

- Recognition that change is vital in any organization and that necessary change can best take place when those affected by the change are actively involved in the process
- Recognition of the importance of keeping the Board informed regarding issues and problems and providing the Board with recommended solutions to facilitate the Board's decision-making processes
- Courage to make recommendations and, when necessary, make unpopular decisions in the best interest of students
- Creates a space where people feel safe to take risks in order to achieve worthy organizational goals
- A creative, innovative thinker and problem-solver

SALARY AND CONTRACT TERMS

The Governing Board of the Colton, Redlands, Yucaipa Regional Occupational Program will offer a competitive and negotiable salary, plus fringe benefits, to the successful candidate based on the individual's experience and qualifications. The Board intends to offer a multi-year contract.

It is the candidate's responsibility to provide the District with employment eligibility and verification of citizenship in compliance with the Immigration Reform and Control Act.

APPLICATION PROCEDURES

All applications will be held strictly confidential. Each applicant is required to follow the procedures that follow. It is the applicant's responsibility to have all of the items submitted online to the DLAssoc.com website not later than 4:00 p.m. on Tuesday, May 28, 2019.

- A completed Application Information Form. (Please complete as instructed; do not complete by stating "see attached resume".)
- A personal letter of application that includes reasons for interest in the CRY-ROP Superintendent position.
- A resume' providing biographical background information about educational preparation, experience and achievements.
- Five (5) current letters of professional references describing the applicant's performance in previously held positions

SELECTION PROCEDURE

A professional screening committee will evaluate the qualifications of each applicant. The Board and the screening committee will use the established criteria during the screening, interviewing, and final decision-making process. After receiving and studying the report of the professional advisors, the Board will select and interview a select number of top candidates.

The Board will select candidates for the final interviews, conduct the interviews, and select the superintendent. Any applicant who contacts a Board Member with the intent of influencing the Board's decision will be disqualified. Travel expenses for those candidates selected for the initial interview will be the responsibility of the candidate.

IMPORTANT DATES GUIDING THE SELECTION PROCESS

Tuesday, May 28, 2019 4:00 p.m.	Deadline for submission of completed applications
Wednesday, June 13, 2019	All applicants are notified following selection of finalists
Monday, June 24, 2019	Board interviews finalists in closed session
To be arranged	Representatives of the Board may choose to visit the selected candidate's current workplace
Wednesday, July 10, 2019	Action to approve superintendent's employment agreement placed on the agenda at the CRY-ROP regular meeting
Thursday, August 1, 2019	Superintendent reports to work, unless otherwise negotiated



Executive Search Services

COLTON REDLANDS YUCAIPA REGIONAL OCCUPATIONAL PROGRAM

IS SEEKING A
Superintendent

COLTON-REDLANDS-YUCAIPA REGIONAL OCCUPATIONAL PROGRAM SUPERINTENDENT SEARCH AND SELECTION PROCESS

DAVE LONG & ASSOCIATES
JOE CONDON, ED.D (310) 901-3749
GARY RUTHERFORD, ED.D (760) 578-2096
EXECUTIVE SEARCH CONSULTANTS

The Governing Board of the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) announces an opening for the position of Superintendent and invites well qualified educators with strong career and technical education, curricular, instructional, business, management, and leadership skills to apply for the position. The Board desires the selected candidate to assume leadership of CRY-ROP effective August 1, 2019, subject to negotiations.

CRY-ROP COMMUNITY PROFILE

The Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) has been providing career preparation programs and services since 1971 when it was formed through a Joint Powers Agreement among the Colton Joint, Redlands, and Yucaipa-Calimesa Joint Unified School Districts. Located at the base of the San Bernardino Mountains, CRY-ROP's service area comprises over 220 square miles from Bloomington in the west to Calimesa in the east along a corridor of Interstate 10, approximately half way between Los Angeles and Palm Springs. CRY-ROP's region is part of a diverse area, which is commonly referred to as the Inland Empire, and includes both rural and urban settings. CRY-ROP serves high school students and adults in Career Technical Education (CTE) pathway programs, and in Workforce Development programs. Currently, CRY-ROP offers over 50 career pathway programs located on seven comprehensive and three alternative high school campuses, at two adult school campuses in the three partner districts. CRY-ROP also maintains a

district office with classroom facilities on a central main campus offering testing services and CTE programs and services for adults. CRY-ROP employs approximately 100 individuals. Generally, 60% are teachers and 40% are classified employees. The current number of student enrollment in CRY-ROP CTE pathway and Workforce Development programs is approximately 5,200.

QUALIFICATIONS

PROFESSIONAL PREPARATION

- Appropriate administrative credential to serve as superintendent of Regional Occupational Centers and Programs (ROCP)
- An earned Master's Degree from an accredited college or university
- Desirable, an earned Doctorate in education or related field from an accredited college or university
- Experience in CTE and educational administration

DESIRED EXPERIENCE

- Demonstrated ability to provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of high quality CTE programs for students
- A record of ability to accomplish long range planning, including the establishment of clear goals and objectives, in concert with Board, staff, and the community
- Demonstrated success in developing and maintaining productive Board/Staff relations with open two-way communication
- Record of ability to develop, refine, and improve curriculum, instruction, and management strategies by working with and through people; utilizing talents and skills
- Demonstrated knowledge elements of high quality CTE
- Demonstrated knowledge of the California Model Curriculum Standards (MCS) for CTE, Common Core State Standards (CCSS) and implementation in CTE educational programs
- Demonstrated knowledge of current Career Technical Education grant programs, including experience in grant management, fiscal operations, and state and federal regulations concerning grant-funded income and expenditures

- Record of being a highly visible educational leader within the career and technical education program, the school districts being served, the community, and/or governmental agencies
- Demonstrated successful experience in legislative advocacy for the benefit of students
- Record of empowerment of administrative staff to fulfill responsibilities balance with accountability for results
- Record of involvement in positive, cooperative employee relations productive for students and perceived as mutually beneficial to certificated, classified, and management personnel
- Demonstrated success in utilizing community resources to assist and support the total educational endeavor
- Demonstrated success in maintaining district/program solvency and in creative approaches to financing, planning, and implementing CTE programs
- Demonstrated successful experience in working effectively in a multi-cultural and multi-lingual community and a commitment to community involvement
- Record of successful experience in developing partnerships with the business community

PERSONAL CHARACTERISTICS

- Clear demonstration of honesty, integrity, openness, and a strong sense of confidence in oneself and others
- Ability to communicate in a straightforward and sensitive manner with all members of the educational community, in both oral and written expression
- Care and concern for youth coupled with a commitment high student achievement and strong student supports
- Commitment to promote equity for all students throughout educational programs
- Ability to collaborate, listen, and open to new ideas and divergent opinions and to secure meaningful involvement of staff and community to improve the quality of education for all students
- Ability to develop trust and collaboration between various groups within the district and the community