CLASS SPECIFICATION
Career Pathways Manager

FLSA Status: Exempt
EEOC Job Category: Officials & Administrators
Union Representation: Unrepresented

GENERAL PURPOSE
Under the direction of the Director of Workforce Development, the Career Pathways Manager provides leadership, administers and implements Career Pathway programs, activities and components relevant to grant development, Career and Technical Education (CTE) programs and grants, and special projects; in partnership with internal and external stakeholders. Career pathway development work may be limited to specific areas based on specified grant focus, requirements and funding sources. This position is a key resource to the workforce development team and supports integration of career pathways into workforce development training programs and related activities; performs related duties as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES
The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Develops, plans and implements the College’s Career Pathways and CTE programs, including grant funded programs, and other activities as required; leads planning efforts, discussions and provides input and recommendations to the development of an overall college Career Pathway and CTE plan; provides leadership and support to faculty in the implementation of grant funded Career Pathways and CTE projects and ensures that projects are aligned with institutional standards and objectives; assists the Director of Workforce Development in administrating and implementing Career Pathways and programs and activities to meet departmental, institutional and regional goals, objectives, and grant deliverables.

2. Identifies and tracks Career Pathways and CTE funding opportunities and performs reviews and analysis to determine appropriate funding opportunities that support college initiatives; responsible for providing leadership in project submissions, including grant writing and grant report development.

3. Serves as a primary liaison and convener with secondary and four-year institution partners in the development of seamless career education pathways; leads, supports, informs, and facilitates the design, creation, and expansion of local and regional articulation development structures and agreements including concurrent enrollment, dual enrollment, and credit-by-exam opportunities for secondary students.

4. Identifies, secures, and maintains partnerships with employers, workforce development agencies, workforce investment boards, and intermediaries to inform and support student career preparation, institutional programming, and career pathway development; remains conversant with and communicates local, regional, state, and national labor market needs and trends.
5. Develops partnerships to secure opportunities, plans and implements student work-based learning, career exploration, job placement, and faculty externship activities serving as a convener and broker between the institution and employers, intermediaries, workforce development agencies, workforce investment boards, and industry partners.

6. Develops and disseminates information and marketing materials for Career Pathways and CTE projects in accordance with LBCC marketing standards and procedures; represents department and college on various Career Pathways and CTE focused committees; schedules and coordinates related services, events, workshops, seminars and conferences in support of Career Pathway and CTE program development.

7. Develops, plans, manages, tracks and maintains program budgets, accurate fiscal records, grants financial reports in compliance with governing policies and regulations; develops, plans, and implements program activities and deliverables in alignment and within budgets.

8. Plans and evaluates the performance of assigned staff; establishes performance requirements and personal development targets; regularly monitors performance and provides coaching for performance improvement and development; recommends compensation and provides other rewards to recognize performance; subject to management concurrence, takes disciplinary action, up to and including termination, to address performance deficiencies, in accordance with the District’s classified human resources policies and labor contract provisions.

9. Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment which supports achieving programs’ and District objectives and service expectations; provides leadership and participates in programs and activities that promote a positive employee relations environment.

10. Produces, updates, maintains and submits a variety of comprehensive, accurate and specialized program reports which involve manipulation, analysis and interpretation of complex and technical information for financial reports, labor market data analysis, industry job trends, performance summary and accountability reports, and personnel reports as scheduled (quarterly, annually, etc.).

**OTHER DUTIES**

1. Serves on District committees, as assigned.

**QUALIFICATIONS**

**Knowledge of:**

1. Federal, state and local laws, regulations and court decisions applicable to programs and areas of responsibility, including grant funding regulations and program guidelines/requirements.

2. Local and regional economy, including labor market data sources, databases and trends.

3. Government and community resources available to student/participants for student retention and completion.

4. Principles and practices of public administration, including budgeting, purchasing and maintenance of public records.
5. Intermediate to advanced use of business software, such as, Office Suite: Word, PowerPoint, Excel, Outlook; related CTE and workforce development databases.

6. Principles and practices of sound business communication.

7. District organization, operations, policies and objectives.

8. Principles, methods and best practices of grant proposal development and grant writing for an educational institution and Federal, state and local laws, regulations and court decisions applicable to assigned areas of responsibility.

9. Economic and workforce development programs, methodologies and ecosystem.

10. Advanced principles, practices, methods and techniques of program, administrative and organizational analysis, and planning and management as applicable to assigned area.

11. Principles and practices of sound business communication; correct English usage, including spelling, grammar and punctuation.

12. Principles, practices and methods of budget development and management, and grant tracking and monitoring.

13. Principles and practices of administration, supervision, customer service, and training.


15. General human resources policies and procedures and labor contract provisions.

16. Data collection, management and analysis for reporting and program improvement.

17. Principles, practices and techniques of group process facilitation and consensus building.

18. Federal OMB circulars and public education codes

**Ability to:**

1. Manage, oversee and administer programs, activities, services and staff, specifically of the Career Pathways and CTE programs.

2. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials.

3. Interpret, apply, explain and reach sound decisions in accordance with Federal, state and local laws and regulations related to Program administration, implementation and funding and District policies and procedures.

4. Track and interpret relevant legislation affecting program areas of responsibility.

5. Exercise sound, expert independent judgment within general policy guidelines.

6. Oversees maintenance of confidential and specialized program and student/participant records and files.
7. Operate a computer using word processing, database and other business software and other standard office equipment.

8. Communicate effectively both orally and in writing.

9. Use a high degree of tact, diplomacy and discretion in dealing with sensitive and confidential situations and information, and problem resolution on behalf of program and department.

10. Train, supervise, evaluate, and provide work direction and guidance to others.

11. Establish and maintain effective working relationships with District management, administrators, faculty and staff; federal, state and local agency representative; local non-profit organizations, business and industry contracts; student/participants; the public and others encountered in the course of work.

12. Meet grants funding deliverables and goals.

13. Work well in a team environment, handle multiple assignments and meet deadlines.

14. Perform complex research using knowledge of databases, publications, and search engines, and appropriate tools.

15. Define complex program concepts, budget and planning issues, perform analyses and research, evaluate alternatives and develop sound conclusions and recommendations.

16. Provide leadership to coordinate program activities with multiple District stakeholders and facilitate development of consensus among diverse groups and individuals.

17. Present information, conclusions and recommendations clearly, logically and persuasively to both internal and external program stakeholders.

18. Exercise independent judgment and initiative in the recognition and resolution of problems and issues within established policy guidelines, and with tact and diplomacy.

19. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials as required. Provide professional presentations to internal and external audiences.

20. Utilize databases and technology to effectively organize and efficiently manage large volume of grant information, data and proposals.

21. Host guests, lead tours, and grant meetings and working with diverse groups.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from an accredited four-year college or university with a major degree in sociology, psychology, education, social work, business administration, public administration or related field; and at least five years of progressively responsible experience with managing career and technical education programs at a community college, including grants and special projects, and at least two years of which is directly managing career pathways development and articulation work in a lead capacity at a community college; or an equivalent combination of training and experience.
Licenses; Certificates; Special Requirements:

A valid California driver’s license and the ability to maintain insurability under the District’s vehicle insurance policy.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve complex problems; use math/mathematical reasoning; perform highly detailed work under changing, intensive deadlines on multiple, concurrent tasks; work with constant interruptions, observe and interpret people and situations; and interact with District management, administrators, staff, federal, state and local agency representatives; local non-profit organizations serving at-risk, hard-to-serve populations, business and industry contacts; student/participants; and others encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works under typical office conditions, and the noise level is usually quiet.