track and report goals, outcomes, and deliverables to all program stakeholders.
3. Work with faculty and staff to develop programs, services and innovative curricula that assist students to succeed in transitioning to the College into non-credit (English as a Second Language, Basic Skills etc.), credit and Career and Technical Education (CTE) pathways.
4. Maintain an understanding and working knowledge of current ideas, research and practices related to AEBG and non-credit, in particular ESL, Basic Skills and CTE.
5. In collaboration with faculty, prepare and review program review documents for the non-credit.
6. Insure that non-credit course schedules are planned and developed to meet both student and college needs—maximizing student access and reaching full time equivalent student (FTES) goals.
7. Demonstrate a high value for student learning in setting priorities and implementing institutional goals.
8. Plan, develop, coordinate, and evaluate non-credit instructional offerings and student support services to meet student, program, community, and enrollment needs; liaison with the College service area adult education site personnel.
9. Monitor faculty load and assignments in non-credit education.

10. Establish appropriate linkages to special populations or community groups served; promote project/program through participation in advocacy groups, associations or other local, regional or national organizations.
11. Provide regular reports to management and state agencies as requested; assure that the program is in compliance with State guidelines.
12. Promote an inclusive learning environment that guarantees equal access to educational opportunities for students with physical, learning and psychological disabilities.
13. Prepare written and oral reports in evaluation of student learning, support services, extended education objectives and the non-credit program.
14. In collaboration with the faculty, lead the effort to develop and monitor student learning outcomes for non-credit classes and programs.
15. Perform related duties as required.

MINIMUM QUALIFICATIONS

Education and Experience:

Qualified candidates will possess a Bachelor's degree from an accredited four (4) year college or university, plus three (3) years of increasingly responsible employment in instructional, administrative and/or programmatic experience in an educational, or related, setting.

Licenses: A valid driver's license.

Knowledge of:

1. Principles and practices of program planning and implementation.
2. Pertinent Federal, State, local, District and College laws, rules and regulations, and applicable collective bargaining contract provisions.
3. Principles and techniques used in developing grant proposals and draft agreements for sponsorships, partnerships and collaborative initiatives.
4. Compliance issues related to grant or other specially funded programs including reporting requirements.
5. Principles of report preparation and guidelines used in preparing College, District, State, and Federal reports.
6. Advanced business level English usage, vocabulary, spelling, grammar and punctuation.
7. Office procedures, methods and equipment including computers, peripheral equipment, and applicable software applications.
8. Interpersonal skills using tact, patience and courtesy.
9. Basic principles of budget development and administration.

Ability to:

1. Manage and administer a specially funded program.
2. Use organizational skills that enable performance of duties in a timely fashion with attention to detail.
3. Manage financial resources effectively including determining how best to utilize resources and managing budgets and expenditures.

4. Prepare a variety of clear and concise administrative and financial reports and records.
5. Operate modern office equipment including computers, peripherals, and supporting software applications; enter data at a speed necessary for successful job performance.
6. Adapt to changing technologies and learn functionality of new equipment and systems.
7. Conduct research using various sources.
8. Work effectively with managers, faculty and staff in a participatory governance environment to accomplish the goals and objectives of the assigned program or project.
9. Work effectively with various community entities to ensure AEBG regional collaboration meets integrated pathway goals for the region while meeting integrated planning goals for the college.
10. 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.
11. Communicate clearly and concisely, both orally and in writing.
12. Travel to committee meetings and conferences off campus.

Desirable Qualification:

1. Master's or graduate level degree.
2. Administrative experience in adult education or non-credit and/or teaching adult education or non-credit classes.
3. Expertise in building educational programs, creating both program capacity and program sustainability.

Physical Activities and Working Environment:

Performance of the duties of this job may include the following physical activities: standing, walking, stooping, reaching and manipulating (lifting, carrying, moving) light to medium weights of 10-30 pounds, sitting for prolonged periods of time; visual acuity for reading numerical figures; good hand-eye coordination; arm, hand and finger dexterity, including ability to grasp; and visual acuity to use a keyboard, operate equipment, and read application information. Performance of the duties of this job frequently involves sitting, reaching with hands and arms, talking, and hearing. 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.

Approved by the Board of Trustees: 2-16-16

Effective: 2-17-16

Job Family: Administrative (AEBG Coordinator)