Position: Coordinator III - Career Technical Education (CTE)	FLSA: Exempt	Work Days: 223
Reports to: Assistant Superintendent or Designee	Salary: Classified Management Salary Schedule – Range D	

Job Descriptions are intended to present a descriptive list of the range of duties performed by employees in the class. Job Descriptions are not intended to reflect all duties performed within the job.

OVERALL OBJECTIVE AND SUMMARY:

The Coordinator III - Career Technical Education (CTE) plans, coordinates, implements, and evaluates the District's K–12 Career Technical Education (CTE) programs, ensuring high-quality, industry-aligned learning opportunities that prepare students for college, career, and lifelong success.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

- Supervise, support, and evaluate staff as assigned; foster a culture of accountability, collaboration, and professional growth.
- Provide leadership aligned with the District's Vision, Goals, Core Values, and Theory of Action for Student Success.
- Plan, organize, and oversee assigned functions to support effective operations, continuous improvement, and alignment with district priorities.
- Use data and evidence to inform decision-making, monitor progress, and drive outcomes through the Cycle of Continuous Learning and Improvement (CCLI).
- Promote equitable access to programs and services and inclusive practices that support the success of all students.
- Maintain compliance with applicable laws, regulations, policies, and collective bargaining agreements.
- Oversee and/or support budgeting, resource allocation, and strategic planning efforts to advance district goals (as applicable).
- Promote safe, positive, and productive learning and working environments.
- Develop, recommend, and implement district-wide policies and procedures related to CTE programs, pathways, and work-based learning.
- Provide district-wide leadership in the design, development, organization, and coordination of all CTE programs and pathways.
- Organize the development, implementation, and ongoing evaluation of the District's CTE pathways, industry partnerships, and related instructional programs.
- Maintain continuity, consistency, and vertical alignment of CTE programs between elementary, middle and high school, including coordination of feeder pathways.
- Oversee compliance with local, state, and federal mandates governing CTE, including Perkins V requirements, CALPADS reporting, industry certifications, and safety regulations.
- Coordinate the selection, procurement, and maintenance of CTE equipment, materials, and technology aligned to industry standards.
- Plan, coordinate, and facilitate professional development for CTE teachers and site administrators.
- Evaluate the effectiveness of district CTE programs through data analysis, program review, credential alignment, and stakeholder input.
- Coordinate work-based learning programs, including internships, job shadows, mentorships, guest speakers, industry days, and partnerships with local businesses, agencies, and related partners.
- Lead and facilitate committees and work groups related to CTE, including pathway advisory committees, industry partnerships, and compliance teams.
- Collaborate with secondary curriculum teams, counseling departments, and community partners to expand CTE opportunities and align with workforce needs and industry trends.
- Develop, administer, and monitor CTE budgets, including Perkins, K12 Strong Workforce Program, grants, and pathway resources; seek and procure grant opportunities.
- Supervise, support, and evaluate the work of assigned personnel, including coaches, pathway leads, work-based learning coordinators, and clerical support.
- Serve as liaison to county offices, higher education institutions, workforce boards, industry advisory groups, and community partners.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and practices related to the technical aspects of the assigned department.
- Federal, State, and local laws, regulations, Education Code provisions, and collective bargaining agreements applicable to assigned departments.
- District organization, operations, policies, goals, and objectives.
- Recordkeeping, office organization, and standard administrative practices.
- Proper English usage, including grammar, spelling, punctuation, and vocabulary.

Ability to:

- Communicate effectively orally and in writing and build effective working relationships with diverse audiences, including staff, students, families, community partners, and stakeholders.
- Exercise sound judgment in problem-solving, conflict resolution, and decision-making.
- Adapt to changing priorities and organizational needs with flexibility and professionalism.
- Manage budgets and allocate resources in alignment with district priorities, as applicable.

PHYSICAL ABILITIES

Positions in this classification typically require the following physical abilities to successfully perform the essential functions of the job, with or without reasonable accommodation:

- **Mobility:** Ability to sit, stand, and walk for extended periods of time. Ability to move throughout district facilities, school sites, offices, warehouses, and community locations as required.
- **Manual Dexterity:** Sufficient fine motor skills to operate a computer, keyboard, mouse, tablet, telephone, and other standard office equipment. Ability to write, type, review, and prepare documents accurately.
- **Vision:** Ability to read printed materials and electronic documents, review data, and analyze reports. Adequate visual acuity to utilize computer screens for extended periods and observe site conditions.
- **Hearing and Speech:** Ability to hear and understand conversations in person, over the telephone, and through virtual platforms. Ability to speak clearly to participate in meetings and direct communication with individuals and groups.
- **Lifting/Carrying:** Ability to occasionally lift, carry, push, or pull materials and equipment typically up to 25 pounds.
- **Reaching/Bending/Stooping:** Ability to bend, stoop, reach, and stretch as required.
- **Travel:** Ability to travel between district sites, community locations, and external meetings. May require operation of a personal or district vehicle.
- **Work Environment Tolerance:** Ability to work in standard office settings as well as school, operational, warehouse, or outdoor environments, which may include moderate noise levels and varying temperatures.
- **Extended Work Hours:** Ability to work extended hours, evenings, and occasional weekends as required for meetings, events, emergencies, or operational needs.

EDUCATION AND EXPERIENCE

Any combination of experience and training that would likely provide the required knowledge and abilities could qualify someone for this position. A typical way to obtain the knowledge and abilities would be:

- Education: Equivalent to a bachelor’s degree or higher from an accredited college or university in education, educational leadership/administration, public administration, career technical education, workforce development, or a closely related field.
- Experience: Three years of progressively responsible experience in education, Career Technical Education (CTE), workforce development, or a related public agency setting, preferably in a K–12 environment.

LICENSES AND CERTIFICATES

- Valid California driver’s license required