



Classification Title: Director, Workforce Initiatives for Early College Credit

Department:	Career, Technical, and Extended Education	EEO6 Code:	1
Employee Group:	Administrative Association (Educational Administrator)	Salary Grade:	60
Supervision Received From:	Dean, Instructional, Career, Technical, and Extended Education	Date of Origin:	November, 2016
Supervision Given:	Assigned classified, short-term, student, and volunteer employees in Career, Technical, and Extended Education	Last Revision:	November, 2016

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.

JOB SUMMARY.

Develops, plans, coordinates and implements comprehensive workforce and early college credit initiative education programs for the District, assuring compliance with all local, state and federal laws and regulations; defines high school education needs from internal and external sources, and develops short- and long-term career pathway transition strategies to meet those needs.

DISTINGUISHING CHARACTERISTICS.

The Director, Workforce Initiatives for Early College Education is distinguished from other administrative classes by its responsibility for leadership of workforce and early college credit initiative education programs.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS.

Essential Functions: Essential responsibilities and duties may include, but are not limited to, the following:

1. Plans, organizes, directs and controls the activities, services and operations of the District's workforce initiatives that focus on early college credit; allocates personnel and resources to optimize efficiency and effectiveness.
2. Performs full management activities, subject to management concurrence and in accordance with applicable District policies, which includes: selecting and training new employees; planning, assigning, scheduling, and evaluating completed work; approving overtime/compensatory time; preparing and signing employee performance evaluations; recommending salary reclassifications; responding to grievances and taking appropriate disciplinary action; and performing related supervisory activities.
3. Provides leadership for program development and consults with academic department chairs, directors and senior administrators to recruit instructors for educational course offerings leading to early college credit.
4. Develops and implements marketing materials for Workforce Initiatives that focus on early college credit programs.
5. Communicates with educational leaders in private and public institutions to promote Palomar College and determine the appropriate implementation of early college credit programs for high school to college transitions.
6. Develops, writes, implements and enforces policies, procedures, systems and documents as needed for the administration of educational agreements for dual enrollment, concurrent enrollment, and Career Technical Education Transitions; ensures positive relationships are built and maintained with high school districts in the District's service area.
7. Maintains current knowledge of new developments and innovations within workforce development and career pathways initiatives, keeping up to date with programs offered within community colleges and higher education.

8. Provides technical expertise and responds to questions, concerns and other issues related to assigned responsibilities; serve as an in-house consultant to departments that wish to offer early college credit courses.
9. Collaborates with Enrollment Services for the preparation of all program registration materials, screening of registration forms, and oversees entire registration process of all early college credit students.
10. Develops and monitors program budgets and manages financial resources consistent with District policy and sound financial management; assures fiscal compliance and accountability with applicable laws and regulations.
11. Conducts a variety of organizational and operations studies and investigations; makes modifications to existing programs, policies and procedures, as appropriate.
12. Complies with local, state and federal codes, laws and regulations including the Americans with Disabilities Act (ADA) regarding classroom selection and set-up.
13. Serves on a variety of District and high school district committees to ensure early college credit program needs are represented and services are marketed.
14. Provides responsible assistance to the Dean, Instructional, Career, Technical and Extended Education.
15. Participates in shared governance through service on planning and/or operations committees and task forces.

Marginal Functions:

1. Performs related duties and responsibilities as required.

QUALIFICATIONS.

Experience and Education/Training Guidelines: Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience: Three years of increasingly responsible experience in the coordination and oversight of educational programs involving workforce initiatives, early college credit, or similar programs, including one year of supervisory experience.

Education/Training: A master's degree from an accredited college or university in education or a related field.

Licenses/Certificates: Possession of, or ability to obtain, an appropriate, valid California driver's license by time of appointment.

Knowledge of:

1. Purpose and objectives of career technical education, workforce development, early college credit, and career pathways programs.
2. Management principles and practices.
3. Federal, state and local laws, codes, rules, regulations and court decisions applicable to community colleges and early college credit education programs, including the California Education Code and Title 5 of the California Code of Regulations.
4. Program evaluation, including qualitative and quantitative analyses, and multiple methods utilized for comprehensive educational program evaluations.
5. Secondary and post-secondary educational programs, curriculum, policies and support services.
6. Principles and practices of effective program marketing, including development of collateral material.
7. Public relations principles and practices, including the use of tact, patience, and courtesy.
8. Research methods and data collection and analysis techniques.
9. Principles and practices of budget preparation and monitoring.
10. Modern office practices, procedures and equipment including computers and software programs applicable to assigned areas of responsibility.
11. Principles and practices of sound business communication.
12. Community college organization, operations, policies and objectives.

13. Proper English usage, spelling, grammar and punctuation.

Skill in:

1. Planning, organizing and coordinating a wide range of instructional strategies in workforce and early college credit programs to meet the needs of high school students transitioning to college.
2. Managing, training and evaluating the work of others.
3. Developing and administering goals, objectives, and procedures.
4. Analyzing and troubleshooting difficult situations accurately and adopting an effective course of action.
5. Establishing and maintaining effective working relationships with those contacted in the course of work.
6. Developing and maintaining multiple program budgets.
7. Interpreting complex data and information.
8. Communicating clearly and concisely, both orally and in writing.
9. Effectively responding to all situations/incidents using sound judgment and decision-making skills.
10. Compiling and organizing data from a variety of sources.
11. Maintaining accurate and detailed records.
12. Reading, interpreting, applying, and explaining rules, regulations, policies, and procedures.
13. Developing effective partnerships and collaborative efforts between groups, agencies and departments.
14. Directing, managing and administering new initiatives or start-up programs.
15. Working with K-12 school districts, including school site administrators, school leaders, teachers and parents.
16. Working independently with little direction.
17. Preparing complex written documents, including reports, proposals, policies and marketing materials.
18. Prioritizing, planning, and organizing work and scheduling project timelines.
19. Establishing and maintaining effective working relationships with those contacted in the course of work.
20. Maintaining sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

WORKING CONDITIONS.

Environmental Conditions: The employee works under typical office conditions with extensive exposure to computer screens and contact with faculty, students, other departments and the public.

Physical Conditions: Essential and marginal functions require maintaining physical condition necessary for ambulating for extended periods of time and performing required duties. Requires travel between District locations and local high schools.

TERMS OF EMPLOYMENT.

The duration of any fully restricted funded position in this classification is dependent upon the continuation of funding.