



## **CTE Program Support Specialist**

**Classified Range: 37**

Board Approved: TBD P. 1|5

### **SUMMARY DESCRIPTION**

Performs the full range of administrative and secretarial duties of a complex nature in support of assigned Career and Technical Education (CTE) programs. Supports program accreditation, scheduling, clinical affiliation agreements, regulatory compliance, and coordination with external training and licensure partners.

### **DISTINGUISHING CHARACTERISTICS**

The CTE Program Support Specialist classification is distinguished from the Administrative Assistant series classifications in that it provides direct support to regulated academic programs. In addition to general administrative duties, this role includes responsibilities related to maintaining records for accreditation and certification boards, tracking student credentialing and immunization compliance, organizing clinical rotation schedules, and liaising with certifying agencies.

### **SUPERVISION RECEIVED AND EXERCISED**

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

### **REPRESENTATIVE DUTIES**

*The following duties are typical for this classification.*

1. Supports the administrator for assigned CTE programs in meeting licensure, certification, and/or accreditation requirements by coordinating documentation for regulatory and accrediting bodies. Maintains compliance tracking systems for student onboarding requirements such as background checks, immunizations, and CPR certifications.
2. May assist in the coordination and scheduling of various activities and events, such as externships, skills labs, simulations, outreach, and related activities in partnership with faculty and external training sites.
3. Organizes and files confidential records such as student rosters, evaluations, clinical documentation, and licensure progress. Organizes and updates files related to MOUs, affiliation agreements, budgets, and compliance documentation.
4. Provides full administrative support to CTE program administrators for assigned programs, including calendar management, correspondence, mail processing, meeting coordination, and preparation of reports, agendas, and minutes. Ensures timely execution of office functions and departmental projects.
5. Assists with budget development, purchasing, and reconciliation for specialized equipment and instructional materials for assigned programs. Processes expense reports, travel reimbursements, and budget transfers; monitors spending and prepares financial summaries for assigned programs.
6. Serves as a point of contact between administrators, faculty, students, and external agencies. Responds to inquiries, explains program policies and procedures, and communicates information via



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phone, email, or in person. Facilitates communication across campus departments, clinical partners, training vendors, and licensing entities.

7. Supports or leads projects as assigned, using independent judgment to develop recommendations and ensure timely progress. Coordinates meetings, including advisory board sessions, committee meetings, and administrative briefings; prepares supporting materials and tracks follow-up actions.
8. Prepares and tracks hiring paperwork and payroll documentation for hourly and temporary staff for assigned programs. Monitors signatures and approvals and maintains records in accordance with District procedures.
9. Prepares and submits Board agenda items and related documentation for assigned programs, ensuring compliance with District timelines and legal requirements.
10. Formats, types, proofreads, and distributes a variety of written materials, including schedules, lists, forms, reports, and official communications.
11. Performs other duties related to the primary job duties.

### **MINIMUM QUALIFICATIONS**

*The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

#### **CORE COMPETENCIES:**

##### **Analyzing and Interpreting Data**

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

##### **Customer Focus**

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs \*\*

##### **Reading Comprehension**

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information \*\*



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### **Professional and Technical Expertise**

- Applying technical subject matter to the job \*\*
- Knows the rudimentary concepts of performing the essential technical operations

### **Critical Thinking**

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions\*\*

### **Attention to Detail**

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work\*\*
- Applies skilled final touches on products

### **Using Technology**

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions \*\*
- Adds, improves, modifies, or develops features and functionality\*\*

### **Team Work/Involving Others**

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

### **Writing**

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

### **Adaptability**

- Responding positively to change and modifying behavior as the situation requires\*\*
- Accept and adjust to changes and the unfamiliar

### **Innovation**



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- Imagining and devising new and better ways of doing things\*\*
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried\*\*

### Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately\*\*

### Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

*\*\*Lead, Advanced or Senior Level Positions*

### Education and Experience Guidelines

#### Education/Training:

Equivalent to the completion of high school and fifteen (15) semester units of college coursework.

#### Experience:

Four (4) years of administrative or secretarial experience, including one (1) year in support of CTE, health sciences, or public safety training programs.

### Equivalency Provision

In the absence of fifteen (15) semester units of college level coursework, equivalent to the completion of high school and five (5) years of administrative or secretarial experience, including one (1) year in support of CTE, health sciences, or public safety training programs.

## PHYSICAL DEMANDS AND WORKING ENVIRONMENT

*The conditions herein 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 job functions.*

**Environment:** Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.



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**Physical:** Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

**Vision:** See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

**Hearing:** Hear in the normal audio range with or without correction.