

DIRECTOR III: COLLEGE AND CAREER READINESS

DEFINITION

Under the direction of the Executive Director of Secondary Education, plan, organize, control, and direct district-wide programs designed to prepare students for post-secondary success. This position serves as the primary administrator for Career Technical Education (CTE), Dual Enrollment, college readiness frameworks, opportunity and access initiatives, and comprehensive secondary testing protocols. The Director serves as the liaison to regional CTE partnerships, higher education partners, and regional agencies; manages related grant funding; monitors state accountability dashboards to identify programmatic gaps; and provides technical support to site administration regarding master scheduling to ensure equitable access to college and career pathways. The Director provides macro-level leadership, connecting and integrating these varied programs, from guidance to CTE to instructional pathways, into a cohesive, system-wide framework that maximizes student outcomes and operational efficiency.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

Strategic Leadership & Program Design

- Plan, organize, control, and direct the district's Career Technical Education (CTE) pathways, ensuring alignment with student interest, industry standards, labor market demands, and state educational frameworks; facilitate and lead the district's CTE Advisory Committee to maintain strong industry partnerships.
- Direct early college credit and concurrent enrollment programs, fostering comprehensive partnerships with local community colleges; supervise assigned staff, manage Memorandums of Understanding (MOUs), and facilitate the expansion of course offerings and transitional programs.
- Oversee district opportunity and access initiatives; collaborate with external partners and school sites to identify underrepresented students, facilitate data collection, and implement strategies to increase enrollment and success in advanced coursework and early college credit programs.
- Provide district-wide leadership for college readiness and student support frameworks designed to increase university acceptance rates; supervise assigned staff and ensure fidelity of implementation across secondary sites.
- Provide strategic direction and oversight for secondary school counseling programs; collaborate with site guidance teams to ensure comprehensive counseling services that align with district college and career readiness goals, including the oversight of multi-year academic planning, scholarship coordination, state and federal financial aid campaigns, and comprehensive pathway advising.

Partnerships, Grants, & Finance

- Identify, secure, manage, and monitor state, federal, and private grants, as well as categorical funding related to college and career readiness (e.g., CTE, workforce development, and dual enrollment grants); ensure strict fiscal compliance, budget control, and reporting.
- Identify sustainable funding sources and coordinate staffing partnerships with external organizations, regional career training programs, and grant agencies to ensure robust pathway offerings and appropriate staffing levels.
- Identify, negotiate, and secure contracts, Memorandums of Understanding (MOUs), and service agreements with external vendors, educational partners, and service providers to enhance student pathway offerings.
- Serve as the primary district liaison to regional CTE partnerships and pathways; oversee program implementation, coordinate articulation agreements, course sequencing, and student participation.
- Serve as the primary district liaison to external workforce boards, chamber of commerce organizations, higher education consortia, and community-based organizations to align district initiatives with regional economic and educational goals.
- Serve as the designated district liaison to county offices of education, regional workforce initiatives, industry partners, and public/private university systems to facilitate program alignment, articulation, and student transitions.
- Build and maintain effective partnerships with local businesses, higher education institutions, and

community organizations to create community work experience, apprenticeships, internships, and work-based learning opportunities.

Site Support, Master Scheduling, & Personnel

- Directly supervise and evaluate the performance of assigned staff, including certificated and classified personnel, counseling coordinators, specialized counselors, and support staff.
- Provide professional development, technical assistance, training, and support to secondary school administrators and guidance teams regarding Master Schedule development; ensure schedules align with student pathway needs, staffing allocations, credentialing requirements, and opportunity and access goals while maximizing pathway completion rates.
- Oversee and manage secondary course coding, course catalog development, and state/university course approvals (e.g., state university admission requirements, state longitudinal data system alignment) to ensure compliance, accurate transcripts, and optimized funding.
- Facilitate ongoing training and professional development for designated site roles (e.g., counselors, pathway instructors, and career technicians) regarding college and career readiness frameworks, pathway integration, and industry standards.
- Collaborate with site principals and counselors to promote equitable access to rigorous coursework for all student subgroups.

Assessment, Accountability, & Continuous Improvement

- Utilize comprehensive assessment and accountability data to recommend instructional adjustments and strategic interventions that close achievement gaps.
- Monitor state and local accountability metrics related to college and career readiness; analyze data to identify programmatic issues, opportunity and access gaps, and areas for continuous improvement.
- Oversee the coordination, administration, and security of all secondary testing programs, including college entrance examinations, early college credit assessments, and state-mandated academic testing.
- Manage the administration of state and local school climate and student wellness surveys; collaborate with student support services to analyze resulting data to inform programmatic and guidance improvements.
- Prepare and present comprehensive financial and programmatic reports to the Superintendent, Board of Education, and community stakeholders regarding program effectiveness and return on investment.

QUALIFICATIONS GUIDE

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Planning, organization, and direction of district-wide College and Career Readiness programs.
- State accountability systems, college/career readiness metrics, and opportunity and access frameworks.
- Applicable sections of the California Education Code, CTE standards, grant requirements, and dual enrollment legislation.
- University admissions processes, financial aid, and post-secondary transition requirements.
- Principles and practices of master schedule construction and logic.
- District organization, operations, policies, and objectives.
- Budget preparation and control; grant management and compliance.
- Principles and practices of administration, supervision, and training.
- Interpersonal skills using tact, patience, and courtesy.
- Oral and written communication skills.

Ability to:

- Plan, organize, control, and direct the operations of the College and Career Readiness department.
- Supervise and evaluate the performance of assigned personnel.
- Conceptualize, align, and integrate varied secondary academic and vocational programs into a unified, district-wide strategy.
- Analyze complex assessment and accountability data to drive decision-making and improve student

outcomes.

- Analyze situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Direct the maintenance of a variety of reports, records, and files related to assigned activities.
- Operate a computer and assigned office equipment.
- Meet schedules and timelines.
- Work independently with little direction.
- Prepare comprehensive narrative and statistical reports.

EDUCATION/EXPERIENCE:

- Master's Degree from an accredited college or university in Education, Educational Administration, or a related field.
- Minimum of three (3) years of successful Certificated experience (teaching or secondary school counseling).
- Minimum of three (3) years of successful Administrative experience (site principal or district level experience preferred).
- Demonstrated experience with CTE pathways, grant management, and master scheduling.
- Preferred Experience: Direct experience building a high school master schedule and overseeing a high school guidance or counseling program.

Licenses and other Requirements:

- Valid California Administrative Services Credential.
- Valid California Teaching or Pupil Personnel Services (PPS) Credential.
- Valid California Driver's License.

PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, and feel objects, tools, and controls; reach with hands and arms; climb and balance; stoop, kneel, crouch, and crawl; talk and hear; and taste and smell.

The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

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

While performing the duties of this job, the employee regularly works in outside weather conditions.

The noise level in the work environment is usually moderate.

Work duties are performed in an office setting with travel to sites and local educational institutions. Attendance at evening Board meetings and community events may be required.

