Certificated Management

LIAISON-CTE PATHWAYS

Definition:

Under the direction of the Assistant Superintendent of School Culture and Partnerships and the Director of College and Career Readiness, the Career Technical Education-CTE Pathways Liaison will plan, coordinate, organize and manage the operations and activities of the K-14 CTE programs for Sonoma County Junior College District, and collaborative partner school districts.

The CTE Pathways Liaison seeks to improve the performance of the K-14 CTE programs within the service area as measured by the Career Technical Education Incentive Grant (CTEIG), K-12 Strong Workforce Program (SWP) Metrics and guided by the K-14 Pathway quality Rubric. This is done through: providing direct support to, and helping to link and align the program development efforts funded by CTEIG, K-212 SWP and Community College Strong Workforce Program investments in the service area; through drawing attention to and engagement with labor market and program performance information and the region's workforce development plan; and through coordination with other regional key talent including the K-14 Technical Assistance Providers (TAP), Regional Directors for Employer Engagement, the Centers of Excellence, Guided Pathway Regional Coordinators, and the Regional Consortium.

Distinguishing Characteristics:

The successful candidate will demonstrate: a high level of competence in collaboration and partnership-building; expertise in CTE program design, industry sector alignment, and K–14 pathways development; exemplary experience in the four areas of focus; ability to facilitate conversations around CTE practice, policy, and regional workforce needs; resourcefulness in accessing, curating, and applying Labor Market Information (LMI) and postsecondary transition data; a sense of humor and love of learning; self-directed work style; desire to be a part of a collaborative, innovative team.

Supervision Exercised and Received:

General direction is provided by the Assistant Superintendent of School Culture and Partnerships or designee.

Example of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

CTE Pathway Development & Technical Assistance

- Provide technical assistance and support to Local Educational Agency (LEAs) to implement CTE courses, programs, and pathways; integrate available local, regional, state, and private resources to ensure students achieve successful workforce outcomes (Ed Code 88833).
- Ensure K–12 CTE programs within the county are aligned with the California Career Technical Education Model Curriculum Standards adopted by the State Board of Education pursuant to Section 51226.
- Create and maintain an inventory of K–12 CTE programs and community college programs within the service area to understand the landscape, analyze gaps in alignment, and work as a liaison to address them.
- Serve as a point of contact for LEAs, industry representatives, and employers to facilitate connections with K–12 CTE programs and respond to industry needs.
- Collaborate with the department to customize CTE pathway action plans for schools and districts, ensuring alignment with regional labor market needs and postsecondary opportunities.
- Support faculty collaboration to ensure sequential CTE courses align with regional postsecondary pathways.
- Contribute to completing and refining the countywide CTE pathways model in alignment with state standards and regional workforce priorities.

LMI, CTE Pathways Data & ECC Data Curation

- Curate, analyze, and disseminate Labor Market Information (LMI), CTE pathways data, and Early College Credit (ECC) data for all Sonoma County districts to support data-informed decision making at the site, district, and county level.
- Work with service area LEAs to increase knowledge and use of labor market data supplied by the Center of Excellence and other regional and state data sources.
- Analyze and share local LMI data to identify K–16 programmatic gaps, including underrepresented student populations, areas of low industry demand, and alignment with community college programs.
- Make data-driven recommendations for enhancing pathway development and alignment with industry demands, such as proposing new course offerings, program specializations, or adjustments to existing pathways to better serve students and industry needs.
- Facilitate the use of data to identify existing pathways and gaps among K–12 feeder districts and community colleges, and make recommendations for furthering pathway development.
- Assist LEAs and community colleges with using available data sources to assess and improve students' transitions from K–12 to community college and into the workforce.

- Stay current with the needs of K–12 CTE programs and regional and local labor markets in order to provide guidance to the chancellor's office, the Strong Workforce regional consortium, and industry representatives.

Dual Enrollment, CCAP & Postsecondary Transitions

- Work closely and collaboratively with the Director of College and Career Readiness and the Project Coordinator for Early College Credit to refine and develop countywide systems that increase equity and access to early college credit opportunities for all Sonoma County students, with particular attention to historically underserved populations.
- Support the development, negotiation, and implementation of Dual Enrollment and College and Career Access Pathways (CCAP) agreements with regional community college partners to expand countywide access to early college credit pathways.
- Collaborate with the Project Coordinator for Early College Credit to identify systemic barriers to participation in Dual Enrollment and early college credit programs, and co-develop strategies and resources to remove those barriers across all county districts.
- Work in conjunction with Deputy Sector Navigators and State Department of Education Industry Sector Leads to improve linkages and alignment of career education pathways between middle schools, high schools, public postsecondary institutions, and the workforce.

Career Exploration & Work-Based Learning

- Provide resources and guidance to LEAs on embedding college and career exploration within CTE curriculum, including sharing curriculum resources, lesson plans, and career assessment tools focused on career readiness strategies.
- Collaborate with community and industry partners to provide students with real-world exposure to various career pathways, including campus visits, career fairs, and industry-connected experiences.
- Provide technical assistance to LEAs on developing and implementing Work-Based Learning (WBL) opportunities, including developing guidelines or standards for WBL, and training educators on supervising and assessing student internships and other workplace experiences.
- Participate in on- and off-campus student outreach and recruitment activities related to K–14 career pathways, including pre-enrollment advising, application workshops, college presentations, campus tours, outreach conferences, and college fairs.

Regional Collaboration, Grant Support & Community of Practice

- Collaborate on behalf of LEAs with local community colleges, industry partners, local workforce investment boards, and other relevant agencies to support and align K–12 CTE programs (Ed Code 88833).
- Engage with regional consortia, including the Regional Consortia Chair, K14 Technical Assistance Providers (TAP), Regional Directors for Employer Engagement, and other technical assistance professionals, to ensure consistent reporting and accountability.
- Participate in the region's annual process for developing and revising its regional plan.
- Support service area K12 SWP grantees in the successful implementation of K12 SWP grant initiatives, pathways, and programs, including assisting with fiscal reporting, budget modifications, and work plan review.
- Connect service area LEAs and colleges with regional resources; provide templates, timely responses, and best practices for LEAs applying for grant funding, including K12 SWP, CTEIG, and other state and local funding sources.
- Cultivate collaborative communities so that LEAs and industry partners can engage in peer-to-peer knowledge exchange to inform the development of high-quality education programs.
- Facilitate communities of practice for CTE educators, counselors, and administrators to support countywide coherence, collaboration, and continuous improvement across pathways.

General Duties

- Field requests from site and district partners, determine underlying needs, and provide appropriate support.
- Participate in County Office staff meetings by attending regularly, initiating relevant agenda items, and sharing ideas and opinions as appropriate.
- Establish and maintain clear communication and cooperative working relationships with clients, staff, and other agencies.
- Maintain professional competencies in areas of responsibility; maintain contact with and participate in professional job-related organizations; and serve as a liaison to community, industry, and postsecondary partners.
- Keep informed of state and federal CTE initiatives, legislation, and trends in order to serve as a supportive and knowledgeable resource to county, school, and district staff, and others.
- Perform related duties as assigned.

Employment Standards:

Knowledge of:

- Principles, methods, and strategies for successfully implementing and sustaining CTE pathways in an educational setting, including the California CTE Model Curriculum Standards and state pathway approval processes.
- Labor Market Information (LMI) sources, tools, and applications for informing CTE program design and regional workforce alignment, including data resources provided by the Center of Excellence.
- Dual Enrollment and CCAP legislation, policy frameworks, and best practices for implementation.
- Early College Credit (ECC) programs, Dual Enrollment models, and postsecondary transition strategies.
- K12 Strong Workforce Program (K12 SWP), CTEIG, and other state and local CTE funding mechanisms and grant requirements.
- Work-Based Learning frameworks, models, and best practices in K–12 educational settings.
- Current research and development in CTE pathways, postsecondary access, and college and career readiness.
- Organizational culture and strategies for supporting change and innovation in educational systems.
- Ed Code 88833 and relevant state and federal legislation governing CTE and workforce pathways.

Ability to:

- Synthesize large amounts of data and information, including LMI, CTE pathways data, and ECC data, and translate findings into actionable recommendations for schools, districts, and regional partners.
- Respond promptly to requests of internal and external clients; provide direction, assistance, training, materials, and resources related to CTE pathways, Dual Enrollment, and Work-Based Learning.
- Express ideas and concepts clearly and concisely in both oral and written form; use language and medium appropriate to audience, including the use of electronic media.
- Establish and maintain cooperative and professional working relationships with individuals, groups, public and private agency personnel, industry partners, and postsecondary institutions.
- Adjust presentation style, content, and level of specificity for varying stakeholder groups, including educators, administrators, industry partners, and community college faculty.
- Take direction and adjust performance based on input from supervisor.
- Show initiative and work independently with minimal supervision.

- Demonstrate flexibility and openness to change.
- Maintain and improve professional skills and knowledge in the rapidly evolving landscape of CTE and workforce development.
- Demonstrate strong executive functioning skills with attention to detail.
- Meet timelines and manage multiple priorities effectively.

Computer Skills:

- Proficient to advanced proficiency in Google Suite applications, including Google Docs, Sheets, Slides, Forms, Drive, and Meet, with the ability to create, organize, and collaborate on documents, data, and presentations at a high level.
- Proficiency in design software, such as Canva, including the ability to design and produce professional-quality presentations, infographics, flyers, and other visual communication materials for diverse audiences.
- Comfortable and confident using Zoom for virtual meetings, webinars, and collaborative sessions, including the ability to manage participants, use breakout rooms, share screens, and facilitate hybrid or fully remote engagements effectively.
- Familiarity with Artificial Intelligence (AI) platforms and tools (such as Claude, ChatGPT, Gemini, or similar) and the ability to apply them effectively and responsibly to support research, content development, data synthesis, and communication tasks.
- Proficiency with data tools and platforms used to access, curate, and analyze LMI, CTE pathways, and ECC data is strongly preferred.
- Strong overall computer proficiency, including the ability to learn and adapt to new platforms, tools, and technologies as they emerge in the educational and workforce development landscape.

Education and Experience:

Education:

- A Bachelors Degree is required.
- A Master's Degree from an accredited college or university with an emphasis in education, career and technical education, workforce development, or a closely related field is desirable but not required.

Experience:

- At least one (1) year of experience as a credentialed professional in a school district is required.
- A background or experience in CTE program development, pathway design, or industry partnership coordination in an educational setting is strongly preferred.
- A background or experience with Dual Enrollment, CCAP implementation, or articulation agreement development is preferred.

- A background or experience in the use and application of Labor Market Information (LMI) and CTE or ECC data to inform educational programming is preferred.
- A background or experience supporting K12 SWP, CTEIG, or other CTE-related grant programs is preferred.
- A background or experience in Work-Based Learning program development or coordination is preferred.

Credentials:

- A valid California Teaching Credential or Pupil Personnel Services (PPS) Credential with School Counseling is required.
- A valid California Designated Subjects Career Technical Education (CTE) Credential is preferred.

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Positions in this classification work indoors and sit for long periods of time.
- The position requires daily oral communication in person and on the telephone, and frequent written communication.
- Requires speaking and hearing ability sufficient to hear over phone and carry on routine conversations.
- The work involves operating a computer, calculator, copier, and other equipment, and involves repetitive arm and hand movement.
- Requires hand-eye-arm and finger dexterity to use a personal computer keyboard, ten-key, and other common office equipment.
- Entering data by touch requires the ability to hear computer alarms for errors.
- Forms and copies are color coded, requiring the ability to distinguish among colors.
- Requires visual acuity sufficient to recognize people, words, and numbers.
- Reaching and lifting up to forty (40) pounds, with assistance.
- Must have normal vision (20/20), corrected or uncorrected.
- Visual acuity sufficient to read manuals, video display screens, and other related material and work at a computer screen frequently and throughout the day.

Work environment:

The following conditions may be present:

- Walking on uneven ground when outdoors.
- Exposure to student illnesses, injuries, infections and bodily fluids.
- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice and Federal Bureau of Investigation records checks must be received by the Sonoma County Office of Education, prior to employment.
- Proof of TB test will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.
- A mandatory employment disclose by all former employers for the AB2534 must be completed prior to employment.

Other:

- Created: June 2026
- FLSA Status: Exempt
- Bargaining Unit: Unrepresented
- Approved by: Human Resource Services