CLASS SPECIFICATION
Director, Career and Technical Education (CTE) and Special Projects

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

GENERAL PURPOSE
Under general direction of the Director of Workforce Development, the Director provides leadership in the administration, management and oversight of grant implementation related to specific institutional Career Pathway grants, Career and Technical Education (CTE) grants, workforce grants and special projects. The scope of the position is specific to the grant projects assigned, requirements of the funding source, project deliverables, and performance objectives and outcomes. The Director is responsible for providing leadership in developing cross campus collaboration, consultation, and coordination with other program areas and staff in carrying out project work, and other 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. Plans and implements the College’s Career Pathways and CTE grant funded programs and activities as required by the funding source in collaboration with other key District initiatives, and ensure integration where appropriate and applicable; provides input, guidance, information and support development of an overall college Career Pathway and CTE plans; aligns resources and opportunities that support the college-wide Career Pathways and CTE goals and support structures; work with faculty on grant funded Career Pathways and CTE projects and ensures that projects are aligned with institutional standards and regulations; assists college leadership (Vice-Presidents, Deans, etc.) in administration and implementation of project activities that support department, institutional, and regional Career Pathways & CTE goals and objectives.

2. Identifies, oversees and manages the tracking of grant project requirements, performance goals, deliverables and outcomes, relevant Career Pathways and CTE funding opportunities. This position is responsible for all project reporting and related submissions; oversees maintenance of accurate fiscal records that meet grant, District, and relevant governing regulations; plans program deliverables; develops appropriate budgets and personnel structures.

3. Provides project leadership and serves as primary liaison and convener with project partners including secondary and four-year institutional partners in the development of seamless career education pathways; supports, informs, and facilitates the design, creation, and expansion of local and regional articulation development structures and agreements in collaboration with the District (Academic Affairs and Student Support Services) on 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; manages continued and appropriate employer engagement, and on-going partnerships with employers; and maintains current knowledge of local, regional, state, and national labor market needs and trends.

5. Provides strategies to address, plan, collaborate, and implement student work-based learning strategies, career exploration, job placement, and faculty externship activities serving as a convener and broker between the institution, including key District initiatives, employers, intermediaries, workforce development agencies, workforce investment boards, and industry partners.

6. Manages and works with appropriate internal and external parties and stakeholders to develop outreach and marketing strategies to disseminate information and materials for Career Pathways and CTE projects; represents department and college on various internal and external Career Pathways and CTE focused committees; oversees and manages schedules and coordination of local and regional services, workshops, seminars and conferences in support of Career Pathway and CTE program development.

7. Hires 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.

8. 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.

9. Works with internal and external parties in producing, and providing a variety of comprehensive, accurate and specialized program reports which involve manipulation, analysis and interpretation of complex data and technical information for financial reports, performance summary and accountability reports, quarterly and year-end reports, and personnel reports.

OTHER DUTIES
Serves on CTE, grants, and other applicable planning committees as appropriate.

QUALIFICATIONS

Knowledge of:
1. Advanced principles, practices, methods and techniques of program, administrative and organizational analysis, and planning and management as applicable to assigned area.
2. Principles, practices and methods of budget development and management, and grant tracking and monitoring.
3. Principles of team management, employee management, performance evaluation methodologies
4. Principles, practices and techniques of group process facilitation and consensus building.
5. Sound business communication principles and practices; research methods and analysis techniques;
6. Principles and practices of effective administration, management and supervision.
7. Advanced research and presentation methods, principles, practices, and tools; and data analysis techniques
8. Public sector and education institutional grants and funding sources (local, state, federal, private foundations, and corporations)
9. Advanced computer skills including business software, word processing, data base and spreadsheet programs, web/internet, and presentation development utilizing presentation tools
10. Federal, state and local laws, regulations and court decisions applicable to programs and areas of responsibility, including grant funding regulations and program guidelines/requirements.
11. Local economy and labor market data, trends, and resources.
12. Education, government and community resources available to student/participants.
13. Principles and practices of complex project development and management
14. Principles and practices of public administration, including budgeting, purchasing and maintenance of public records.
15. Principles and practices of sound business communication.
16. Principles and practices of effective personnel management and supervision.
17. District classified human resources policies and procedures and labor contract provisions.

Ability to:

1. Meet grants objectives, deliverables and timelines.
2. Work well in a team environment, handle multiple assignments and meet deadlines.
3. Perform complex research using knowledge of subscription databases, publications, and search engines, and appropriate tools for market labor data.
4. Write clear, structured, articulate, and persuasive proposals and reports with great attention to details.
5. Define complex program concepts, budget and planning issues, perform difficult analyses and research, evaluate alternatives and develop sound conclusions and recommendations.
6. Provide leadership to coordinate program activities with multiple District stakeholders and facilitate development of consensus among diverse groups and individuals.
7. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials as required. Provide professional presentations to internal and external audiences.
8. Present information, conclusions and recommendations clearly, logically and persuasively to both internal and external program stakeholders.
9. Represent the District effectively in negotiations and other dealings on a variety of difficult and complex issues related to external funding sources.
10. Exercise independent judgment and initiative in the recognition and resolution of grant problems and issues within established policy guidelines, and with tact and diplomacy.
11. Establish and maintain effective working relationships internal and external stakeholders, including District administrators, management, faculty, staff, state and federal agencies and funding sources, representatives of other public agencies and others encountered in the course of work.
12. Utilize databases and technology to effectively organize and efficiently manage large volume of grant information, data and proposals.
13. Work under tight deadlines and in deadline-driven environments.
14. Be open to receiving constructive feedback and manage team and program activities accordingly.
15. Effectively communicate across organizational and interpersonally with a diverse population.
16. Host guests, lead and facilitate grant meetings and working with diverse groups.
17. 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.
18. Track and interpret relevant legislation affecting program areas of responsibility.
19. Exercise sound, expert independent judgment within general policy guidelines.
20. Oversees maintenance of confidential and specialized program and student/participant records and files.
21. Operate a computer using word processing, database and other business software and other standard office equipment at the intermediate or advanced level.
22. Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.

**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 in business administration, public administration or a closely related field; and at least five years of progressively responsible experience working in the area of career and technical education, workforce development grants and special projects, and career pathways and linked learning projects, at least two of which were in a lead or management capacity.

**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, the incumbent is 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 and staff; federal, state and local agency representatives; local non-profit organizations serving at-risk, hard-to-serve populations, business and industry contacts; student/participants; the public; 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.