

Sonoma State University is committed to achieving excellence through teaching, scholarship, learning and inclusion. In line with our Strategic Plan and our Seawolf Commitment, our values include diversity, sustainability, community engagement, respect, responsibility, excellence and integrity. We strive to cultivate a community in which a diverse population can learn and work in an atmosphere of civility and respect. We encourage innovation, experimentation and creativity, as well as contributions to equity and inclusion, in the pursuit of excellence for all members of our university community.

Position Purpose: Reporting to and under general direction of the Co-Director of the Redwood Coast K-16 Collaborative (Co-Director), the K-16 Collaborative Pathway Facilitator is responsible for providing direct support to Local Education Agencies (LEAs) in Lake and/or Mendocino Counties to develop, align and improve high school pathways programs that combine academics, career technical education, work-based learning and comprehensive student support. The K-16 Collaborative Pathway Facilitator supports the K-16 initiative grant objectives that prepare middle and high school students to succeed in both secondary and post-secondary education while learning employability skills. The incumbent supports collaboration between stakeholders in the K-16 system to ensure sequential courses align with regional post-secondary pathways, facilitate the use of data to identify existing pathways and gaps among K12 and community colleges, with a focus on education and healthcare pathways.

Major Duties: Performing complex Student Services professional work characterized by independent student advisement and guidance in individual and group settings, the major duties of the position include, but are not limited to:

- Provides academic advisement and support services to the K12, community college, university, and workforce partners when working with students and families for the purpose of enhancing career readiness activities.
- Advises students on university, college and program level academic policies and procedures, especially relating to academic preparation for college admissions, including, dual enrollment.
- Facilitates Asset Mapping workshops with schools, districts, community-based organizations, and workforce partners to establish a baseline of preparedness and willingness of schools to embark on pathway development.
- Facilitates the development and delivery of Diversity, Equity, Inclusion and Belonging training in partnership with schools and district administrators. Works with counseling staff to address sensitive and complex issues that may arise as a result of this DEIB work.
- Delivers workshops through the lens of career exploration and pathway completion.
- Initiates and strengthens health occupation and education career pathways, clubs and dual enrollment classes by hosting in-person or zoom sessions.
- Provides tutoring and mentoring to students through study groups and individual advising sessions to identify barriers and help students develop a plan to overcome those barriers.
- Provides guidance with social, emotional, and learning skill development.
- Supports school counselors with academic advising, financial aid information, and career exploration.
- Documents and researches services rendered and supplying documentation as needed to the Co-Director.
- Organizes and delivers curriculum and training materials to Faculty, Administrators and Students.
- Introduces school and district administrators to the California Cradle-to-Career System's suite of tools through outreach, meetings, and trainings, and assist in the adoption and implementation process.
- Supports students in obtaining A-G course requirements and Career and Technical Education (CTE) opportunities.

- Coordinates and staffs day-long or overnight field trips to post-secondary campuses and schedules guest speakers on the K-12 campuses with focuses on careers in Education and Healthcare.
- Assists with school sponsored activities such as Financial Aid Night, Back to School Night, College Fair, and other relevant community outreach events.
- Assists with promotion of and execution of programs within the Redwood Coast Region, including Mendocino College, College of the Redwoods, Cal Poly Humboldt, UC Davis, and Sonoma State University.
- Conducts administrative planning to develop creative solutions which integrate approaches across organizational and program lines.
- Serves as "working supervisor" or lead person, providing working direction in support of programmatic projects, workshops, and trainings.
- Works with other academic units and services throughout the university to facilitate comprehensive student support.
- Identifies problems and alternative solutions available without assistance from guidelines and formulas. Develops plans and approaches to situations where few precedents or guidelines exist.
- Recognizes specific program needs and for developing approaches for possible implementation to meet these needs.
- Collects, organizes, and enters data; monitors and tracks all records; maintains student files and records; documents pertinent student information.
- Attends assigned staff, department, and school site meetings.
- Attends relevant national, regional, and local professional development conferences, workshops, and seminars as needed.

Secondary Duties: Performs other secondary duties as assigned.

Work Environment: Duties will primarily take place in an assigned territory in the Redwood Coast Region within a school setting of partner LEAs, however additional duties may be performed in various locations on the Sonoma State University campus, as well as to sites in the K-16 Collaborative, including working both indoors and outdoors to support and participate in university activities and events. The normal work schedule is Monday through Friday aligned with regular campus hours. As an exempt employee you have some flexibility in your schedule however must be available during the regular campus hours Monday through Friday to meet the operational needs of the campus and department. This position may also be eligible to participate in the campus Telecommuting Program to engage in limited telecommuting as operationally feasible. The incumbent must maintain regular and acceptable attendance at such levels as is determined by the Appropriate Administrator. The position will require frequent travel throughout the region and occasional travel to other areas of California, by automobile and airplane, and overnight stay to travel to trainings and meetings off campus.

This position requires, with or without reasonable accommodations, the ability to frequently sit, move or stand for office and/or event functions, be at a computer for 6-8 hours/day, occasionally reach with hands and arms, climb or balance, stoop and kneel and lift objects of up to 20, lbs in weight.

Minimum Qualifications: This position requires equivalent graduation from a four-year college or university in a related field, including or supplemented by upper division or graduate course work in counseling techniques, interviewing, and conflict resolution where such are job-related. Possession of these knowledge and abilities is typically demonstrated through the equivalent of three years of progressively responsible professional student services work experience. One year in the program area to which assigned may be preferred but is not required. A master's degree in Counseling, Clinical Psychology, Social Work, or a directly related field may be substituted for one year of experience. A doctorate degree and the appropriate internship or clinical training in counseling or guidance may be substituted for the three years of experience for positions with a major responsibility for professional career or personal counseling. Experience working with ethnically and culturally diverse students, as well as first generation, low income, and other underrepresented potential college students highly preferred. Professional experience developing curriculum for middle school, high school, and/or college students strongly preferred. TRIO program experience preferred. Experience with public speaking and classroom management preferred. Knowledge of college entrance requirements and

processes and Common Core College and Career Readiness Anchor Standards preferred. Advanced proficiency with computers and Microsoft Office (Word, Excel) required. Knowledge of Google Suite, Canvas, Camtasia, Adobe products, multimedia, web design, and virtual instruction platforms, including video technologies and PeopleSoft preferred. Bilingual fluency (English/Spanish) is preferred.

The following knowledge and abilities as well as those listed at the lower levels in the Student Services Professional series are required:

- Thorough knowledge of the principles of individual and group behavior;
- General knowledge of the principles, practices and trends of the Student Services field as well as general knowledge of the policies, procedures and practices of developing equitable pathways from high school to postsecondary education and into the workforce.
- General knowledge of individual counseling techniques;
- General knowledge, or the ability to rapidly acquire such knowledge, of the organizational procedures and activities of the campus;
- Working knowledge of student services programs outside the program to which immediately assigned;
- Ability to analyze complex situations accurately and adopt effective courses of action;
- Ability to advise students individually and in groups on complex student-related matters; determine appropriate courses of action and proper techniques to utilize while engaged with individuals in personal interactions of an argumentative or sensitive nature;
- Ability to interpret and evaluate descriptions and explanations of problems brought forward by individuals, analyze and define the problem, draw valid conclusions and project consequences of various alternative courses of action;
- Ability to carry out a variety of professionally complex assignments without detailed instructions;
- Ability to work as a team member and collaborate with others to achieve required results;
- Ability to communicate through verbal and written means with individuals, small groups, and in front of large audiences.

The incumbent must be able to provide outstanding customer service to students, staff, faculty, and visitors while working in a professional, fast-paced environment. Must have strong organizational and attention to detail skills; Must have the ability to effectively communicate with all levels within the university and establish and maintain productive and effective, inclusive working relationships amongst diverse populations including staff, faculty, administration, students, and other internal and external constituents. Must be able to accept constructive feedback and work cooperatively in group situations.