



NEW:
09/25/2019
REVISED:
10/06/2021

Submitted:
09/24/2019
10/05/2021

JOB TITLE:	DIRECTOR TRANSITION READINESS CAREER TECHNICAL EDUCATION
DIVISION:	ACADEMIC SCHOOLS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4223
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Assists the Assistant Superintendent of High Schools to establish, organize, and lead a K-12 career and technical education and transition readiness program, with an emphasis on high schools. Provides leadership and direct supervision of evidenced-based strategies for an effective transition readiness program, as measured by Postsecondary Readiness outcomes.

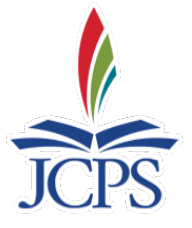
PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Supervises and manages the Carl D. Perkins Career and Technical Education (CTE) program and activities including budgetary, data standards, and other organizational systems
Oversees community and business partnerships and linkages for schools
Provides general technical assistance to assistant superintendents and schools on data analysis for transition readiness
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, negotiated agreements , and JCPS policies, rules, and procedures
Mentors school and district administrators to support effective leadership around transition Postsecondary Readiness
Integrates college and career readiness, dual credit opportunities and intervention strategies in professional development to support schools in supporting student needs with particular attention paid to the goal of reducing the achievement and opportunity gap
Monitors schools' career and technical education (CTE) data in order to support schools and students, and collaborates with assistant superintendents to address strategies to support students
Builds collaborative working groups within the academics department, community/business partnerships, and parents, and community to communicate for the continuous improvement of the District's transition plans goals and program objectives
Develops Collaborates with Assistant Superintendent of High Schools and Specialist to develop the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
Advises and assists the Assistant Superintendent of High Schools and school leadership teams in developing and evaluating, supporting, and monitoring transition Postsecondary Readiness strategies
Conducts and/or coordinates on-site school visits to assess transition Postsecondary Readiness in order to provide recommendations and further support to assistant superintendents, administrators, and school teams
Collaborates with Assistant Superintendents/Principals/Instructional Directors to establish K-12 College and Career Postsecondary Readiness programs along with measurable outcomes for monitoring and building success for all schools in the District
Advises and assists K-12 stakeholders in developing and evaluating College and Career Postsecondary Readiness programs and addressing access to career pathways, industry credentials, scheduling procedures, and monitoring student performance in accordance with city, state, and national employment trends
Supports school sites' college and career readiness programs, internships, and K-12 CCR services CTE pathways, experiential learning (including internships), and K-12 Postsecondary Readiness services (in collaboration with the Director of Postsecondary Planning)

Provides and expands support for career readiness partners, including program advisory councils, local businesses, post secondary partners, apprenticeship councils, community-based organizations, city and county municipalities, students, teachers, and parents
Oversees and advances the opportunities for CTE dual credit enrollment opportunities for students
Supports the HS Assistant Superintendent in preparing presentations on K-12 College and Career Postsecondary Readiness progress to the Board of Education, the Superintendent of Schools, and other stakeholder groups
Supervises and provides direction to implement goals, objectives and functions of the organizational unit
Monitors District and community workforce needs and initiates activities to meet those identified needs
Seeks and manages multiple funding resources and grants to support Transition Postsecondary Readiness
Provides consistent emphasis on and support for postsecondary and career exploration and preparation through both formal and informal student events and activities
Assists in the development of school site career readiness and preparation plans in accordance with city, state, and federal employment trends
Establishes and maintains cooperative relationship with parents and the community to support District goals and program objectives
Initiates policy, formulates and recommends program goals and objectives as appropriate
Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated amounts
Prepares required and special reports as requested
Provides effective leadership to implement performance evaluation procedures and supervises CTE Instructional Leads
Cooperates with Principals and/or other organizational units to implement common goals and objectives
Assures compliance with federal, state and district policy, administrative procedures and negotiated agreements as applicable to assignment
Chairs and/or participates on committees and task forces as assigned
Assures effective implementation of District goals and objectives where applicable
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, carrying or pushing or pulling of light objects. Employee will, at times, be asked to drive to events and community activities.

MINIMUM QUALIFICATIONS
Master's Degree or higher with Kentucky Certification in Administration or Instructional Leadership
Five (5) years of successful experience in transition readiness, CTE education, and/or the career academy model
Experience leading school turnaround and improving student outcomes
Effective communication skills and school level leadership

DESIRABLE QUALIFICATIONS
Experience with the career academy model
Experience in a diverse workplace



REVISED:
10/06/2021

SUBMITTED:
10/05/2021

JOB TITLE:	DIRECTOR CAREER TECHNICAL EDUCATION
DIVISION:	ACADEMIC SCHOOLS
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY THE BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4223
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Assists the Assistant Superintendent of High Schools to establish, organize, and lead a K-12 career and technical education and transition readiness program, with an emphasis on high schools. Provides leadership and direct supervision of evidenced-based strategies for an effective transition readiness program, as measured by Postsecondary Readiness outcomes.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Supervises and manages the Carl D. Perkins Career and Technical Education (CTE) program and activities including budgetary, data standards, and other organizational systems
Provides general technical assistance to assistant superintendents and schools on data analysis for transition readiness
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, negotiated agreements, and JCPS policies, rules, and procedures
Mentors school and district administrators to support effective leadership around Postsecondary Readiness
Integrates college and career readiness, dual credit opportunities and intervention strategies in professional development to support schools in supporting student needs with particular attention paid to the goal of reducing the achievement and opportunity gap
Monitors schools' CTE data in order to support schools and students, and collaborates with assistant superintendents to address strategies to support students
Builds collaborative working groups within the academics department, parents, and community to communicate for the continuous improvement of the District's goals and program objectives
Collaborates with Assistant Superintendent of High Schools and Specialist to develop the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
Advises and assists the Assistant Superintendent of High Schools and school leadership teams in developing and evaluating, supporting, and monitoring Postsecondary Readiness strategies
Conducts and/or coordinates on-site school visits to assess Postsecondary Readiness in order to provide recommendations and further support to assistant superintendents, administrators, and school teams
Collaborates with Assistant Superintendents/Principals/Instructional Directors to establish K-12 Postsecondary Readiness programs along with measurable outcomes for monitoring and building success for all schools in the District
Advises and assists K-12 stakeholders in developing and evaluating Postsecondary Readiness programs and addressing access to career pathways, industry credentials, scheduling procedures, and monitoring student performance in accordance with city, state, and national employment trends
Supports school sites' CTE pathways, experiential learning (including internships), and K-12 Postsecondary Readiness services (in collaboration with the Director of Postsecondary Planning)
Provides and expands support for career readiness partners, including program advisory councils, local businesses, post secondary partners, apprenticeship councils, community-based organizations, city and county municipalities, students, teachers, and parents
Oversees and advances the opportunities for CTE dual credit enrollment opportunities for students

Supports the HS Assistant Superintendent in preparing presentations on K-12 Postsecondary Readiness progress to the Board of Education, the Superintendent of Schools, and other stakeholder groups
Monitors District and community workforce needs and initiates activities to meet those identified needs
Seeks and manages multiple funding resources and grants to support Postsecondary Readiness
Provides consistent emphasis on and support for postsecondary and career exploration and preparation through both formal and informal student events and activities
Initiates policy, formulates and recommends program goals and objectives as appropriate
Prepares required and special reports as requested
Provides effective leadership to implement performance evaluation procedures and supervises CTE Instructional Leads
Cooperates with Principals and/or other organizational units to implement common goals and objectives
Chairs and/or participates on committees and task forces as assigned
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS

The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, carrying or pushing or pulling of light objects. Employee will, at times, be asked to drive to events and community activities.

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in Administration or Instructional Leadership
 Five (5) years of successful experience in transition readiness, CTE education, and/or the career academy model
 Experience leading school turnaround and improving student outcomes
 Effective communication skills and school level leadership

DESIRABLE QUALIFICATIONS

Experience with the career academy model
 Experience in a diverse workplace



NEW:
07/01/2019
REVISED:
10/06/2021

Submitted:
06/11/2019
10/05/2021

JOB TITLE:	DIRECTOR POST SECONDARY PLANNING
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4100
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Collaborates with instructional leads (career, content, ECE), school leadership teams, and external partners to ensure access to high quality in and out of school time opportunities supporting advanced learning and college/career disposition and skill building across content areas to ensure students' successful postsecondary transitions

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

Represents JCPS on various external projects/boards where cross-content integration and/or college/career skills and disposition development are a part of a partner's mission

Connects with business and community partners on local scholarship programs and supports school personnel to connect students to scholarship opportunities

Assures compliance with local, state, and federal policy in the area of high school graduation regulations including but not exclusive of the JCPS Student Progression, Promotion, and Grading policies, early graduation, and performance-based credit procedures

Collaborates with various departments in area of specialization to support intradepartmental work and efficacy

Collaborates with community and postsecondary partners to improve understanding of the financial landscape of postsecondary education including improving FAFSA completion rates

Designs, implements, and continuously improves college access/success programming including college/career advising programs, supports, and learning opportunities in collaboration with community postsecondary partners to reduce opportunity gaps

Provides professional development in the area of specialty

Performs data analysis to determine and communicate recommendations for improving academic/community integration

Assumes responsibility for short and long range planning and provides technical assistance to district and school staff in the area of advanced learning opportunities including but not exclusive to dual credit, Advanced Placement, Cambridge, International Baccalaureate, ILP, scheduling and AVID programs

Supervises the management of Adult Education Program and all related grant programs; ensures compliance with all program/grant regulations, policies, procedures, and monitors program; ensures adult education programs meet the needs of the community

Evaluates staff as assigned

Performs other duties as assigned by supervisor

Completes all trainings and other compliance requirements as assigned and by the designated deadline

Supports school sites' K-12 college and career readiness services

Supports the HS Assistant Superintendent in preparing presentations on K-12 Postsecondary Readiness progress to the Board of Education, the Superintendent of Schools, and other stakeholder groups

Chairs and/or participates on committees and task forces as assigned

PHYSICAL DEMANDS

The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in administration

Three (3) years of successful experience in area of assignment

Successful leadership experience

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience in area of research methods and strategies

Successful experience working with community and/or postsecondary partners

Experience in a diverse workplace



REVISED: 10/05/2021
 Submitted: 10/06/2021

JOB TITLE:	DIRECTOR POST SECONDARY PLANNING
DIVISION	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 12
WORK YEAR:	AS APPROVED BY BOARD
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4100
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES

Collaborates with instructional leads (career, content, ECE), school leadership teams, and external partners to ensure access to high quality in and out of school time opportunities supporting advanced learning and college/career disposition and skill building across content areas to ensure students' successful postsecondary transitions

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA

- Represents JCPS on various external projects/boards where cross-content integration and/or college/career skills and disposition development are a part of a partner's mission
- Connects with business and community partners on local scholarship programs and supports school personnel to connect students to scholarship opportunities
- Assures compliance with local, state, and federal policy in the area of high school graduation regulations including but not exclusive of the JCPS Student Progression, Promotion, and Grading policies, early graduation, and performance-based credit procedures
- Collaborates with various departments in area of specialization to support intradepartmental work and efficacy
- Collaborates with community and postsecondary partners to improve understanding of the financial landscape of postsecondary education including improving FAFSA completion rates
- Designs, implements, and continuously improves college access/success programming including college/career advising programs, supports, and learning opportunities in collaboration with community postsecondary partners to reduce opportunity gaps
- Provides professional development in the area of specialty
- Performs data analysis to determine and communicate recommendations for improving academic/community integration
- Assumes responsibility for short and long range planning and provides technical assistance to district and school staff in the area of advanced learning opportunities including but not exclusive to dual credit, Advanced Placement, Cambridge, International Baccalaureate, ILP, scheduling and AVID programs
- Supervises the management of Adult Education Program and all related grant programs; ensures compliance with all program/grant regulations, policies, procedures, and monitors program; ensures adult education programs meet the needs of the community
- Evaluates staff as assigned
- Performs other duties as assigned by supervisor
- Completes all trainings and other compliance requirements as assigned and by the designated deadline
- Supports school sites' K-12 college and career readiness services

Supports the HS Assistant Superintendent in preparing presentations on K-12 Postsecondary Readiness progress to the Board of Education, the Superintendent of Schools, and other stakeholder groups

Chairs and/or participates on committees and task forces as assigned

PHYSICAL DEMANDS

The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS

Master's Degree or higher with Kentucky Certification in administration

Three (3) years of successful experience in area of assignment

Successful leadership experience

Effective communication skills

DESIRABLE QUALIFICATIONS

Successful experience in area of research methods and strategies

Successful experience working with community and/or postsecondary partners

Experience in a diverse workplace



NEW:
09/01/2021
REVISED:
10/06/2021

Submitted:
08/31/2021
10/05/2021

JOB TITLE:	COACH EXPLORE ACADEMY COACH
DIVISION	ACADEMIC SCHOOLS
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES
Develops and maintains advisory boards for each academy and plans four (4) meetings per year; provides a yearly planning calendar during opening week of school for the entire year

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Coaches school teams as they implement the academy model utilizing the National Career Academy Coalition's National Standards of Practice.
Supports the content PLCs for Explore teachers to provide curriculum guidance and alignment
Creates a process to support students as they explore high schools and support the student's high school selection process
Works with academy team leaders on budgeting, equipment needs, year-end reports, student data, and calendar of events
Facilitates relationships and programs with feeder high schools.
Establishes and maintains business and community relationships related to Explore academies
Organizes an academy teacher retreat in the summer for each academy specific teacher to review academy offerings, ensure alignment of pathways to feeder high schools, focus on interdisciplinary academies, and develops program modifications in conjunction with the Middle School Office and the Office of Transition Readiness
Visits business partners' place of business and feeder high schools in the summer
Coordinates and ensures participation of experiential learning for all academies, including but not limited to JA Inspire, high school visits, guest speakers, and industry related field trips
Attends a District academy coach meeting one (1) day a month and all assigned trainings/meetings as designated by the Middle School Assistant Superintendent and the Director of CCR to maintain the credentials to serve as academy coach
Serves as the liaison between the District and the school to ensure consistent communication to all Explore Academy teachers
Attends trainings for various "quasi-administrative" roles to include master scheduling, strategic plans, SIP plans, etc. to be prepared to assist administrators with normal management functions
Attends all partnership councils/collaborative meetings that relate to designated school's career academies
Works with academy teams to implement academy showcases, school tours, and recruitment events
Oversees all aspects of the Explore Academy Ambassador program (i.e. student selection, District training, and ambassador events)

Serves on the school leadership team and works closely with guidance counselors and administrative team to ensure master scheduling aligns to pathway completers
Spends 95% of time working on Explore Academy specific activities
Provides leadership, coordination, and support for the Explore Academies through work with business/community partners, the Middle School Office, the Office of Transition Readiness
Completes required reports
Assists in the onboarding of new Explore Academy teachers, team leads, and administrators to the Explore Academy model
Helps administrative team ensure sixth grade All About Me unit and 8th grade capstone projects are implemented according to District expectations
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull lightweights.

MINIMUM QUALIFICATIONS
Valid EPSB Rank II and KY Teacher Certification
Five (5) years of successful school or relevant Three (3) years of successful teaching experience
Valid Driver's License and ability to travel to work locations
Demonstrated academic leadership experience
Effective communication skills

DESIRABLE QUALIFICATIONS
Previous experience with CTE Academies
Demonstrated academic leadership experience
Experience in the human resources, workforce development, or education fields
Demonstrated history of working with external partners (business partners, advisory boards, industry associations, etc.)
Effective and efficient attention to detail with experience working with student data, maintaining records, producing reports
Strong professional standards, communication skills, and understanding of meeting protocols in working with business partners
Experience in a diverse workplace



REVISED: 10/05/2021
Submitted: 10/06/2021

JOB TITLE:	COACH EXPLORE ACADEMY
DIVISION	ACADEMIC SCHOOLS
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	220 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES
Develops and maintains advisory boards for each academy and plans four (4) meetings per year; provides a yearly planning calendar during opening week of school for the entire year

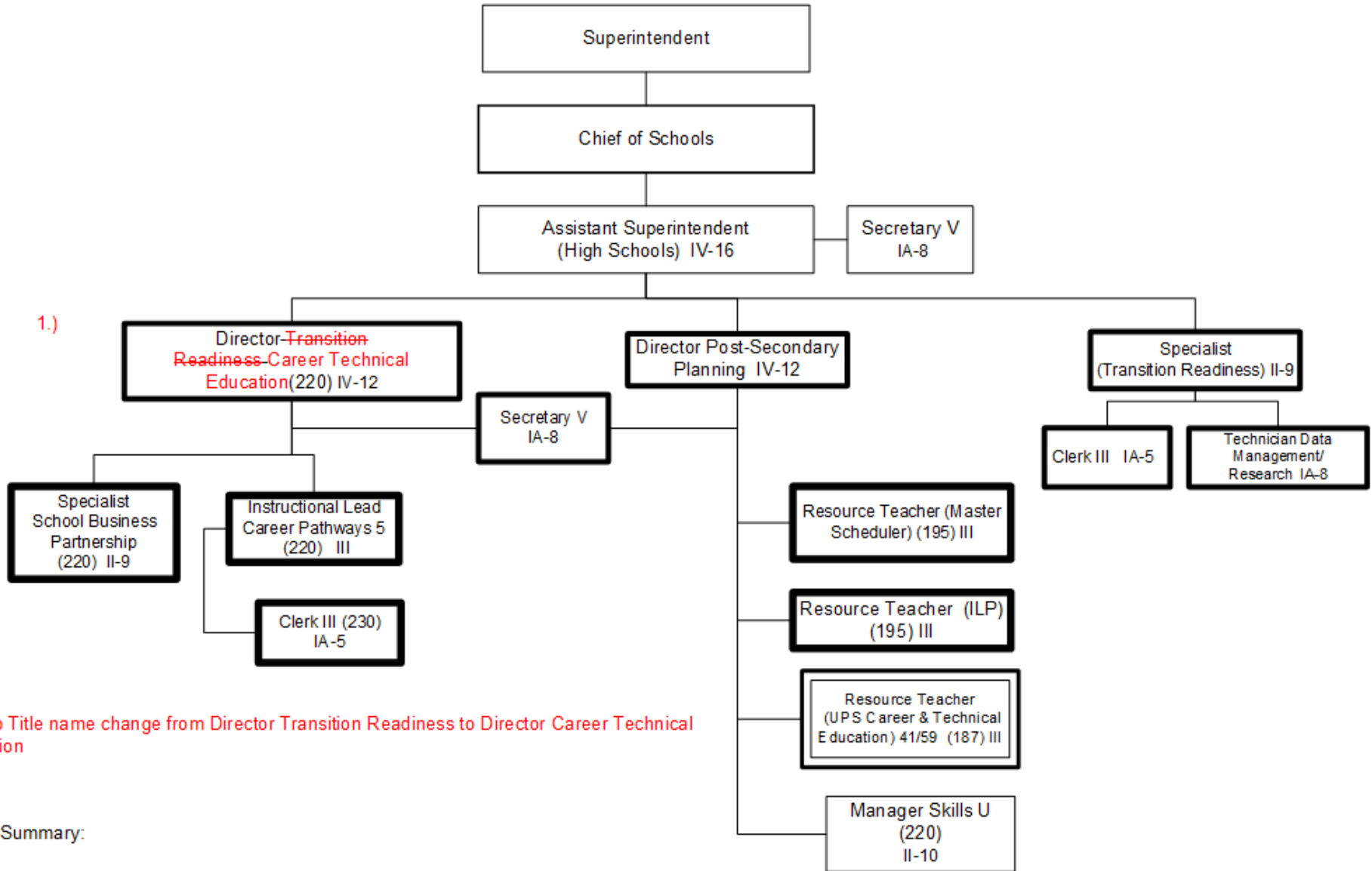
PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Coach school teams as they implement the academy model utilizing the National Career Academy Coalition's National Standards of Practice.
Supports the content PLCs for Explore teachers to provide curriculum guidance and alignment
Creates a process to support students as they explore high schools and support the student's high school selection process
Works with academy team leaders on budgeting, equipment needs, year-end reports, student data, and calendar of events
Facilitates relationships and programs with feeder high schools.
Establishes and maintain business and community relationships related to Explore academies
Organizes an academy teacher retreat in the summer for each academy specific teacher to review academy offerings, ensure alignment of pathways to feeder high schools, focus on interdisciplinary academies, and develops program modifications in conjunction with the Middle School Office and the Office of Transition Readiness
Visits business partners' place of business and feeder high schools in the summer
Coordinates and ensures participation of experiential learning for all academies, including but not limited to JA Inspire, high school visits, guest speakers, and industry related field trips
Attends a District academy coach meeting one (1) day a month and all assigned trainings/meetings as designated by the Middle School Assistant Superintendent and the Director of CCR to maintain the credentials to serve as academy coach
Serves as the liaison between the District and the school to ensure consistent communication to all Explore Academy teachers
Attends trainings for various "quasi-administrative" roles to include master scheduling, strategic plans, SIP plans, etc. to be prepared to assist administrators with normal management functions
Attends all partnership councils/collaborative meetings that relate to designated school's career academies
Works with academy teams to implement academy showcases, school tours, and recruitment events
Oversees all aspects of the Explore Academy Ambassador program (i.e. student selection, District training, and ambassador events)

Serves on the school leadership team and works closely with guidance counselors and administrative team to ensure master scheduling aligns to pathway completers
Spends 95% of time working on Explore Academy specific activities
Provides leadership, coordination, and support for the Explore Academies through work with business/community partners, the Middle School Office, the Office of Transition Readiness
Completes required reports
Assists in the onboarding of new Explore Academy teachers, team leads, and administrators to the Explore Academy model
Helps administrative team ensure sixth grade All About Me unit and 8th grade capstone projects are implemented according to District expectations
Completes all trainings and other compliance requirements as assigned and by the designated deadline
Performs other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull lightweights.

MINIMUM QUALIFICATIONS
Rank II and KY Teacher Certification
Three (3) years of successful teaching experience
Valid Driver's License and ability to travel to work locations
Effective communication skills

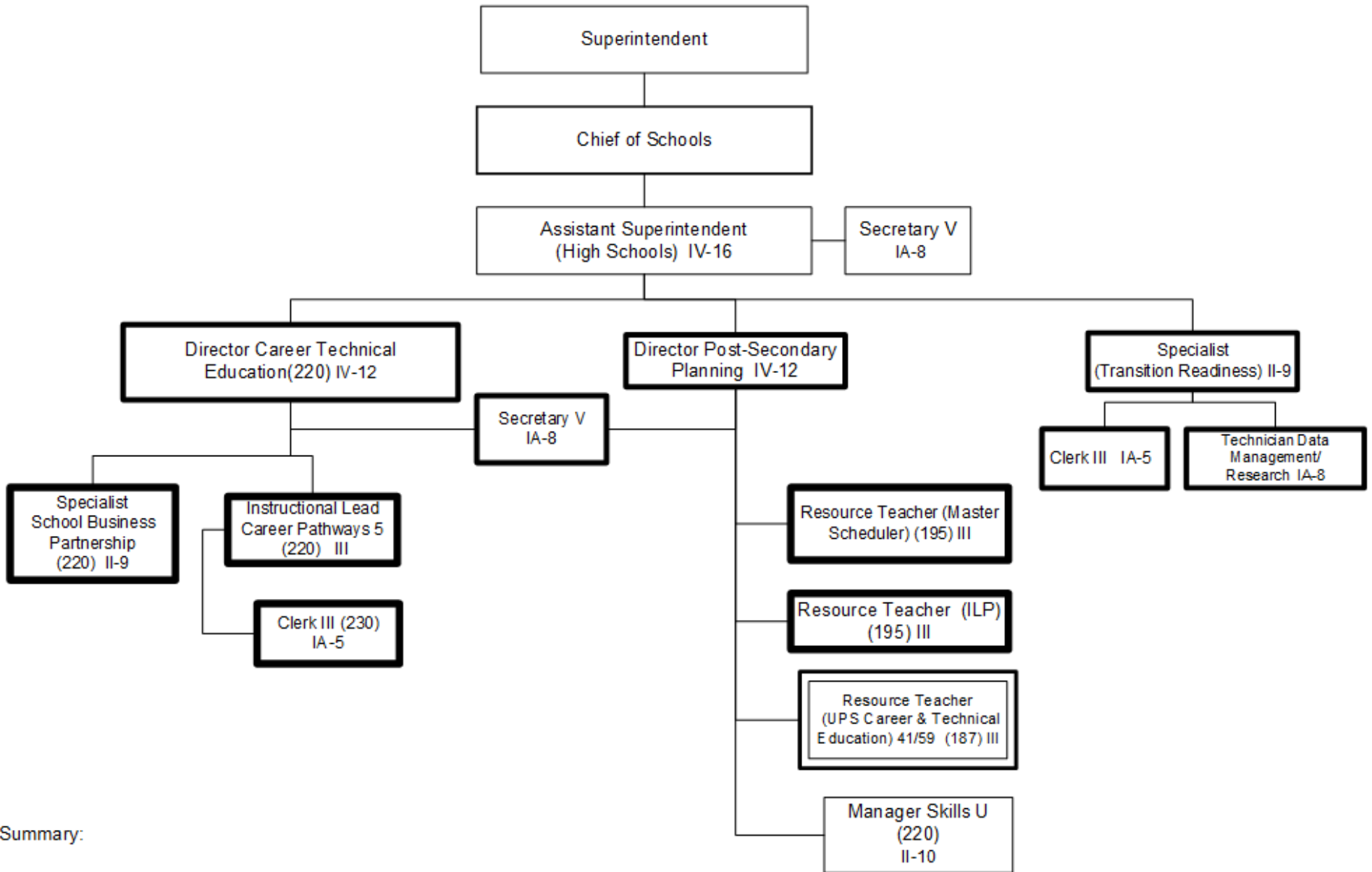
DESIRABLE QUALIFICATIONS
Previous experience with CTE Academies
Demonstrated academic leadership experience
Experience in the human resources, workforce development, or education fields
Demonstrated history of working with external partners (business partners, advisory boards, industry associations, etc.)
Effective and efficient attention to detail with experience working with student data, maintaining records, producing reports
Strong professional standards, communication skills, and understanding of meeting protocols in working with business partners
Experience in a diverse workplace



1.) Job Title name change from Director Transition Readiness to Director Career Technical Education

Summary:

General Fund Positions: 15
 Categorical Fund Positions: 1



Summary:

General Fund Positions: 15
 Categorical Fund Positions: 1