

K14 Technical Assistant Provider Job Description

March 2019

The California Community Colleges Chancellor's Office (CCCCO), in partnership with the California Department of Education (CDE), is pleased to announce annual funding to put in place a regional technical assistance structure to assist teachers and industry partners in implementing high-quality CTE programs. Education Code 88833 appropriates \$12,000,000 in annual career technical education funding to support the establishment of Career Technical Education Key Talent field positions to support both the CTE Incentive Grant Program and the K-12 component of the Strong Workforce Program with the positions of K14 Technical Assistance Providers and K12 Pathways Coordinators. Funding is inclusive of eight K14 Technical Assistance Providers (TAPs) (one per [California Community College regional consortium](#)) and between 72-114 K12 Workforce Pathways Coordinators (one per California Community College district).

BASIC FUNCTION:

The K14 Technical Assistant Provider (TAP) provides regional leadership in the development, administration, and organization of Pathway Improvement initiatives for Career Technical Education Incentive Grants (CTEIG) for K-12 and intersegmental partnerships in the K12 Strong Workforce Program (K12 SWP). The TAP develops key relationships between CTEIG and K12 SWP partners and stakeholders, which include leaders and representatives from the region's local education agencies (LEAs), community colleges and community college districts, professional organizations, and local business community. The TAP will initiate and facilitate early engagement and collaboration of college faculty and secondary teachers and counselors for an effective and efficient launch of pathway improvement initiatives within the region. Through the duration of the grant, the TAP provides its region's K12 Pathway Coordinators with technical assistance and professional development support.

REPRESENTATIVE DUTIES:

Technical Assistance

Collaborate with K12 SWP partners to develop a regional technical assistance plan, utilizing needs assessment and diagnostic tools focused on career education and early college credit, aligned with guided pathways and regional economic priorities. The regional technical assistance plan will integrate K12 pathway improvement initiatives and work activities for K12 Pathway Coordinators and be situated within the larger regional plan for each Regional Consortia.

Assist LEAs with grant applications, build LEA knowledge base of their regional consortium's plan, and align LEA career technical education program objectives with regional consortium's plan.

Create shared resources, including templates, toolkits, and guides for K12 Pathway Coordinators to disseminate to partners of pathway improvement initiatives.

Identify and analyze structural barriers in implementing pathways from the field, and pilot regional and state level solutions.

Data Projects

The TAP has significant involvement with supporting consortia in the understanding of metrics associated with CTEIG and K12 SWP, their relationship to existing accountability reporting requirements and the larger labor market, and implications for continuous improvement. For K-12 outcomes, the metrics will be based on information that LEAs are already collecting for Perkins and Local Control and Accountability Plans (LCAP) including high school career technical education enrollment, dual enrollment, graduation, and student characteristics. For outcomes once students are enrolled in community college, the metrics will be based on college's Management Information System submissions and data matches with other state agencies. Until an MOU can be put in place between CDE and CCCCCO for information sharing on K12 data points, student-level information will be reported through Cal-PASS Plus. No data reporting is required from community colleges, as metrics can be constructed from CCCCCO data.

The TAP will champion accurate data collection, reporting, use, and communication to enhance K14 pathway transitions and student outcomes. Cornerstone activities to guide pathway improvement initiative development include, but are not limited to:

- help LEAs understand the importance of accurate collection of information in local data systems
- ensure that LEAs submit CALPADS and other standard reports to Cal-PASS Plus
- support LEAs in reviewing and understanding institution-level information that is visualized in the dashboard
- coordinate with WestEd to support consortia in identifying student enrollment patterns, industry sector trends, and student outcomes within and across regions
- coordinate with the Centers of Excellence to review and disseminate information on the region's current labor market trends and gaps

Network Convening

Convene an ongoing K12–community college network focused on K12 partnerships with community colleges and businesses to support K12 pathway improvement activities.

Move network beyond building awareness of pathways to scaling practices in the region.

Complement work of the Regional Consortia.

Professional Development

Plan, coordinate and/or implement regional professional development opportunities for K12 Pathway Coordinators, as well as stakeholders on key K14 topics relevant to the region.

Facilitate communities of practice on key regional topics.

Communication

Identify emerging, promising, and best practices of pathway development and pathway improvement initiatives, and communicate successes of local work within regions and across the state.

Provide policy briefings based on research and evidence of local implementation to inform the CCCC and CDE, and to assist policymakers.

CTEIG and K12 SWP Program Support

Provide support for implementation of CTEIG and K12 SWP. Support includes but is not limited to:

1. facilitating knowledge of labor market information to inform pathway development,
2. ensuring a process is in place for data collection,
3. facilitating the work of the K12 SWP Selection Committee and,
4. connecting K12 Pathways Coordinators to resources to help support decision-making.

Compliance

The TAP develops and disseminates common resources and documents including supporting Cal-PASS Plus membership to facilitate data sharing and securing College and Career Access Pathway partnership agreements. The TAP works closely with community college and K12 districts' Human Resource Directors to support instructional services for career pathways that meet the compliance of statutes for collective bargaining agreements. Duties related to compliance include, but are not limited to:

- Sign MOU and submit data for Cal-PASS Plus.
- Create and secure partnership agreements
- Provide consistent research and professional development regarding any current legal and regulatory changes that would affect Pathway program.
- Gathering data and submitting required reports to the state after executive review and approval.

KNOWLEDGE OF:

California K12 data collection systems and practices.

K12 and Community College data and data tools used to assess student outcomes, program performance, and labor market information.

Personnel and budget management principles, procedures, and strategies.

Principles and methods of program planning, including program review and the development and evaluation of student learning, service area, or program learning outcomes.

Public relations, group presentations, and effective communication in a diverse environment.

Public speaking, workshop development, and group facilitation principles and practices.

Student advisement and career exploration strategies, K12 Career Technical Education programs, and community college career education pathways.

ABILITY TO:

Conduct meetings, facilitate groups and workshops.

Instruct practitioners on how to use K12 and Community College data tools to assess student outcomes and program performance.

Develop and administer a comprehensive program work plan, budget, and outcomes.

Establish and maintain collaborative working relationships with industry, faculty, staff, students, and the public.

Be sensitive and committed to meeting the needs of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the student/community population.

Use computer software for word processing, spreadsheets, databases, and presentations.

Communicate clearly, concisely, and effectively both orally and in writing with industry, students, staff, faculty, outside agencies, and the public.

Travel to off-campus functions and transport presentation materials and equipment.

Organize and conduct special events in conjunction with other college departments and programs.

Attend instructional and student services meetings, as well as regional or State Career Pathway and Dual Enrollment meetings, as needed.

Represent CTEIG and K12 Strong Workforce Pathways at relevant state and federal conferences and industry events.

EDUCATION AND EXPERIENCE:

Bachelor's degree from an accredited college or university and three full years of full-time K-12 school district, county office of education, college, or university work experience in a lead position.

Demonstrated sensitivity to and understanding of the diverse cultures of high school and community college students.

DESIRED EXPERIENCE:

K-14 counseling, career pathway and/or grant experience.

Experience working with special populations students.

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