NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Cypress College Fullerton College NOCE NORTH ORANGE CONTINUING EDUCATION

Job Description

Job Title:	Director, Career Technical Education	Salary Range:	19
Date Revised:	4/2/2026	Date Approved:	06/23/2026
THIS IS A DESIGNATED CLASSIFIED MANAGEMENT POSITION SUBJECT TO A SIX-MONTH PROBATIONARY PERIOD			

PRIMARY PURPOSE

Under the general direction of an administrator or designee, the Director, Career Technical Education (CTE), plans, organizes, directs, and evaluates the operations, programs, services, partnerships, and initiatives related to Career Technical Education (CTE), workforce development, career pathways, and work-based learning opportunities. Provides leadership in the development, implementation, assessment, and continuous improvement of CTE programs and services to support student success, workforce preparation, economic mobility, and regional workforce needs.

The Director, CTE develops and maintains collaborative partnerships with business, industry, K-12 districts, adult education providers, workforce development agencies, community organizations, and other educational institutions to strengthen career pathways, expand student opportunities, and support workforce development initiatives. Provides administrative oversight of assigned personnel, budgets, grants, contracts, and special projects in accordance with applicable laws, regulations, District policies, and collective bargaining agreements.

DISTINGUISHING CHARACTERISTICS

The Director, CTE is a management classification responsible for providing strategic leadership and administrative oversight of college-wide Career Technical Education, workforce development, employer engagement, career pathway, and work-based learning initiatives.

The Director is distinguished from instructional management classifications by its primary responsibility for coordinating workforce development programs, cultivating external partnerships, securing and administering grants and categorical funding, aligning educational programs with labor market demands, and facilitating collaboration among educational institutions, business and industry partners, workforce agencies, and community stakeholders. The Director exercises substantial independent judgment in the administration of complex programs, budgets, partnerships, and workforce development initiatives that support student success and regional economic development.

ESSENTIAL FUNCTIONS

Examples of essential functions are descriptive and not restrictive in nature.

Program Leadership, Planning, and Administration

1. Provides leadership, direction, and oversight for Career Technical Education, workforce development, career pathway, and work-based learning programs and initiatives; develops, implements, and evaluates strategic plans, goals, objectives, and operational priorities consistent with College and District strategic plans.

2. Assesses workforce and labor market trends, industry needs, student demand, and economic development priorities to support the development, expansion, and continuous improvement of CTE programs and services.
3. Coordinates the development, implementation, evaluation, and continuous improvement of assigned programs, services, projects, and initiatives; monitors program outcomes and recommends improvements to enhance effectiveness and student success.

Workforce Development and External Partnerships

4. Develops, cultivates, and maintains collaborative partnerships with business and industry representatives, workforce development boards, chambers of commerce, economic development organizations, K-12 districts, adult education providers, community-based organizations, and post-secondary institutions to support workforce development and student career opportunities.
5. Coordinates and facilitates internships, apprenticeships, work-based learning experiences, clinical placements, employer engagement activities, and other experiential learning opportunities that support student career preparation and employment outcomes.
6. Serves as the College liaison to local, regional, and statewide workforce development organizations and industry advisory groups; represents the College at meetings, conferences, and community events.

Grant, Budget, and Resource Administration

7. Identifies, pursues, develops, and administers grants, contracts, categorical funding, and other external resources supporting Career Technical Education and workforce development initiatives.
8. Develops and administers assigned budgets; monitors expenditures, ensures fiscal accountability, and prepares required financial, programmatic, and performance reports.
9. Ensures compliance with grant requirements, funding regulations, reporting requirements, and applicable federal, state, and local laws and regulations.

Outreach, Recruitment, and Student Success Initiatives

10. Develops and implements outreach, recruitment, marketing, and communication strategies designed to increase awareness of CTE programs, career pathways, workforce opportunities, and student support services.
11. Collaborates with instructional and student services personnel to support enrollment growth, student persistence, completion, employment outcomes, and equitable access to career education opportunities.
12. Coordinates activities that support transitions between K-12, adult education, community college, university, and workforce systems.

Personnel Management and Collaborative Leadership

13. Selects, supervises, trains, evaluates, and provides leadership to assigned personnel; establishes performance expectations and supports professional growth and development.
14. Collaborates with faculty, deans, counselors, student services personnel, and other college and District administrators to support program planning, curriculum development,

workforce alignment, and student success initiatives.
15. Leads and/or participates in committees, advisory groups, task forces, and shared governance activities related to Career Technical Education, workforce development, and institutional planning.

Technology and Process Improvement

16. Learns and applies emerging technologies and advances as necessary to perform duties in an efficient, organized, and timely manner.

Diversity, Equity, and Inclusion

17. Provides leadership in promoting inclusion and accessibility in program development and delivery.
18. Supports recruitment and retention of diverse faculty, staff, and students.
19. Participates in District/College efforts to increase the diversity of faculty and staff and to address student achievement gaps; actively assists in the creation of a welcoming and inclusive work and educational environment; attends and participates in diversity, equity, and inclusion trainings and events.

General

20. Oversees and coordinates daily operations, facilities management, and emergency preparedness for any of the NOCE centers as needed.
21. Performs other duties that support the overall objective of the position.

WORKING RELATIONSHIPS

The incumbent engages and maintains contact with various District administrators, management, faculty, staff, students, vendors, government agencies and organizations, higher education institutions, the California State Chancellor's Office, and the public.

MINIMUM QUALIFICATIONS

Education and Experience:

- Bachelor's Degree from a regionally accredited institution in a related discipline; **AND**
- Four (4) years of formal training, internship, or leadership experience reasonably related to the assignment; or work experience directly related to the position;
- ***Or*** *Any combination of education and experience which would provide the required equivalent qualifications of the position.* ***AND***
- Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.

DESIRABLE QUALIFICATIONS

- Master's Degree in Education, Educational Administration, Vocational Field, or related discipline
- Management experience in postsecondary education or continuing education.
- Experience in developing, implementing, and managing Career Technical Education programs, or any educational program development and administration in postsecondary education.
- Experience with Career Technical Education programs.
- Demonstrated experience fostering an inclusive and welcoming work or educational environment through equity-minded approaches in professional interactions with colleagues and students.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge:

- Knowledge and understanding of District, college, division, department, and/or program organizations, operations, policies, procedures, rules, laws, regulations, goals, and objectives related to the area of assignment.
- Knowledge of and familiarity with the California Education Code, Title 5, and other applicable laws and regulations related to the area of assignment.
- Knowledge of Perkins requirements and accreditation standards.
- Knowledge of research project policies, procedures, and best practices, including data collection and analysis.
- Knowledge of adult education and career technical education program planning curriculum development, and instructional delivery.
- Knowledge of budget preparation and maintenance.
- Knowledge and understanding of student services operations, including student advising, retention strategies, and support services.
- Knowledge of federal and state regulations related to student services, such as FERPA.
- Knowledge of student information systems, management information systems, databases, and data management practices.
- Knowledge and awareness of equity and inclusion principles, particularly in the context of student support services.
- General knowledge of community college structures, processes, and student demographics.

Skills:

- Program administration.
- Accreditation reporting and compliance.
- Student learning outcomes related to the area of assignment.
- Strategic planning and leadership skills.
- Strong organizational skills with the ability to prioritize and manage multiple tasks efficiently.
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and other relevant software applications.

- Excellent written and verbal communication skills, with the ability to draft clear and concise reports, correspondence, and presentations.
- Data collection, analysis, and reporting, particularly in relation to program outcomes and student participation.
- Computer software programs, applications, databases, and Enterprise Resource Planning Systems (ERP) systems; computer hardware and peripheral equipment related to the area of assignment.

Abilities:

- Ability to work independently and collaboratively within a team environment.
- Ability to interact positively and professionally with a diverse student population, faculty, and staff.
- Ability to interpret and apply complex policies, regulations, and collective bargaining agreements.
- Ability to maintain confidentiality and handle sensitive information with discretion.
- Ability to plan, organize, and prioritize workload to meet schedules and timelines.
- Ability to supervise, train, and evaluate assigned management, faculty, and staff.
- Ability to communicate effectively, both verbally and in writing.
- Ability to learn and adapt to new software, systems, and processes as required.
- Ability to provide empathetic and effective support to students, addressing their needs and concerns with professionalism.
- Ability to attend and participate in diversity, equity, and inclusion trainings and events.
- Ability to provide an inclusive and welcoming work/educational environment.
- Ability to demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.
- Ability to establish and maintain effective and cooperative working relationships with those encountered in the course of work.

SPECIAL REQUIREMENTS, LICENSES, and/or CERTIFICATIONS

- Possession of or ability to possess a valid driver license based on the need related to the area of assignment if and when travel is required in the course of work.
- Travel may be required for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands:
While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak, or hear, both in person and by telephone. Use hands repetitively to perform fine/gross finger manipulation, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds, unassisted. Must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment. The incumbent may be required to bend at the waist, kneel, and/or crouch; move about the college or District site(s).
Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

The incumbent may be required to work a flexible and varying work schedule based on the needs of the department, including evenings and weekends, as needed.

Mental Demands:
While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS

Work Environment:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
The incumbent works under typical office conditions, and the noise level is usually quiet.

Working Conditions:
Work is performed primarily indoors where minimal safety considerations exist. The incumbent may be subject to constant interruptions and frequent interaction with District and college personnel and the public. Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions of the position.

North Orange County Community College District (NOCCCD) is committed to creating a diverse academic and workforce environment that encourages and fosters diversity, equity, inclusion, and equal opportunities for everyone. NOCCCD is focused on creating a welcoming culture to ensure students, faculty, management, and staff feel included, supported, and safe.

NOCCCD looks for likeminded and inclusive individuals who represent the community's diversity and demonstrate a sensitivity to the understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of those we represent. Our District community of professionals is devoted to enriching our students' lives by bringing a variety of ways to engage and discover their individual and collective paths through education.