PALOMAR COMMUNITY COLLEGE DISTRICT

CAREER TECHNICAL EDUCATION TRANSITIONS COORDINATOR

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 within the job.

DEFINITION

Design, develop and coordinate an articulated Career Technical Education (CTE) Transitions program that links Palomar College with high schools; write, implement, monitor and evaluate grant and grant-related activities; develop, administer and maintain program budget.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Dean of Career, Technical & Extended Education.

ESSENTIAL FUNCTION STATEMENTS

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

1. Design, develop and coordinate an articulated CTE Transitions program that links Palomar College with high schools.

2. Assist in implementing program goals of developing planned, non-duplicative, and sequential courses of study in specific career fields to enable high school students to have a seamless transition from secondary to postsecondary studies.

3. Develop, monitor and renew program and course-to-course articulation agreements and memorandums of understanding between Palomar College and high school partners.

4. Write, implement, monitor and evaluate grant and grant-related activities.

5. Develop and distribute mini-grant applications.

6. Implement and monitor selected projects.

7. Identify and establish performance measures and standards for programs and students.

8. Coordinate information with State-level outcomes.

9. Develop, administer and maintain program budget.

10. Oversee program expenditures.

11. Oversee the development of program brochures, website content, and other written marketing materials.
11. Plan, schedule and conduct advisory meetings and staff development workshops; attend conferences.

12. Participate on committees and advisory groups.

13. Visit all participating secondary sites.

15. Perform related duties and responsibilities as required.

QUALIFICATIONS

Knowledge of:

- CTE Transitions program goals, objectives, regulations and related legislation.
- Local labor market demographics and their relationship to programs and curriculum development.
- Budget preparation and specific fiscal regulations of secondary and postsecondary fiscal systems.
- Principles and procedures of general grant management.
- District matriculation and eligibility policies and procedures.
- A variety of college information, services, policies and procedures.
- Methods and techniques of high school outreach.
- Principles and procedures of program coordination and implementation.
- Principles of business letter writing and basic report preparation.
- Modern office procedures, methods and equipment including computers and related software applications.
- Pertinent federal, state and local codes, laws and regulations.

Ability to:

- Coordinate and implement procedures and programs.
- Determine articulation requirements.
- Coordinate and promote high school outreach programs.
- Provide guidance to students and the public on the availability of programs and services.
- Prepare clear and concise reports, letters, grants and related documents.
- Operate office equipment including computers and supporting word processing and spreadsheet applications.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Make oral presentations.
- Travel from San Marcos campus to all participating high school sites.
- Maintain sensitivity to and understanding of the cultural, socioeconomic and ethnic diversity of a community college.
EXPERIENCE AND 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 increasingly responsible experience in secondary education. Proficiency using Microsoft Office software, ability to perform Internet research, and experience working with high school programs funded by federal and state grants preferred.

Training:

Equivalent to a Bachelor’s degree from an accredited college or university.

WORKING CONDITIONS

Environmental Conditions:

Office environment; exposure to computer screens; extensive contact with staff, students, and outside agencies and high schools.

Physical Conditions:

Essential functions may require maintaining physical condition necessary for walking, standing or sitting for prolonged periods of time; extensive use of computer keyboard; near visual acuity for reading computer screens and agreements; must be able to travel to other locations within San Diego County.

TERMS OF EMPLOYMENT

All positions in this classification are specially-funded, and the duration of any position in this classification is dependent upon the continuation of funding.