

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

POSITION

CAREER TECHNICAL EDUCATION (CTE) - PROGRAM ADMINISTRATOR ED SERVICES

DEFINITION OF POSITION

Under the direction of the Assistant Superintendent of Educational Services, the **Program Administrator – CTE** provides strategic leadership, oversight, and coordination of all Career Technical Education (CTE) programs, pathways, and grants across the TK-12 system. This position is responsible for the planning, development, implementation, compliance, and continuous improvement of CTE, dual enrollment, and workforce development initiatives. The Program Administrator ensures program alignment with state model curriculum standards, district strategic priorities, and college and career readiness outcomes for all students.

This position builds strong partnerships with local industry, postsecondary institutions, and community organizations and ensures that all CTE programming promotes equity, access, and measurable student success.

EXAMPLES OF DUTIES

Program Leadership and Development

- Leads the design, implementation, and continuous improvement of CTE programs and college/career readiness initiatives aligned with state standards and local workforce demands.
- Expands and enhances existing CTE pathways across TK–12 with a focus on equity, sustainability, and alignment to A-G and graduation requirements.
- Facilitates districtwide planning and professional learning to support research-based instructional practices in CTE classrooms.
- Oversees the integration of dual enrollment opportunities in partnership with local colleges and ensures broad, equitable student participation.
- Coordinates with school sites on course scheduling, staffing, and student placement to maximize access and effectiveness of CTE offerings.

Grant Oversight and Compliance

- Develops, writes, submits, and manages grant applications (e.g., CTEIG, SWP, Perkins, WBL).
- Ensures compliance with all grant requirements, timelines, budgets, and reporting guidelines.
- Collaborates with finance and site leaders to track expenditures and ensure the fiscal integrity of CTE funds.
- Seeks additional external funding sources to expand and sustain CTE programming.

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Evaluation, Accountability, and Reporting

- Develops and monitors measurable program effectiveness goals aligned with the District's strategic plan.
- Collaborates with Educational Services leadership to collect and analyze data from surveys, interviews, focus groups, and academic metrics to evaluate program outcomes.
- Ensures accurate and timely submission of reports to CDE, governing boards, and grant funders.
- Maintains and presents documentation demonstrating program alignment with California Ed Code, federal law, and local board policy.

Partnerships and Workforce Development

- Establishes and sustains partnerships with local industry, postsecondary institutions, and community-based organizations (e.g., CTE Foundation, SCOE, Sonoma Corp).
- Coordinates internships, work-based learning, and mentoring opportunities to provide real-world experiences for students.
- Engages advisory committees to inform and validate the relevance and rigor of CTE pathways.

Collaboration and Site Support

- Serves as a resource and liaison to site administrators, counselors, and teachers on all matters related to CTE and workforce development.
- Provides ongoing coaching and technical assistance to school sites based on needs and priorities identified by data.
- Supports sites in aligning curriculum with CDE model curriculum standards and high-quality CTE program expectations.
- Facilitates Professional Learning Communities (PLCs) and job-alike groups focused on CTE best practices.

Other Responsibilities

- Participates in departmental and district-level leadership meetings and planning sessions.
- Represents the District at local, regional, and state CTE and workforce development meetings.
- Performs other duties as assigned to support the mission, vision, and strategic goals of the District.

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DESIRABLE QUALIFICATIONS

Knowledge of:

- CTE model curriculum standards and current labor market trends.
- California state frameworks, Common Core State Standards (CCSS), NGSS, and A-G requirements.
- Best practices in instruction, career exploration, workforce development, and college/career counseling.
- Grant writing, monitoring, and compliance (CTEIG, Perkins, SWP, etc.).
- Data analysis techniques and continuous improvement strategies.
- California Education Code, federal/state regulations, and local policy regarding CTE and accountability.

Skills and Abilities:

- Demonstrated leadership in planning and implementing CTE or college/career readiness programs.
- Excellent written and verbal communication for a variety of audiences.
- Effective project management, grant oversight, and collaborative planning.
- Strong analytical and problem-solving skills.
- Ability to build positive relationships with diverse stakeholders, including students, families, staff, and external partners.
- Cultural competence and equity-minded leadership in program design and implementation.

EXPERIENCE/EDUCATION

Minimum Qualifications:

- Bachelor's Degree in Education, Career Technical Education, or related field (Master's degree preferred).
- Valid California Administrative Services Credential or the ability to obtain.
- Valid California Teaching Credential with CTE or secondary authorization required.
- Minimum of five (5) years of successful teaching or administrative experience in K–12 public education; experience in CTE or college/career readiness programming strongly preferred.
- Bilingual (Spanish) desirable.
- Valid California driver's license and ability to travel between school sites and external partners.

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PHYSICAL ABILITIES

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee may occasionally encounter outside weather conditions, walking on uneven ground when outdoors; exposure to student illness, injuries, infections and bodily fluids. May be required to maneuver into awkward positions. The noise level in the work environment is usually moderate.

Sitting: Occasionally

Standing/walking: Frequently

Waist bending: Occasionally to frequently

Neck bending: Occasionally to frequently

Squatting: Frequently

Climbing: Rarely

Kneeling: Frequently

Crawling: Rarely

Neck twisting: Occasionally to frequently

Waist twisting: Occasionally

Pushing/pulling: Occasionally – up to 150 lbs. at a time

Running: Occasionally

Reaching:

Above shoulder: Occasionally

Below shoulder: Frequently

Lifting/Carrying:

0-10 lbs: Frequently – weights carried 50 to 100 feet at a time

11-25 lbs: Occasionally – weights carried up to 100 feet at a time

26-50 lbs: Occasionally – weights carried from 10 to 100 feet at a time

51+ lbs: Rarely

Hand Activities:

Repetitive hand use: Frequently

Simple grasping: Frequently

Power grasping: Occasionally

Fine manipulation: Occasionally

Hand and arm twisting/turning: Occasionally to frequently

Computer operations/writing: Frequently

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OTHER REQUIREMENTS

- Fingerprint clearance prior to employment
- TB clearance prior to employment
- Compliance with current health mandates
- Completion of mandated trainings
- Obtain basic first aid and CPR certifications

10/24/2025