

NWCS Strategic Planning Meeting Agenda Nov. 14, 2016 – 6:30 PM

- I. **Welcome** – Shared a video from C/NET News: Meet the robots making Amazon even faster. This video helped jumpstart the conversation about jobs and what jobs and careers may look like in the future. The newest generation is called Generation Z (0-13), Millennials: social justice, global citizenship, in tune with the environment. We are here to help NWCS strategize to prepare them for the future. This generation on average will be changing jobs and/or careers every 3-5 years.

- II. **Introductions** - If new attendees are present, each person present will introduce themselves and state their connection to the corporation or interest in strategic planning. Attended: Mark Misch, Tim Wilson, Angie Topp, Maribeth Harder, Susanne Tieman, Rhonda Bower, Jeff Miller, Ginger Butcher, Deanna Elzey, Scott Mills, Gene Donaghy, Traci Werling, Doug Denny

- III. **Review of last meeting.**
 - A. Reviewed the NWCS Aim & Graduate Profile.

 - B. Reviewed existing short term goals.
 1. Promote and Market NWCS.

 2. Create and maintain a positive and welcoming environment.

 3. Create a better Awareness for the Graduate Profile.

 - C. Reviewed next two goals. Scott shared the documents hanging on the board room walls that shared the story on how these two goals were decided.
 1. Using the career exploration process for students to start setting relevant and purposeful goals, create action plans to accomplish goals, and measure growth.

2. Use Student-led conferences and electronic portfolios for students to practice skills associated with the Graduate Profile, career exploration, and/or academic achievement.

D. Review brainstorming of career awareness activities at each grade level. After reviewing each of the below items brainstormed, the committee discussed additional thoughts about what is being done and what could be done to support career exploration: AREA 18, Internships, etc.

1. K-2: What is a career? What job does your parent have? JA, self interest, connect interest to career, kids to work-job fair, apply more careers to everyday learning, apply/teach how life skills apply to career, learn responsibility, create good habits, define work ethic, communicate to parents their interest.
2. 3-5: job vs. career, exploration of c, interest survey, prep, roadmap for career, matching interest, connect subject, post secondary, emphasize life skills, emphasize people & leadership skills, research careers & related careers, persuasive papers & present to younger students, career day
3. 6-8: understand options even within fields, understand job title/career, introduce job fair, guest speakers (CAD), visit-reality connection, career impact, create job descriptions including salary, tying educational foundations to careers, education pathway, early intro to all things college (tuition, salary, etc.), 20th century scholar, college vs trade/military, career interests survey, college vs. workforce (CTE), college exploration, HS course discussion
4. 9-12: Internships (not just senior year), career classes geared toward a variety of careers, career experiences (shorter timeframe), knowledge of range of opportunities within one field, order of classes have greater flexibility, improvement on preparing college

and careers course, under the education you need for the career you want, guest speakers, more job shadowing opportunities, more options for classes/not tied to grade level, soft skills prep, finance and adult roles both, increase vocational experiences

E. Ted Talk-Emilie Wapnick, Multipotentiate. The video told us to stop asking kids what they want to be and instead ask what they want to do.

IV. Feedback from Homework.

A. Speak to your friends about what a school should teach students about careers.

- a. According to a survey monkey sent out to high school or college students. Mark shared the results gathered from this survey up to this point.
- b. Secondary: Career days
- c. Trade skills and vocational training
- d. Elementary: career focus day
- e. Elementary: interest survey
- f. Finding Your Strengths survey from Indiana Works
- g. Job Fair at Norwell
- h. Start during elementary years in communicating focus on behavior pathways to parents.

B. Ask kids what they would want to know about careers.

C. What do other schools do? What could we do?

- a. Continue to make our website more intuitive
- b. Continue to improve communication to parents educating them on resources, pathways, etc. available to students

D. What do we do now?

At the elementary efforts include: College Go Week, Genius Hour, Explicit lessons on “What is college like?”, Discussions that help students view college as an attainable goal, provide guidance lessons on career awareness, counselors are exploring idea of job fair, in some grades have community helper units and invite visitors to tell about their career, Walk-a-thons or health fairs invite people in

sharing info. Centered around their career focus. Incorporate career focus when going on any field trip, have college students or college professors visit classrooms to discuss what college is like. Student led conferences, STEAM Club, Robotics Club

At the middle school efforts include: Tim Wilson shared they have a Graduation Plan students complete, Finance Park (8th), Explicit lessons from art teacher sharing relationships between art and careers, JA, middle school visit local colleges, students with an IEP are active participants in a transition conference.

At the high school efforts include: Traci Werling shared that the freshman work on a 6-year plan so they can start taking classes that will help them reach that focus. Freshman complete a Graduation Plan on Indiana Career Explorer.org, Interest Inventory is completed, Values Inventory. When they are juniors they update their Graduation Plan. When students are in 10th grade they participate in mock college interviews. They also relate these mock interviews to what it is an employer may be looking for. They have opportunities to observe apprenticeship programs. Senior meetings happen individually. The counselor meets to help the child decide next steps. Parents are invited to these meetings. Students with an IEP are active participants in a transition conference, opportunities to participate in ICE, vocational programs, invite businesses to come in to talk to students. AREA 18: Adams, Wells, Jay, and Huntington. Students can explore that field at that school. In some pathways they can earn some college credit. These 4-year plan pathways are listed on the NHS website.

- V. Andrew McAfee: What will future jobs look like? (This will be shown at the next meeting)
- VI. Debrief: What Will future jobs look like and what does that mean to us.
- VII. What do we need to do next?
 - a. Continue to capture our conceptual framework and work on details

VIII. Comments/questions for the good of the committee.

IX. Next meeting: Dec. 12, 2016.

X. Adjourn.

Notes:
