

Regional Director, College & Employer Engagement (North, Central & South)

Kern Community College District JOB DESCRIPTION

Definition

Under the direction of the Central Valley Mother Lode (CVML) Regional Chair/Executive Director and/or assigned Director, the Regional Director, College and Employer Engagement serves as the Consortium's primary liaison to community colleges within an assigned subregion. The Regional Director develops and maintains strong relationships with college CTE leaders, faculty, employers, workforce and economic development organizations, and other regional partners to advance workforce development priorities and support achievement of CVML regional goals.

As one of three Regional Directors serving the North, Central, and South subregions, the position provides strategic coordination, employer and workforce engagement, technical assistance, and implementation support to assigned colleges. The Regional Director works collaboratively across the Consortium to strengthen Career Education programs, expand work-based learning and employment opportunities, align education and training with labor-market needs, and advance coordinated regional workforce strategies.

This position is contingent upon grant funding.

Examples of Duties

1. Serve as the primary Consortium liaison for assigned colleges within the designated subregion, developing and maintaining strong relationships with CTE deans, CTE faculty, workforce and economic development staff, work-based learning staff, job developers, and other key college personnel.
2. Maintain regular, in-person engagement with assigned colleges to understand workforce development priorities, identify implementation needs and barriers, and connect colleges with regional resources, technical assistance, partnerships, and emerging opportunities.
3. Support assigned colleges in advancing CVML regional priorities and performance expectations, including those established through the Regional Plan, annual workplan, Strong Workforce Program, Vision 2030, and other applicable workforce initiatives.
4. Use labor-market information, employer input, student outcome data, and regional performance measures to help colleges identify workforce needs, evaluate opportunities, and align Career Education programs, pathways, and investments with high-demand, high-wage, and emerging industries.

5. Develop and maintain relationships with employers and industry partners and facilitate connections with assigned colleges to support hiring, curriculum and program development, advisory participation, sector partnerships, and other workforce needs.
6. Build and maintain partnerships with Workforce Development Boards (WIB), Economic Development Organizations, America's Job Centers of California, K–12 and K–16 partners, community-based organizations, industry associations, Chambers of Commerce, and other workforce intermediaries in support of workforce and economic development efforts at the colleges.
7. Coordinate employer and workforce engagement across colleges and regional partners to reduce duplication, strengthen communication, share workforce intelligence, and provide a coordinated approach to serving employers.
8. Support colleges in developing and expanding high-quality work-based learning and learn-and-earn opportunities, including internships, apprenticeships, clinical placements, job shadowing, employer projects, career exploration, and other industry-connected experiences.
9. Assist colleges in strengthening employer advisory structures and sector partnerships by facilitating employer recruitment, participation, communicating industry trends and workforce needs, and supporting the translation of employer feedback into program and pathway improvements.
10. Facilitate cross-functional and cross-college workforce planning and collaboration, connecting college personnel and regional partners around shared employer needs, sector priorities, work-based learning strategies, regional career events, joint initiatives, and other opportunities for coordinated implementation.
11. Convene and facilitate subregional meetings, employer forums, Communities of Practice, sector discussions, college planning sessions, and other collaborative activities that advance regional priorities and promote the sharing and scaling of effective practices.
12. Connect colleges with regional and statewide workforce initiatives, funding opportunities, technical assistance, and partnership resources, and assist colleges and partners in identifying opportunities to align, leverage, or braid resources in support of workforce priorities.
13. Provide technical assistance and implementation support to assigned colleges in areas including employer engagement, work-based learning, workforce partnerships, labor-market alignment, project implementation, and achievement of regional workforce outcomes.
14. Monitor the progress of assigned college and subregional workforce initiatives, identify implementation barriers, and collaborate with college and Consortium leadership to address challenges and support continuous improvement.
15. Collect, analyze, maintain, and communicate information related to assigned regional performance measures, including employer engagement, work-based

learning, apprenticeships, career events, partnership activity, CTE participation and completion, employment outcomes, and other Consortium-defined measures.

16. Contribute to Consortium planning, reporting, and continuous improvement efforts by documenting subregional activities and outcomes, utilizing regional data systems and Centers of Excellence research, communicating promising practices and implementation challenges, and supporting assigned colleges in achieving established goals and milestones.
17. Represent the Consortium at college, subregional, regional, industry, workforce, and community meetings, serving as a connector between local college priorities and broader regional workforce strategies.
18. Collaborate regularly with other Regional Directors and CVML staff to ensure consistent support across the Consortium, coordinate opportunities that cross subregional boundaries, and advance cohesive regional strategies.
19. Actively participate in Steering Committee meetings, planning retreats, and other CVML related events.
20. Perform other related duties as assigned.

Minimum Qualifications

Education and Experience Guidelines - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

- Master's degree in an accredited college/university; additional directly related experience that would provide a depth of knowledge equivalent to that obtained through a graduate degree may substitute for some graduate level education.
- Three years of leadership experience reasonably related to the administrative assignment.
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of community college students and employees.

Knowledge and Abilities

Knowledge of:

- State and Federal codes, statutes and regulations that govern California community college student developmental and instructional services (or their equivalents) including:
 - Pertinent sections of Title 5 of the California Code of Regulations pertaining to student developmental, curriculum and institutional services.

- Pertinent sections of California Education Code.
- California State Chancellor's Office (Systems Office) legal opinions and advisories.
- Federal regulations pertaining to the Family Educational Rights and Protection Act.
- Microsoft Office Word, PowerPoint, and Excel
- CalPass Launchboard
- Principles of effective leadership and management techniques
- The mission of the California Community College; community college and instructional programs, regulations and policies; principles of employer employee relations; and principles in the administration of personnel services.
- Computer operations/data processing systems.

Ability to:

- Work as part of a management team dedicated to collaboration and the college goal of integrating instruction and/or student services as a way to create and maintain a supportive student-learning environment.
- Exercise group leadership skills, which emphasize collaboration, consensus building, conflict resolution, and problem solving in an environment of shared governance
- Use effective written communication, including reporting and funding proposal reports, etc.
- Effectively interact with persons of diverse socioeconomic and ethnic backgrounds.
- Travel extensively to visit Consortium colleges, industry partners, and other convenings.
- Apply legal and policy provisions to various problems consistently and correctly.
- Establish and maintain cooperative and helping working relations with students, staff and community agencies to meet the needs of students.

Working Conditions

Environment: Office

Physical Demands: Incorporated within one (1) or more of the previously mentioned essential functions of this job description are essential physical requirements. The ratings in the chart below indicate the percentage of time spent on each of the essential physical requirements.

Seldom—Less than 25 percent = 1

Often—51-75 percent = 3

Occasional—25-50 percent = 2

Very Frequent—76 percent and above = 4

Ratings	Essential Physical Requirements
3	Ability to work at a desk, conference table or in meetings of various configurations.
1	Ability to stand for extended periods of time.
4	Ability to sit for extended periods of time.
4	Ability to see for purposes of reading printed matter.
4	Ability to hear and understand speech at normal levels.
3	Ability to communicate so others will be able to clearly understand a normal conversation.
1 or 2	Ability to lift 10 pounds.
1 or 2	Ability to carry 10 pounds.
4	Ability to operate office equipment.

Status/Rationale

This is a classified administrator position.

Signatures/Approval

(Employee's Signature)

(Date)

(Supervisor's Signature)

(Date)