

Section VII.2 Resume – Program Specialist Resume/Job Description

Allan Hancock Joint Community College District
Human Resources

Classified Management
Range 20

PROJECT DIRECTOR – CALIFORNIA CAREER PATHWAYS TRUST **CAREER INTEGRATION INITIATIVE**

DEFINITION:

Under the direction of the college Vice President of Academic Affairs, the CCPT Project Director provides leadership, and assists and supports in the design, organization, delivery, supervision, evaluation, and fiscal management of a comprehensive set of activities related to the goals and objectives of the CCPT Grant. This project focuses on building career pathways articulated between high school, and the community college district; developing project-based career technical education curriculum; providing work-based learning opportunities for both high school and community college students; and addressing skill shortages in high-growth industries and occupations in Northern Santa Barbara County. The Project Director will lead a regional consortium that includes the Allan Hancock Joint Community College District (AHJCCD), local LEAs, the Santa Barbara County Education Office (SBCEO), business leaders and community partners, and the Workforce Investment Board (WIB) of Santa Barbara County.

ESSENTIAL FUNCTIONS:

In coordination with the Career Integration Initiative (CII) Leadership Team,

Plan, direct, organize, and manage the development and implementation of project activities that assess, improve, and result in the increase of articulated career pathways at secondary and postsecondary levels.

Plan, direct, organize, and manage the development and implementation of project activities that assess, improve, and result in the development of model transfer and articulation agreements (targeted career pathways) between the community college and school district partners.

Direct and oversee project activities to ensure that goals, objectives, and timelines are met and in alignment with the college's priorities and objectives; develop and implement an effective system of evaluation of the project and its activities.

Administer and monitor program/activity budgets and expenditures to ensure reporting requirements (fiscal and programmatic) are in compliance with District policy and state and grant guidelines.

Communicate the objectives, progress, and outcomes of project initiatives to faculty, staff, students, administrators, and high school partners, and the community; maintain open and regular communications with all project stakeholders; prepare quarterly and annual progress reports to show progress toward project objective and activities.

Establish and maintain open and effective communication among faculty, staff, students, and administrators, as well as business, community, LEAs, and high school partners.

Facilitate the project's collaborative Industry Cluster Task Groups and Design Teams.

Integrate best practices of the project into institutional operation by the end of the grant period.

Supervise project personnel.

Perform related duties as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

Philosophy, mission, and goals of the community college and AHJCCD
Goals, policies, regulations, contractual requirements, methods related to teaching, learning, and the effective delivery of comprehensive student services and programs
Management methods that foster a high level of staff morale to achieve consensus while demonstrating an understanding of and sensitivity to the diverse academic, socio-economic, ethnic, cultural, disability, sexual orientation, and religious backgrounds of students
California Department of Education regulation and policies to ensure that activities adhere to all applicable regulations, policies and procedures
Principles of budget preparation and administration
Principles and practices of supervision, training and performance evaluation
Respectful and sensitive communication practices with people who are diverse in their cultures, language groups, and abilities
Principles of strategic planning, program development, and program review
Local community and business organizations aligned with the goals of higher education
Participatory approaches to governance

Demonstrated Ability to:

Exercise group leadership skills that emphasize collaboration, consensus building, conflict resolution, and problem solving
Demonstrate commitment to the continued improvement of teaching and learning
Create an environment conducive to the development of instructional and student services innovations
Exercise independent judgement in developing and implementing creative solutions to project conditions or problems
Work in a dynamic interdisciplinary environment and handle multiple responsibilities
Direct, coordinate, and evaluate the work of others
Develop and manage a budget which includes externally funded initiatives
Communicate effectively, both orally and in writing
Establish and maintain good community relations
Deliver effective public presentations

Education and Experience:

A Master's degree from a recognized college or university **AND** two years of full-time paid experience related to the assigned duties of the position **OR** graduation from a recognized four-year college or university, preferably with a degree in an area related to the content of the CII, **AND** three years of full-time paid experience related to the assigned duties of the position **OR** an equivalent combination of education and responsible experience in an area related to the content of the CII.

Working Conditions:

The incumbent may have contact in person and on the phone with management, staff, faculty, students, and the general public. Work may require travel within the District and within the regional consortium of colleges to attend meetings and conduct work.

Physical Demands:

Typically may sit for extended periods of time.
Operates a computer keyboard.
Communicates over the telephone, by email, and in person.
Regularly lifts, carries and/or moves objects weighing up to 10 pounds.

Special Qualifications:

A sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with physical and learning disabilities