

June 16, 2020

MT. SAN ANTONIO COLLEGE

Human Resources

REQUEST TO FILL - STAFF and ADMINISTRATIVE POSITIONS

**This form is used to gain approval prior to recruiting for a position.

Instructions for completing this form are located on the back.

Position: Assistant Director, Community and Contract Education

Department: Community and Contract Education

Time (FTE): 100 Term (months/year): 12

Work Schedule (Days, Hours): M-F 9:00-5:30pm

Salary Schedule (Range): M9

Background and Rationale (use back of form if additional space is needed): Some of the work has shifted over the last six years with an increased need to support both contract education and community education. Therefore, the JD reflects the inclusion of support for fee-based programs. The position as written will support the Community and Contract Education Department more broadly and efficiently.

Please list any changes in the budgeted position as described above (i.e., title, time, term, etc.).

Please list the Account Number(s) and Budget Amount(s) that is/are being used **to fund** this Position. **This section MUST be completed in order to provide budget for the position.**

Account Number(s): 13500-470300-215000-701000-210

100 % Amount \$ 155,648
 % Amount \$ 143,184

Funding: (check all that apply) ☐ General Fund Unrestricted ☒ Restricted Funds ☐ Categorical ☐ Grant ☐ Temporary
☐ Annual renewal of this position is contingent upon the College's receipt of continued funding

Duration (if grant/temporary funded): Beginning date: End date:

Comments:

Signatures:

Madelyn A. Arballo 5.12.20
 1. Requesting Manager Signature Date

richard mahon

Digitally signed by richard mahon
Date: 2020.06.22 19:50:50 -07'00'

2. Division Vice President Signature
Rosa Royce 07/08/2020
 Date

3. Chief Compliance/Budget Officer Signature Date

☐ Funding available ☐ Funding not available Position Number: New Contract Number:

Comments:

Reviewed by President's Cabinet, the following action was taken on the above request:

☒ Approved to fill immediately ☐ Denied ☐ Modified

If position **does not have funding**, provide funding directions:

Rationale:

William J. Smoggin July 21, 2020
 6. Signature of President/CEO Date

☐ Continued Funded Position (ex. Vacancy)
 Former Employee (if applicable):
 Last day of employment:
 Reason for vacancy:
 (Attach **Existing** Job Description)

☒ Newly Funded Position Fiscal Year 2020-2021
☐ No Existing Job Description
 (Attach Draft of **New** Job Description)

☐ Classified ☐ Confidential
☐ Supervisory ☒ Administrative

**For Temporary Special Project Administrators only

☐ Temporary Special Project Administrator
 (Refer to AP 7135)

Temporary Special Project Administrators can only be hired through the end of the current fiscal year. These positions can be renewed each fiscal year, for up to five (5) years maximum with a status change form.

Funding From: Community & Contract Education

President's Cabinet Action Notes

Bill Scroggins, *President & CEO* • Richard Mahon, *VP of Instruction* • Audrey Yamagata-Noji, *VP of Student Services*
Morris Rodrigue, *VP of Administrative Services* • Ibrahim "Abe" Ali, *VP of Human Resources*



June 16, 2020

1. Cabinet reviewed and commented on the following information items:
 - a. The Outcomes Committee has selected the Mt. SAC Transfer Center for their Navigating the Road to Transfer Success event ([attached](#)) in the category of 2020 Excellence & Innovation in Teaching and Learning Through Outcomes Assessment. A group of 46 students visited UC Berkeley, UC Davis, and UC Santa Cruz. The tours were structured at aiming to increase diversity and participation of students who fall in the student equity gap in transfer rates at Mt. SAC (e.g., first-generation, low-income, Latinx). Student outcomes developed were to remove financial barriers to explore transfer options and develop a sense of belonging in higher education. Congratulations to Lupita De La Cruz, Alana Bachlor, Jesse Lopez, and Elmer Rodriguez!
 - b. The 4th Annual President's Student Sustainability Award winners are Alyssa Perez, I.D.E.A.S. Club, Evangelina Plasencia, Mitra Afandizadeh, Esmeralda Urias ([attached](#)). Check out the amazing projects these students have completed ([link](#)) in the category of Business/Design, Humanities/Social Sciences, Student Leadership, and Arts/Media!
 - c. The US Supreme Court ruled that Title VII protects LGBTQ workers ([attached](#)). This ruling protects gay and transgender employees from discrimination in the workplace. At issue was whether the word "sex" in Title VII protects employees from discrimination on the basis of their sexual orientation and transgender status.
2. As noted in previous Cabinet Notes, the initial reconvening ([attached](#)) for the USC Race and Equity Center Equity Leadership Alliance was held yesterday. Quite a few Mt. SAC employees participated in this event. Bill noted that it was a well put together presentation on having difficult conversations about race, establishing institutional structure, and implementing surveys. It was very inspirational and data driven. Professor Shaun Harper put a good model together for colleges to put into motion. This is a five-year project with regular groups of five participants from each college, with 64 California community colleges involved. Professor Harper provided information about the phases to be implemented over the five years, the selection of the different groups of five that participate in each phase. The College will need to have conversations about implementing this initiative. In a related initiative, campus groups are planning on further work with Luke Wood and Frank Harris of the Community College Equity Assessment Lab at San Diego State University. Cabinet highly recommended continuing this work. **Cabinet agreed that Abe and Audrey would represent senior management in this effort.** Faculty hiring requires a consensual agreement between the District and Academic Senate to make changes. Audrey presented a draft document that she has been working on with her team, "And Now What? What Are We Going to Do as an Institution to Address Black and Other Minoritized Students' Needs?" ([attached](#)).
3. The Chancellor's Office Community College Facilities Advisory group published a 2021-22 Draft Spending plan ([attached](#)). Our new Technology and Health replacement building is still lined up for new funding. The spending plan verifies that there is dedicated Prop 51 dollars to fund this project. In September, the final spending plan will go to the Board of Governors for approval. The likely outcome is that the Governor's January Proposal for the 2021-22 budget will have planning money for the project.
4. The Dual Enrollment team provided budget information for Dual Enrollment Counselors ([attached](#)). As of now, adjunct counselors for dual enrollment are paid out of the general adjunct Counseling budget. Audrey reported that we will have one-time SEAP carryover money for adjunct counseling that will be allocated for Dual Enrollment counseling. There is considerable anguish that if there are no counselors

in the high schools, the support services are not there for students. Richard will communicate to the Dual Enrollment team that there will continue to be adjunct counselor hours for Dual Enrollment students.

Approved for Asst Dir, Community and Contract Education Position

5. Cabinet received a request from the School of Continuing Education to hire a permanent Assistant Director, Community and Contract Education ([attached](#)). For the last five years, the Unrestricted General Fund has supported a Fulltime Temporary Manager for contract education with the goal of increasing contract education net revenue to the point that a permanent position could be funded from that ongoing source. The attached request establishes that there is an adequate fund balance of over \$500,000 and ongoing revenue sources to support a permanent management position. Human Resources reviewed the proposed job description, and the position needs to be adjusted to meet the paygrade suggested. Cabinet approved the permanent Assistant Director, Community and Contract Education, pending work with HR and Instruction.
6. Cabinet continued discussion on the 2020-21 State Budget and the May Revision. Discussion:
 - a. Cabinet reviewed and approved hiring to fill the prioritized Student Services vacant positions with comments ([attached](#)).
 - b. Rosa Royce, Chief Compliance and College Budget Officer, joined Cabinet to explain the proposed draft Revised Budget for 2019-20 ([attached](#)) and draft Tentative Budget for 2020-21 ([attached](#)).
 - The 2019-20 variance is based on additional unbudgeted revenues and unexpended line item expenditures beyond those in the 2019-20 Adopted Budget passed in September 2019.
 - The state implemented a 3.7% deficit factor from our 2019-20 revenue. Additionally, there is information that there may be a shortfall in lottery revenue.
 - 2020-21 Tentative Budget revenue assumptions are estimates of the Mt. SAC portion of state cuts to community colleges based on May Revision as well as decreases in interest, nonresident tuition, and lottery income. Expenditure increases are the typical step and column and personnel increases. Other expenditure increases in 2020-21 are for higher health and welfare premiums primarily due to changes to family plans, the extra 1.29% COLA not previously budgeted, and increases in PERS Pension Fund employer rate contributions.
 - c. The Overtime Workgroup is continuing to meet and work on a revised AP 7234. It is clear that we have various standards on campus for managing overtime, some more generous than others. The AP will focus on clear processes so that managers understand employee work that warrants overtime and how to use comp time reasonably. Accomplishing this management oversight of overtime will take more management involvement in the flow of work within their unit. Overtime should be approved only when essential tasks must be done to meet firm deadlines. The Overtime Workgroup is also reviewing FLSA positions that meet overtime exempt rules ([See Exemption for Professional Employees Under the Fair Labor Standards Act](#)). The group is also looking at longer term solutions based on information above. The goal is to make sure the demand for staff time fits within the unit budget, not to overspend budgets on overtime.
 - d. Unit Line Item Budget Reductions will be discussed at Thursday's meeting.
 - e. THE NANCE Workgroup (Footnote¹) is working on looking at short-term hourly and professional expert employees. They have reviewed some of the reporting mechanisms. They are working on analyzing budgets under each cost center manager to see what positions are critical to continue and what can be discontinued. The Workgroup will have summarized information soon for discussion with each supervising vice president.
 - f. Cabinet continued discussion on Discretionary Faculty Reassigned time. Richard will send a memo of decision not to authorize any special project (discretionary) reassign time.
7. Cabinet continued discussion on the Mt. SAC Path to Recovery and campus reopening:
 - a. Academic programs are being creative and proactive in finding ways to accommodate their courses within social distancing protocols. For example, the choral groups have prepared a Chamber Singers and Singcopation

¹ Non Academic Non Classified Employees include short term hourly, professional experts, and student workers.

2020 Fall Semester Proposal ([attached](#)). Until the LA County Department of Health provides an all-clear for general campus programs, these requests will be on hold.

- b. There was continued discussion on first responder, health, and infrastructure programs as identified by the LA County Department of Health as authorized to be offered on campus as face-to-face classes.
 - There have been good conversations with the divisional areas affected. As seen in previous Cabinet Notes, the area that has been the most proactive is Public Safety.
 - Some of these programs have determined that they do not need to reduce the number of students in their cohort programs to maintain social distancing.
 - Some courses were considering additional lab sections to accommodate typical class sizes when implementing social distancing, but this is not budgetarily possible, so cohorts may have to be reduced so that the number of students can be accommodated in one class with social distancing.
 - Histotechnology is among the health professions programs that have LADPH permission to be offered on campus. Faculty have been in discussions with Richard for a Summer lab course on campus complying with social distancing to be offered after a first couple of weeks of online lecture. No plan has yet been received by Cabinet for consideration. Other health careers programs are working on processes for returning to face-to-face labs this Fall. All Return to Campus requirements need to be in place in order for these programs to be offered on campus.
 - Richard reports that health programs are working with their clinical partners to be able to place students in clinicals.
 - c. The Return to Campus Workgroup has been hard at work. They have been ordering supplies for temperature checks, Personal Protective Equipment, and working on operational plans. Some challenges based on the recent information from LA County Department of Health are the responsibility for contact tracing and arranging for testing of those with coronavirus symptoms.
 - d. There was continued discussion on employees returning to campus, on the phasing of employees as returning to campus as needed, and on criteria regarding those who are to remain as telecommuting. Once the County releases Stay at Home restrictions on higher education and moves to Roadmap Stage 3, we can start returning employees to campus. However, there will be a need for the return of some employees to support the already approved face-to-face programs described above. Cabinet discussed the consideration of the virus risk situation of individual employees as well as criteria for accommodating those employees. The early thinking is to phase returning employees depending on the nature of their work and the need of the campus, keeping remaining employees working remotely. **Abe and Morris will work on this phased process. HR will work on a high virus risk accommodation process for employees.**
 - e. A draft document, "Protocols for Institutes of Higher Education (IHE)" from the LA County Department of Health ([attached](#)) was reviewed. While the document is not in final form, it gives insight into possible protocols and requirements applying to higher education institutions. The attached document requires IHEs to implement all applicable measures which include:
 - Workplace policies and practices to protect employees;
 - Policies to protect the health of students;
 - Measures to ensure infection control;
 - Measures that communicate to the campus community and the public; and
 - Measures that ensure equitable access to critical services.
8. Cabinet approved the Reclassification Committee's recommendation to reclassify Julie Hasslock to Grants Specialist, Range 95, pending a funding source. As there is no more Strong Workforce funding for this position, it will be assigned 100% to Grants although the Unrestricted General Fund, which was covering the 50% of the SWF funding, has been lost. **Richard will work with Grants on allocating the needed funds.**
 9. Richard reported that he spent time over the weekend working on Morris's 3-year budget line item reduction document. Deans and divisions that were understanding in cutting their New Resource Allocation funds did not cut much from their ongoing line item budgets.

10. Audrey reported that the CARES Act Part I is almost totally expended, with \$8,950,000 dispersed so far directly to students. Funding to 1,465 more students has been awarded since May 1. Student Services will soon be starting the CARES Act allocation process for new students who start in the Summer.
11. Morris reported that there are financial repercussions for the Child Development Center if we get into Phase 3 and we do not open them—a risk of about \$2M if we don't reopen. The state is working with them on safe reopening guidelines.
12. Items for future agendas (items for the next Cabinet meeting are shown in BOLD):
 - a. Adjustments to the 2020-21 budget to Meet State Allocation Reductions (**ALL, Each Cabinet**)
 1. Delay Vacant Position Hiring
 2. Trim Unit Operational Budgets
 3. Review New Resource Allocations for Reduction
 4. Manage OPEB and STRS/PERS Trusts
 5. Limiting Short-term Hourly and Professional Expert Positions
 6. Balance SEAP Budget at 15% Cut
 7. Balance Strong Workforce Budget at 57% Cut
 8. Manage Overtime Assignments and Costs
 9. Manage Cash Flow to Meet Deferral Requirements
 10. Review Discretionary Faculty Reassigned Time
 11. Review Contracts and Related Costs
 - b. Multiple Measures Placement Workgroup (Audrey, Joumana, and Team, 7/28)
 - c. Management Workgroup for SEAP funds (Audrey, Madelyn, and Rosa , 9/8)
 - d. Student Centered Funding Formula—Continued Follow Up
 1. Noncredit Support of SCFF & Multiple Measures (Madelyn, 8/11)
 2. Implementing SCFF Research Agenda and Data Reporting/Analytics (Barbara, 7/21)
 3. DOE and CalPASS-PLUS follow up for K-12 full participation (Barbara and Bill, 7/21)
 4. Auto Award/Near Completion (Audrey, George, Francisco, Dale, 8/11)
 5. EAB Navigate Schedule Building & Data Analytics (Student Support Workgroup-- Francisco, 8/18)
13. Quarterly Reports to Cabinet
 - a. Emergency Response Plan Quarterly Report (Duetta, 7/14)
 - b. Room Utilization/Capacity-Load Ratio Project (Gary, Mika, Joumana, and Kevin, 7/21)
 - c. Faculty Position Control Quarterly Report (Joumana and Rosa, 7/21)
 - d. Construction Project/Scheduled Maintenance Quarterly Report (Gary, 8/18)
 - e. IT Projects Quarterly Report (Dale, 8/11)
 - f. Grants Quarterly Update (Adrienne, 7/7)
 - g. Dual Enrollment at Local High Schools Quarterly Report (Joumana, Joel, Marlyn, and Lina, 7/28)
 - h. International Student Quarterly Update (George and Darren, 8/25)
 - i. Academic Support Coordination Project Quarterly Report (Madelyn and Meghan, 7/7)



MEMORANDUM

To: Bill Scroggins, Richard Mahon, Abe Ali
From: Madelyn Arballo/Tami Pearson
Date: June 12, 2020
Re: Assistant Director, Community and Contract Education

We are requesting to create the position of Assistant Director, Community and Contract Education, M-9 Manager (see attached JD) and subsequently fill the position. Although the new position will support both Contract and Community Education, the position will be fully funded by Contract Education revenues *at no cost to the district*. Currently, Community Education budget covers classified staff and other overhead for fee-based programs. These two programs regularly overlap with regards to staff roles, customer need, and services provided. There is a need for leadership to support the expansion and ongoing services to the community and region.

Budget analysis:

There is an adequate fund balance of over \$500,000 and ongoing revenue sources to support an M-9 Manager position (see the attached JD). It should be noted that for the past three years, the budget has supported a full-time temporary M-9 manager. Thus, the salary costs will not be added expenses but rather a change in job status. The 2020-21 cost of the position with the recent COLA will be \$143,181.

There were two years of revenue losses (2017-19) but increasing revenues and reducing expenditures has been the focus for contract education. As shown on the following table, this has consistently happened for the past two years where revenue is on the rise and costs are down. Of the number of contracts and trainings delivered, three major long-standing contracts will continue in 2020-21: Los Angeles Department of Water and Power, ETP funding, and Metropolitan Water Company.

FUND 13500 - TRAINING SOURCE CONTRACT INSTRUCTION

ACCOUNT TYPE	FISCAL YEAR			
	2016-17	2017-18	2018-19	2019-20 (as of 06/05/2020)
REVENUE	\$ 363,275.04	\$ 327,580.83	\$ 153,547.66	\$ 412,558.35
EXPENDITURES	296,547.38	364,506.42	301,808.97	264,912.26
INDIRECT COST	37,293.79	46,997.30	39,045.95	34,320.62
TOTAL EXPENDITURES:	333,841.17	411,503.72	340,854.92	299,232.88
NET INCOME/LOSS:	29,433.87	(83,922.89)	(187,307.26)	113,325.47
CARRYOVER BALANCE PRIOR YEAR:	684,218.00	713,651.87	629,728.98	442,421.72
ENDING FUND BALANCE:	\$ 713,651.87	\$ 629,728.98	\$ 442,421.72	\$ 555,747.19

Future outlook for Contract Education and Community Services

Without this leadership position, it will be difficult to expand revenue producing community and contract educational programs. Further, this position will be important as we implement the emerging SCE workforce development plan which intends a greater role from contract and community services programs. It is anticipated that post-COVID will bring an increased need for re-training to the community, local business, and industry. Therefore, Contract and Community Education programs will need to maintain the manager position in a new classification to adequately meet expected demand from the local and regional community and businesses.

Recommendation for filling the position

The current Special Projects Manager, Annette Limon, is at the end of her temporary status on June 30, 2020. Because of the ongoing need for the position and the need to communicate to Ms. Limon about her future job status, I am proposing that the following is supported to address the vacancy:

- Approve the JD for the Assistant Director, Community and Contract Education and submit for Board Approval.
- Assign Annette Limon as a substitute/interim in the position starting July 1, 2020, for a period of one year.
- Re-evaluate the need for an ongoing position by January 2021.
- Recruit for a permanent manager in Spring 2021 if position is justified.

Thank you for addressing this time-sensitive issue. If you need more data, please let me know.

DRAFT

FLSA: EXEMPT

ASSISTANT DIRECTOR, COMMUNITY AND CONTRACT EDUCATION (M9)

DEFINITION

Under administrative direction, assists in planning, organizing, managing, and providing administrative direction and oversight for major programs, functions, and activities of the Community and Contract Education Department. Promotes programs and services in community and contract education as well as testing/proctoring services. Participates in the development and implementation of goals, objectives, policies, and priorities for the department. Organizes and coordinates marketing and outreach efforts to attract and inform prospective clients of our programs and services. Assists in coordinating assigned activities with other District departments, staff, and outside agencies.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from the Director, Community and Contract Education. Exercises technical and functional direction over technical and administrative support assigned staff.

CLASS CHARACTERISTICS

This is an Assistant Director classification assigned to the Community and Contract Department. The incumbent assists the Director, Community and Contract Education Dean of Continuing Education and Workforce Development in the planning, organizing, and coordinating of all departmental activities, functions, and events. Employees at this level are required to be fully trained in all procedures related to the assigned area(s) of responsibility, working with a high degree of independent judgment, tact, and initiative. Successful performance of the work requires the knowledge of departmental and District activities and extensive student, faculty, and staff contact. This class is distinguished from the Director, Community and Contract Education, in that the latter has overall responsibility for all community and contract education programs, functions, and activities.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

Job description statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required.

- Assists in the development of programs, services, and activities, including community education, and contract training.
- Assists in the coordination of departmental programs, services, and activities; provides input on schedules and methods for providing programs, services, and activities.

- Participates in developing goals, objectives, policies, and priorities for the department.
- Participates in the development and implementation of goals, objectives, and priorities related to the School of Continuing Education workforce development efforts.
- Assists in the administration of existing workforce development services.
- Identifies workforce development opportunities for additional and enhanced services to all constituents.
- Works with SCE staff and other college partners to ensure workforce development opportunities support pathways to college and careers.
- Assists in the development, implementation, and evaluation of course fee structures.
- Assists in the planning, implementation and evaluation of course proposals for community education programs including summer programs.
- Acts as liaison between college, business/industry, trainers, consultants, governmental agencies and other stakeholders to facilitate the development of customized training contracts to meet workforce needs as identified by industry.
- Conducts outreach activities to businesses; identifies and meets with prospect clients to discuss programs and services.
- Gathers training data, including but not limited to attendance, types of trainings delivered, training requests, and industries served.
- Participates in the recruitment, selection of, training, and evaluation of community and contract education trainers/content experts.
- Creates rosters, tracks attendance, and input data into Employment Training Panel client management system.
- Seeks and develops new community education and contract training opportunities.
- Coordinates and maintains a master community education and contract training calendar.
- Stays abreast of new trends and innovations related to community and contract education programs, services, and funding.
- Coordinates marketing efforts, including but not limited to maintaining departmental websites, social media, and the development and update of other marketing literature.
- Learns and applies emerging technologies, as necessary, to perform duties in an efficient, organized, and timely manner.
- Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Community and contract education administrative principles and practices, including planning, goal setting, program development, implementation, and evaluation.

- Demonstrate knowledge of operational characteristics, services, and activities of workforce development programs.
- Workforce development principles and practices and their application to a wide variety of workforce development programs.
- Principles and practices of employee supervision, including work planning, assignment, review, and evaluation, and the training of staff in work procedures.
- Methods and techniques for the development of presentations, business correspondence, and information distribution.
- Principles and procedures of record keeping, technical report writing, and preparation of correspondence and presentations.
- Principles and practices of data collection and report preparation.
- Procedures for planning, organizing, and coordinating a variety of outreach activities and events.
- Modern office practices, methods, computer equipment and computer applications related to work, including word processing, database, and spreadsheet applications.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures relevant to assigned programs, projects, and operations.
- Techniques for effectively representing the College in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and College staff, including individuals of various ages, disabilities, socio-economic and ethnic groups.

Skills & Abilities to:

- Develop and implement goals, objectives, policies, procedures, work standards, and internal controls for the assigned program areas.
- Research, analyze, and evaluate training topics as they relate to new trends in industry.
- Effectively administer a variety of programs, projects, events, and administrative activities.
- Effectively represent the College in meetings with various educational, business, and professional organizations.
- Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.
- Participate in the development of marketing efforts to attract new clients.
- Interpret, apply, explain, and ensure compliance with applicable policies, procedures, and regulations.
- Coordinate assigned program activities, including outreach, brochures, flyers, and related program materials.

- Respond to and effectively prioritize multiple phone calls and other requests for service.
- Establish and maintain a variety of filing, recordkeeping, and tracking systems.
- Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
- Operate modern office equipment including computer equipment and specialized software applications programs.
- Use English effectively to communicate in person, over the telephone, and in writing.
- Understand scope of authority in making independent decisions.
- Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

Any combination of training and experience which would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

Equivalent to graduation from a regionally accredited four-year college or university with major coursework in Business Administration, Management, Marketing, Economics or a related field and three (3) years of progressively responsible experience in community and contract education, or similar programs. A Master's degree and/or specialized experience in community and contract education is highly desired.

Preferred Qualifications:

Knowledge of the California Community College System
Knowledge Community and Contract Education

Licenses and Certifications:

The incumbent may periodically be required to travel to a variety of locations. If operating a vehicle, employees must have the ability to secure and maintain a valid California driver's license.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and to visit various District and meeting sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person, before groups, and over the telephone. This is partially a sedentary office classification although standing in and walking between work areas is often required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Incumbents in this classification occasionally bend, stoop, kneel, reach, push, and pull

drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects weighing up to 20 pounds.

ENVIRONMENTAL ELEMENTS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

DRAFT