

RIVERSIDE COMMUNITY COLLEGE DISTRICT
DIRECTOR, WORKFORCE CPL AND MAP OPERATIONS

BASIC FUNCTION

Administers MAP-related budgets, develops external funding opportunities, manages consulting partnerships and agency contracts and integrations, external communications and reporting, and drives CPL support for the California Community College Chancellor's Office (CCCCO) demonstration projects with particular focus on apprenticeships, workforce agency integrations, non-credit, not-for-credit training agencies, and development of statewide processes and policies for the adoption of credit for prior learning recommendations in career and technical education (CTE).

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Chief Ambassador. Supervises and/or directs the work of assigned personnel, and serves as state-wide MAP Initiative representative for district, local, and state-assigned staff, partners, and agencies.

CLASS CHARACTERISTICS

This classification is responsible for administering budgets, contracts, and for the integration of non-credit and not-for-credit workforce and CTE. The incumbent regularly works on tasks which are varied and complex, requiring extensive knowledge of workforce and CTE program requirements and their relationship to MAP Initiative goals and objectives.

EXAMPLES OF TYPICAL JOB FUNCTIONS

1. Leads internal operations to support, administer and report the planning and budgeting of the MAP Initiative to the CCCCCO; manages contracts, agreements, funding proposals, consultant partnerships, vendor agreements, and intersegmental partnerships with attention to RCCD financial and business policies and procedures as well as CCCCCO requirements.
2. Leads innovative higher education project initiatives through grant collaboration, local, state and federal partnerships, and legislation; and manages and writes grants for the continued development and support of CPL goals.
3. Collaborates with CCCCCO demonstration project leaders, interagency partners, workforce agencies, third-party CTE certification companies, and training centers, to broaden and standardize credit for prior learning capabilities throughout the state with specific focus on apprenticeship, not-for-credit training, industry agencies and other special population education groups.
4. Serves as the lead of the CCCCCO/MAP CPL Apprenticeship Sprint for the transcription of credit for prior learning for apprentices and working adults throughout the state.
5. Seeks, develops, and maintains collaborative opportunities with workforce development, state agencies and partners to expand CPL apprenticeships and other demonstration projects.
6. Oversees and develops written communications, reports, presentations and training materials to lead and execute MAP funding goals and fundraising efforts.
7. Partners and represent the MAP Initiative in state, federal and private agency discussions and planning for credit for prior learning.
8. Convene and meet with the MAP colleges and constituents to increase the capacity to offer and award CPL with a focus on apprenticeship, non-credit, not-for-credit training, and industry agencies.

9. Plans and presents CPL Statewide integrations and professional development at statewide and national hearings and conferences.
10. Assists the Chief Ambassador, MAP Initiative with communications, media, presentations, and developing public relations and constituency support; works with diverse constituencies, including partner relations with other agencies, districts, and systems, including media and legislators, to promote effective outcomes.
11. Performs other related duties as assigned; specific duties not listed do not exclude them for this classification if the work is similar or related.

QUALIFICATIONS

Knowledge of:

1. Management practices for state, federal grants, and other categorical funding sources for operational budgets, programs, and initiatives.
2. Management of career and technical education programs which include apprenticeship and not-for-credit offerings.
3. Career technical education curriculum, policy, regulations, funding sources, program review, industry advisory groups, regional Strong Workforce Programs and workforce development board.
4. Credit for prior learning, industry certifications and training, participatory governance and their relationship to curriculum and program governance.
5. CCC demonstration projects, with a focus on registered and non-traditional apprenticeships programs, Department of Apprenticeships Services regulations, funding sources including Related Supplemental Instruction (RSI), curriculum development, program review and approval processes, and regional/state workforce development boards and trade union partnerships.
6. Methods and techniques in the mobilization of higher education faculty, staff, and management to accomplish complex projects requiring the development of shared vision, procedures, system, and sustainable collaborative activities involving diverse constituents.
7. Student information systems (SIS) and systems such as the MAP platform, Program Pathways Mapper, and other systems related to applicant tracking, financial management, and relevant workforce and CTE related systems, including Chancellor's Office Curriculum Inventory (COCI), NOVA, and ASSIST.

Ability to:

1. Apply local, state, and federal laws related to education and community colleges, military training, workplace training, and credit for prior learning.
2. Develop, initiate, and carry out new policies and procedures.
3. Establish working relations with various community and statewide organizations and systems.
4. Communicate effectively both orally and in writing, in presenting new initiatives and programs.
5. Work effectively with Human Resources & Employee relations and relevant faculty and staff in the implementation of memoranda and/or collective bargaining agreements.
6. Work effectively in and with various constituencies, including technology sectors, public and private higher education systems, legislative and political organizations, and related local, state, and federal organizations, as appropriate.
7. Raise funds through a variety of sources via outreach and collaboration with the appropriate grant or fundraising entities.
8. Demonstrate clear evidence of sensitivity and understanding of the diverse academic, socio-economic disability, and ethnic backgrounds of students, staff, and the community.

9. Exercise judgment, tact, diplomacy, and effective communication strategies to present information, materials, and ideas that are innovative and represent a change to established business or educational practices in higher education.
10. Serve as the Operations Manager under the guidance and direction of the MAP Chief Ambassador.
11. Support the development of work activities and strategic planning for the MAP Initiative in alignment with the direction of the MAP Chief Ambassador and the Executive Director of CPL MAP Initiative.
12. Serve as the liaison between and among all other CCCCO Demonstration Projects and Initiatives that connect to credit for prior learning. This includes, but is not limited to, Guided Pathways, Apprenticeship, Non-Credit, Not-for-Credit, industry training agencies, and workforce development boards.
13. Lead and facilitate workgroups in collaboration with the CCCCO Demonstration Projects and other initiatives with CPL needs.
14. Advance the adoption of Credit for Prior Learning (CPL) practices from faculty workgroups to colleges statewide in collaboration with Dean, CPL Pathways and Partnerships.
15. Facilitate meetings with MAP colleges to sustain progress in articulating and awarding CPL credit to students.
16. Provide regular updates to the MAP Chief Ambassador regarding key partnerships, events, and opportunities to expand CPL in California.
17. Plan and deliver presentations at constituency group training sessions and meetings.
18. Represent the MAP Initiative at state and national hearings, conferences, and other professional convenings.
19. Identify and pursue funding opportunities to support the continued expansion and sustainability of MAP and CPL adoption statewide and nationally.

Education and Experience:

A master's degree and five (5) years of progressively responsible higher education leadership experience in the creation and administration of academic programming, including experience administering a large and comprehensive career education instructional programs.

An earned doctorate and community college associate dean or dean experience is desired. Experience developing, deploying, and scaling innovative programs and services in a shared governance, collective bargaining, and higher education environment, as well as successful sourcing of one-time grants, and multi-year grants, and institutional funding for start-up programming is also desired.

Licenses and Certifications:

A valid driver's license and proof of insurability may be required to drive a District or personal vehicle.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This classification primarily works in an office, and standing in and walking between work areas is occasionally required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to

retrieve and file information. Additionally, travel in the completion of job duties and statewide functions is required, up to 50% of the time. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 15 pounds.

The functions of this classification must be performed by the incumbent with or without reasonable accommodations.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, with no direct exposure to hazardous physical or chemical substances. Employees may interact with upset individuals in interpreting and enforcing departmental policies and procedures.