

**CARMEL UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION – CERTIFICATED MANAGEMENT**

**POSITION: DIRECTOR 2 – COLLEGE & CAREER READINESS
220 Work Days**

A. PRIMARY FUNCTION

Under the direction of the Deputy Superintendent of Educational Services, the Director of College & Career Readiness provides strategic leadership and coordination of district-wide college and career initiatives, including Career Technical Education (CTE), dual enrollment, work-based learning, K–14 pathways, biliteracy pathways, and student work experience programs. The Director also serves as the district liaison for regional workforce development initiatives, aligning program development and funding streams (e.g., CTEIG, K12 SWP, Strong Workforce Program) with labor market data and state priorities in partnership with postsecondary institutions and the Bay Area Community Colleges Consortium.

The Director is responsible for supervising staff, overseeing compliance with local, state, and federal guidelines, and supporting systems that improve postsecondary readiness, career exploration, and equitable access for all students—particularly those from underserved populations. This role includes budget and resource oversight, data-informed program evaluation, and fostering collaboration with and across sites, families, community organizations, and industry partners. In alignment with the District's strategic goals, the Director supports the development, implementation, and continuous improvement of innovative programs that enhance student achievement, well-being, and readiness for college, career, and life. The Director is responsible for working as a collaborative member of the Educational Services Team and the greater district-wide team.

B. ESSENTIAL FUNCTIONS/EXAMPLES OF DUTIES

The Director of College and Career Readiness is responsible for designing, implementing, monitoring, collaborating and working to continuously improve K-16 pathways that prepare all students for college, career, and lifelong success. Duties include, but are not limited to:

1. Resource & Budget Oversight

- Manage program budgets and ensure effective allocation of resources to support program success.
- Oversee local, state, and federal funding streams, including: Perkins V (Strengthening Career and Technical Education for the 21st Century Act), CTEIG (Career Technical Education Incentive Grant), K12 SWP (K–12 Strong Workforce Program).
- Ensure fiscal efficiency and strategic use of funds to support staffing and personnel in college/career readiness, CTE, and student wellness programs, implementation of high-quality instructional programs and student services, equitable access to support for all students, particularly underrepresented groups.
- Align budget planning with district goals and compliance requirements.

2. Program Design, Implementation, and Evaluation

- Oversee the development, improvement, and evaluation of College and Career Readiness programs, including Career Technical Education (CTE), Dual Enrollment and College and Career Access Pathways (CCAP), Work-Based Learning, Biliteracy Pathways and Seal of Biliteracy, K-16 Pathway Alignment and A–G Course Management.

- Ensure all programs are aligned with labor market trends, industry standards, CTE model curriculum standards, and postsecondary transitions.
- Coordinate and monitor the acquisition and effective use of curriculum materials, instructional equipment, and supplies to support program implementation.
- Oversee implementation and reporting of relevant funding sources, such as, CTEIG, K12 Strong Workforce, Perkins, Golden State Pathways, and CCAP Grants.
- Manage and develop dual enrollment programs in collaboration with community colleges and local universities, ensuring high school students can access and succeed in postsecondary coursework. Support seamless transitions for students into college programs and career pathways.
- Manage the UC Course Portal to ensure A–G approval of new and existing courses.
- Oversee district-wide course catalog in collaboration with the IT Department.
- Lead systems that promote equity and access for underrepresented populations across all college and career readiness programs.

3. Collaboration and Stakeholder Engagement

- Act as the primary point of contact between the district and Community colleges and universities, Industry representatives and workforce development agencies, Regional Consortia, K14 TAPs, Centers of Excellence, and State CDE Sector Leads.
- Lead or participate in advisory committees, including the CTE District Advisory Committee and regional and state convenings (e.g., Mission Trails ROP JPA).
- Facilitate collaboration with K–14 faculty to ensure aligned, sequenced pathways and curriculum.
- Promote articulation agreements and system alignment through formal partnerships with postsecondary institutions.
- Coordinate the implementation of regional initiatives including the Cradle to Career K16 Collaborative.
- Guide school sites in planning college and career readiness events, family education nights, and student engagement opportunities.

4. Work-Based Learning and Industry Partnerships

- Coordinate development of meaningful work-based learning opportunities, such as internships, job shadowing, apprenticeships, and career exploration activities.
- Engage local industry partners for in-kind support, participation in school wide career fairs, and contributions to pathway development.
- Support implementation of career exploration curricula.
- Collaborate with Regional Directors for Employer Engagement and workforce boards to align work-based learning opportunities with high-wage, high-demand fields.

5. Data Analysis and Continuous Improvement

- Collect and analyze quantitative and qualitative data—including labor market information, Cal-PASS Plus, and disaggregated student data—to inform program decisions, measure outcomes, and drive continuous improvement efforts.
- Analyze labor market information to inform pathway creation and improvement.
- Develop internal systems to track access, participation, and success metrics across all readiness programs, disaggregated by student groups.
- Use indicators to support self-assessment, strategic planning, and compliance reporting tied to the LCAP and district strategic plan.

6. College and Career Access and Transition Support

- Oversee early college credit programs, concurrent enrollment, and dual enrollment scheduling in partnership with school sites and postsecondary partners.
- Supervise Work Experience Education (WEE) programs, including work permits and staff professional development.
- Coordinate outreach and advising supports to facilitate successful postsecondary transitions.
- Support counselors and site leaders in embedding college and career exploration within instructional time.
- Lead promotion and marketing efforts to increase awareness and participation in CTE and dual enrollment programs, especially among underrepresented student populations.

7. Personnel Management and Staff Development

- In collaboration with the Human Resources department, manage hiring, assignment, and evaluation of classified and certificated staff in College and Career Readiness programs.
- Conduct regular meetings with pathway staff to support program coherence and continuous improvement.
- Provide targeted professional learning opportunities for teachers, counselors, and administrators related to career pathways, industry alignment, and dual enrollment.
- Supervise supplemental staff providing direct services and support for students from underserved groups.

8. Marketing, Communications, and Outreach

- Lead the development and distribution of college and career readiness publications and outreach materials for students, families, and community stakeholders.
- Organize on- and off-campus student outreach activities such as application workshops, campus visits, career fairs, and informational sessions.
- Promote K-12 biliteracy through campaigns and outreach aligned with Seal of Biliteracy requirements.

9. Other Duties as Assigned

- Carry out additional responsibilities related to college and career readiness as directed by the Deputy Superintendent or Superintendent to support district-wide success and alignment with strategic goals.

C. QUALIFICATIONS

1. Knowledge, Skills and Abilities

- a. Considerable knowledge of the County and School Board policies, procedures and standards.
- b. Considerable knowledge of the organization and communication channels of the school system.
- c. Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.
- d. Considerable knowledge of the current literature, trends, methods and developments in the area of student services.
- e. Considerable knowledge of the principles of supervision, organization and administration.
- f. General knowledge of the California State Standards related to student instruction.
- g. Skill in counseling and developing staff.
- h. Ability to assess the needs of students.
- i. Ability to plan, develop, implement and evaluate large programs.
- j. Ability to develop and implement policies, procedures and standards for services offered.
- k. Ability to maintain complete and accurate records and statistics and to develop reports from that information.
- l. Ability to effectively express ideas orally and in writing.

- m. Ability to make oral presentations before large groups of people.
 - n. Ability to exercise considerable tact and courtesy in frequent contact with the public.
 - o. Ability to establish and maintain effective working relationships as necessitated by work assignments.
2. Other Skills:
- a. Decision making; problem solving; conflict resolution; oral and written communication, including group, one-on-one, and stand-up presentation; negotiations and related consultative management skills.
 - b. Plan, organize, and implement work in a timely manner.
 - c. Work collaboratively with colleagues and the community.
 - d. Juggle multiple tasks and meet deadlines.
 - e. Remain calm under pressure.
 - f. Work to ensure all district communication is respectful and inclusive of all members of the school community.
 - g. Ability to work independently, high degree of self-motivation
 - h. Excellent verbal, written and interpersonal skills
 - i. Proficiency with current technology for performance of duties
 - j. Excellent analytical and critical thinking and judgment skills
 - k. Previous experience working with public schools required

D. EDUCATION AND EXPERIENCE

Any combination equivalent to:

- a. California Administrative Services Credential
- b. Master's degree from an accredited college or university or equivalent coursework and training demonstrated
- c. Leadership experience in public schools in educational programs related to special populations
- d. Knowledge of current education laws and regulations
- e. 5 years of successful public-school experience as a certificated employee

LICENSES AND CERTIFICATES

- a. Valid California driver's license and proof of current liability insurance at time of appointment and throughout employment in this classification

E. PHYSICAL REQUIREMENTS

Incorporated within one or more of the essential functions of this position are the following essential physical requirements:

- a. Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- b. Ability to see for purposes of reading reports, diagrams, labels, correspondence, documents, and other printed matter.
- c. Ability to hear and understand speech at normal levels in person and/or on the telephone.
- d. Ability to communicate so others will be able to clearly understand a normal conversation in person, on a telephone, on two-way radio, or in a virtual meeting environment.
- e. Manual dexterity sufficient to write, use telephone and business machines (including typewriter, computer, calculator), and operate equipment in a safe and efficient manner.
- f. Ability to routinely lift/carry equipment and supplies weighing up to 25 pounds.
- g. Physical agility sufficient to sit, stand, kneel, walk, push/pull, squat, twist, bend, stoop, and to reach in all directions including overhead.

F. WORKING CONDITIONS

Office working environment subject to long periods of standing, walking, bending, crouching, and may include period of working in outdoor spaces, pushing/pulling and lifting supplies and technical equipment, kneeling to access files from ground level to 4.5 feet above the ground, pushing/pulling of file drawers, reaching in all directions, and working at a computer and/or telephone for prolonged periods of time. Subject to driving a vehicle to conduct work.

APPROVED: 06/18/2025