

## Strategic Planning for SWP Round 2 (raw)

Adult education/noncredit
<ul style="list-style-type: none"> <li>Identify pathways that are high demand opportunities</li> <li>#1 (Adult Education) and #7 (Middle/High School engagement), in addition to community college students, appear to be audiences that whatever priorities we focus on, should be part of the equation.</li> </ul>
Curriculum alignment
<ul style="list-style-type: none"> <li>Select regional careers where curriculum can be aligned to meet skills gap</li> <li>Cybersecurity curriculum (similar to BIW process and outcome)</li> <li>Align CTE curriculum with high school CTE curriculum across the consortium to ensure seamless transitions for students through articulation, C-ID, and regional programs of study.</li> <li>Align matriculation process across 10 colleges.</li> <li></li> </ul>
Digital badging
<ul style="list-style-type: none"> <li>Identify portable system that allows students to migrate between programs and colleges where appropriate</li> <li>A visual representation of the achievement of a skill that is embedded with metadata and can be shared across the web (NWoW). According to New World of Work's (NWoW) 21<sup>st</sup> Century Employability Skills Training materials, a digital badge is a "visual representation of skill or achievement such as a hard skill, like coding, employability soft skill, like collaboration, participation, and official certification. Open badges comply with the Open Badges Specifications and are verifiable and portable with embedded metadata that a [badge] earner can share across the web." NWoW badges may be awarded by instructors or employers.</li> </ul>
Early career exploration
<ul style="list-style-type: none"> <li>Introduce on-hands projects and that create awareness and exploration</li> <li>Middle school "exploration" camps at our colleges focused on specific programs in a pathway</li> <li>Provide mock interviews, guest speakers, career readiness training, job shadows, internships, mentorships, and more!</li> <li>Increase self-awareness through career assessments – Help students discover their interests, values, strengths, and personality characteristics as they may relate to future work and life goals (self-assessment)</li> <li>Increase knowledge of careers – Help students use resources to gather information about careers that may be of interest based on increased self-awareness/self-knowledge. Learn which careers/clusters/industries will be in demand in the future. Exploring careers helps students get a better sense of possible career goals (job description, outlook, wages, education, qualifications, related occupations, additional resources, etc.)</li> <li>Develop an initial Career Action Plan in preparing for college or transition to college – Use various tools/resources to develop a plan with next steps.</li> <li>Of course, one might focus almost entirely on exploring occupations (ie. cacareerzone.org), but it's best to begin with a quick exercise, and follow up with next steps.</li> </ul>
Employability skills
<ul style="list-style-type: none"> <li>Develop a short term career readiness certificate</li> </ul>

<ul style="list-style-type: none"> <li>The group should determine to which set of skills it is referring when its members use the term “employability skills.” Are employability skills those skills commonly referred to as employment readiness skills, which include job search organization, profile creation, networking, resume preparation, interviewing, and follow-up? Or are employability skills those commonly referred to as essential (aka soft) skills, which include collaboration, communication, critical thinking, problem-solving, etc.? (As you can see in the supplemental information provided regarding digital badges, above, NWoW uses the term to refer to essential skills.) While both are important skills for students to obtain, the essential skills are those advisory board members and employers most lament that students lack.</li> </ul>
Employer engagement
<ul style="list-style-type: none"> <li>Use the ePortal to scale</li> <li>Promote productive partnerships between high school CTE programs, postsecondary educational institutions, emerging or growing regional businesses and industries, and labor organizations connected to those business and industries.</li> <li>The group should determine which level of involvement determines engagement. Is it that an employer posted a job or an internship, or that the employer hired a student as an employee or intern? Is it that the employer has served as a guest speaker or hosted an industry tour? Is it that the employer has reviewed curriculum as part of an industry board? Do any one of these activities along a continuum constitute employer engagement or must there be a combination thereof?</li> </ul>
Middle/high school engagement
<ul style="list-style-type: none"> <li>Provide career exploration for in-demand occupations</li> <li>Bring students on to campus to expose them to colleges and careers.</li> <li>Provide professional development to middle school/high school educators and community college faculty to improve their delivery of career-oriented academic and technical education.</li> <li>Prioritizing supporting the effective (need to evaluate what is working) work of SB1070 in 18-19 as their funding subsidies</li> <li>#1 (Adult Education) and #7 (Middle/High School engagement), in addition to community college students, appear to be audiences that whatever priorities we focus on, should be part of the equation.</li> </ul>
Regional sector projects in common
<ul style="list-style-type: none"> <li>Tie to #7, #6, #5, #4, #3</li> <li></li> </ul>
Tutoring
<ul style="list-style-type: none"> <li>Provide tutoring for courses that are barriers to success in CTE through online system</li> <li>CTE tutoring hub for the region</li> <li></li> </ul>

With regards to priorities, SWC supports Tutoring as a first priority, Employability Skills (21st Century Skills - Projects in Common) as a second priority and regional support for curriculum alignment (k-14 and Adult Ed-CC) as a third priority. Early Career Exploration (middle and high school) would be our fourth priority for a regional focus.