



Work where your work matters. Work at CCRC.

CCRC prides itself as a workplace of choice for passionate talent, driven by our mission to cultivate child, family and community well-being. Whether the position works directly with the public or supports our programs, every position is vital to our mission's success and reputation as a leader. We are not your typical non-profit. We are 900+ people strong and growing!

You could play a key role supporting the **Research Division**! Go to our job board to apply: [job board](#)

The Research Analyst Senior job at a glance

General Summary

Under minimal supervision of the Research Manager, the Senior Research Analyst will coordinate all research- and program evaluation-related activities, including research and evaluation design, data collection, data entry, data cleaning and analysis. Additionally, the Senior Research Analyst will engage in report writing and dissemination and meet with stakeholders to make recommendations for research and program improvement.

Core Benefits!

- **Remote** position!
- **Competitive Compensation** Package
- **Robust benefit offerings** -Medical, Dental, Vision, and Voluntary Life Insurance!
 - CCRC ***covers approximately 90-100% of employee and dependent*** medical and dental coverage, and **90%** vision coverage!
 - There are a variety of medical and dental plans offered.
- **Basic Life Insurance and Long-Term Disability** paid for by CCRC
- **Flexible Spending Account** participation offered
- Employer Contribution and Employer Match in the **403(b) Retirement Savings Plan** with 100% vesting!
 - Upon meeting eligibility, employees receive a **5% contribution** and may participate in the **match of 50% up to the 1st 7% of deferrals**
- **Generous Time Off Policy** with vacation and Sick Time, Holidays, and Paid Winter Break
- Opportunities **for learning and professional development**, such as education reimbursement and mastering skills for career progression
- **Culture:** Mission-driven, passionate, and inclusive
- **Employee Assistance and Wellness Programs**
- **501(c) (3) designation**-You can apply for Public Service Loan Forgiveness!

The Details of the Job:

Essential Duties And Responsibilities

Within a team environment, this position will perform the following responsibilities:

Research, Evaluation, Analysis and Reporting: 50%

- Lead projects involving qualitative and quantitative research methods, sampling designs, focus groups, research or program participant interviews, surveys, statistical analysis, and data science.

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- Conduct background research/literature review on issues relevant to children and families, early childhood care and education, health and development, and supportive family services.
- Utilizing the appropriate statistical methodology (e.g., descriptive statistics, significance tests, regression analysis, etc.) conduct analyses and interpret findings to communicate areas within programs that need improvement/are not on track with milestones.
- Communicate findings with appropriate management and partners; coordinate meetings and collaborate with management, partners, and staff to resolve any areas not meeting milestones.
- Produce scientific manuscripts, statistical reports, and outcomes research reports for a wide variety of audiences (internal management, staff, funders, external stakeholders, peer-reviewers for journals); Write informational reports to be published online.
- Prepare and deliver presentations of the data to a wide variety of audiences that invite action by internal and external audiences.
- Develop live self-service analytics and reporting for leadership with online dashboarding and other tools.
- Present research and program evaluation studies and findings at local, state, and national conferences and represent the Research Department of CCRC.
- Contribute content area and program evaluation expertise to the development of programmatic initiatives and organizational strategic planning.
- Assist the Research Manager with the identification, review, and selection of external evaluation consultants and research partners through the development of request for proposal/qualifications (RFP/RFQ).
- Assist with writing Institutional Review Board (IRB) protocols, study templates, and IRB agency coordination.

Data Collection and Data Quality: 40%

- Identify data for tracking and collection from grant proposals and program descriptions.
- Create data pulls from databases for reporting purposes.
- When required, use data collection and analysis strategies according to privacy laws such as FERPA and HIPAA.
- Coordinate with internal and external staff to plan and oversee data collection activities and occasionally design and test computerized data collection and analysis tools.
- Develop and utilize data cleaning techniques; utilize appropriate data governance techniques to ensure data integrity, and produce written protocols for staff; make recommendations about improving data quality.
- Create databases or serve as a liaison with vendors tasked with database administration or database development; make database modifications or oversee modifications made by vendors as needed.
- Compile and synthesize large amounts of information and quantitative and qualitative data.
- Utilize and analyze data to respond to ad hoc information requests.
- Provide technical assistance and training to program or other staff who collect, enter, and analyze data.

Committee and Group Participation: 10%

- Actively participate in internal and external meetings, trainings, workshops, research conferences, and working committees to increase and disseminate knowledge.

Non-Essential Duties And Responsibilities

These duties include tasks that are required and comprise less than 5% of daily functions for this job:

- Contributing to advocacy and public policy materials.
- Grant writing and recommending areas for further study and/or funding.
- Other duties as assigned.

Job Specifications

Minimum Required

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- **Education:** B.A. or B.S. degree required in Education, Human Development, Psychology, Social Sciences, Communication, Public Policy, Basic and Applied Social Psychology and Evaluation, or other related fields with coursework in statistics and research methods
- **Experience:** Minimum of three to five years of organizational / project experience involving research or program evaluation, survey/protocol development, data collection, data management, data analysis, and report writing.
- **Professional/Technical Certifications:** n/a
- **Technical Requirements:**
 - Demonstrated knowledge of MS Word, MS Excel, and general office procedures required.
 - Demonstrated experience in advanced statistical analysis, including quantitative analysis using SPSS or similar software required.
- **Bilingual Required:** n/a
- **Behavioral:**
 - Knowledge
 - Strong, specialized, in-depth knowledge of quantitative and qualitative research methods and/or program evaluation required.
 - Knowledge of the Early Education and human service fields including subsidized child care, home visiting and Head Start preferred.
 - Knowledge of common evaluation tools in the Early Education and human service fields and the methods to collect, analyze, and report preferred.
 - Skills
 - Strong organizational and time / project management skills and the ability to prioritize and manage multiple tasks to meet deadlines efficiently and accurately.
 - Ability to anticipate challenges and identify appropriate solutions.
 - Excellent analytical skills and attention to detail.
 - Excellent verbal and written communication skills.
 - Excellent interpersonal skills.
 - Excellent ability to effectively and diplomatically work with a diverse population of clients and customers; creating positive atmosphere and demonstrating approachability, as well as creating a positive experience for agency staff, management, and clientele at all times.
 - Must possess a high level of customer service skill to positively interact with partners even during stressful or challenging circumstances.
 - Abilities
 - Ability to implement quantitative/qualitative data collection with linguistically and culturally diverse populations.
 - Ability to be proactive and solution-oriented in collaborations with research and program partners required.
 - Ability to assist in building software systems for collecting data from external partners preferred.
 - Ability to thoughtfully balance program and evaluation needs and interests required.
 - Ability to honor confidentiality required.
- **Travel:** This position requires travel. Staff may choose any mode of transportation (driving, walking, bicycling, carpooling, etc.) to arrive to and depart from the location where attendance is required. Should a staff member choose to drive on behalf of CCRC, the staff member must become an approved driver with CCRC prior to driving on behalf of CCRC. Approved drivers driving on behalf of CCRC may choose to drive a CCRC vehicle or own vehicle and must meet requirements to be an approved driver

including holding and maintaining current auto insurance, current California Driver's License and receiving DMV clearance.

- **Work Schedule:** Full time, typically M-F
- **Work environment:** Remote work possibility with potential for working in an office work environment; ambient temperature and noises, indoors
- Background check required. As a grant-funded Agency supporting Children and Family Services, CCRC conducts background checks commensurate with the role to verify candidate qualifications (criminal history, employment history / experience, education, reference checks) and ensure grant compliance. Specific roles may have additional verification / clearance to the standard background check as part of the recruitment and selection process, including:
 - Live Scan Clearance / DOJ Fingerprinting: For positions working directly with the public in a child/ community care or child / community care adjacent setting (CA Health and Safety Code Section 1596.871 and/or Head Start Program Performance Standards 1302.90).
 - Health Clearance: For positions working directly with the public in a child/ community care or child / community care adjacent setting or working with "at risk" populations, CA Code of Regulations Title 22, §101216, CA Health and Safety Code 1596.7995, and/or Head Start Program Performance Standards 1302.93)
 - MVR / DMV clearance in accordance with CCRC's liability insurance provisions: For positions where driving is required.
 - *Child Development* Permit: For positions working in an educational capacity (California Education Code Sections 44242.5, 44340, and 44341)
 - CPR / Pediatric CPR certification: For certain identified positions working directly with the public in a child/ community care or child / community care adjacent setting (CA Health & Safety Code 1596.865 – 1596.866)
 - Federal Debarment Checks: For positions acting in a principal capacity to federal funds (Head Start Program Performance Standards 1304.11, Code of Federal Regulations Title 2 Grants and Agreements 2.180.320 and 2.180.995)

Preferred

All minimum requirements above met, plus:

- **Education:** M.A. or M.S. degree required in Education, Human Development, Psychology, Social Sciences, Communication, Public Policy, Basic and Applied Social Psychology and Evaluation, or other related fields with coursework in statistics and research methods, preferred.
- **Technical Requirements** – In addition to above:
 - Knowledge of R or other advanced analytics software preferred.
 - Knowledge of SQL, including knowledge of database technology and data modeling preferred.
 - Knowledge of Python preferred.
 - Knowledge of Alteryx Designer software preferred.
- **Bilingual Preferred:** Ability to converse, write and/or translate in English and Armenian / Spanish

Physical Demands

The physical demands described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Activity

Activity List the number of hours spent performing the activity.	Hours Per Day				
	NA	0-2	3-4	5-6	7-8
Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, or other similar devices. Using feet and legs and/or hands and arms. Performing activities where body agility is emphasized.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawling: Moving about on hands and knees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crouching: Bending the body downward and forward by bending the leg and spine.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving: A car, truck, forklift or other types of moving equipment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling: Perceiving attributes of an object, such as its size, shape, temperature or texture by touching with skin, particularly that of the fingertips.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Grasping: Applying pressure to an object with the fingers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing: Perceiving the nature of sounds with no less than a 40db loss at 500Hz, 1000Hz and 2000Hz with or without correction. Ability to receive detailed information through oral communication, and make fine discrimination in sound, such as when making fine adjustments on a piece of equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kneeling: Bending legs at the knee to rest the body on the knee or knees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (Light): Raising objects from a lower to a higher location / moving objects horizontally from one location to another. Lifting up to 30lb objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (Med): Raising objects from a lower to a higher location / moving objects horizontally from one location to another. Lifting 30lb – 50lb objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (Heavy): Raising objects from a lower to a higher location / moving objects horizontally from one location to another. Lifting 50lb+ objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling: Using upper extremities to exert force to draw, haul or lug objects in a sustained motion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing: Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching: Extending hand or hands and extending arm or arms in any direction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetitive motions: Substantial movements of the wrist, hands, and/or fingers, including keyboarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sitting: Particularly for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing: Standing or staying on feet for sustained periods of time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stooping: Bending body downward and forward by bending the spine at the waist, requiring full use of the lower extremities and back muscle.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking: Expressing or exchanging ideas by means of spoken words. Those activities in which detailed or important spoken instructions to co-workers are required. The instructions must be conveyed accurately, loudly, and/or quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twisting: Turning from right to left at the waist.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewing: The ability to distinguish colors, read a VDT or other needs for depth perception.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walking: Moving about on feet to accomplish tasks.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notices

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Child Care Resource Center is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex including sexual orientation and gender identity, national origin, disability, protected Veteran Status, or any other characteristic protected by applicable federal, state, or local law.

The contractor will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information. 41 CFR 60-1.35(c)

Accommodations

If you are a qualified individual with a disability or a disabled veteran, you have the right to request an accommodation if you are unable or limited in your ability to use or access our career center as a result of your disability. To request an accommodation, contact a Human Resources Representative at (818) 717-1000 ext. 6599 or email them at Recruiting@ccrcca.org.

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