

March 14, BB2C Community Meeting/Business Advisory Council Meeting Notes

1. What types of career awareness/career development experiences are important for youth/students? 2 types of responses repeated throughout the groups: a) getting businesses in the schools, and b) getting students into the businesses (actual responses from each group listed)
  - a. Get businesses in the schools; businesses need to come into the schools; more opportunities early on to "experience" various career options; businesses need "point of contact" within schools to provide opportunities; Do schools have enough business participation? No, career day; middle school career exploration (available to all students, need to reach out);
  - b. Exposure to what jobs are, visits; obstacles - sometimes age 15 is an issue in getting student into workplaces; industries should open up more for tours, etc., FIELD TRIPS; businesses need point of contact within schools to provide opportunities; 6th shadowing > 11.12, internships (65% survey); workplace experiences, business participation; internships, job shadowing; job shadowing (pre and post efforts), students - graded @ work for work ethics;
2. What is the future of work like and how prepared are our students for it? Three themes appeared: a) adaptability/life long learning, b) problem solving/critical thinking, and c) transferable skills. The idea of mentoring was mentioned at least 3 times.
  - a. Pat felt prepared in knowing that he will have to work his way up a ladder and not start at the top; changes - future showroom online, learn online; businesses need to reduce costs, so job labels aren't static > positions must be fluid, must be adaptable; life-long learning, flexibility, adaptability; making kids aware of what can happen in life; planned obsolescence and how to react/anticipate it
  - b. Ability to anticipate what's next ahead of time, not just wait for direction; willingness to apply personal interests to workplace problems to come up with unique alternatives that - at the same time - instill senses of ownership & pride (example: using virtual reality to design a building and optimize scale); to be part of a team; problem solving skills; must be a problem-solver; students feel a sense of helplessness - shut down rather than fail; more opportunities to make mistakes; speaks toward problem based learning or hands-on training; in school we need more critical thinking and work together as a group, too much spoon feeding in school; hands on - get away from the desk
  - c. Show up, pass a drug test, work with a team - transferable skills; employable - dedicated & determined = drive (mom and dad); know about the world of work in general - responsible, ethical, problem solving, follow directions, learn new skills; transferable skills - demonstrating attendance, etc, interest draws out work ethic, what's trainable (processes, skills) what's not (work ethic, preparation, presentation)?; work ethics; extra curricular, sports, preparing
3. What is your expectation of a student that graduates high school in Washington County? Each item listed includes a tally of how many times it was listed.
  - a. Communicate effectively; spell and write effectively; digital communication skills -  
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- b. Be to work on time - ///
- c. Willing to show up drug free and do what's told - ///
- d. Positive attitude
- e. Self-advocate not hearing from other family or non-family members
- f. Skilled with technology
- g. Be careful from whom you accept advice but still fit in; receive work instruction professionally; emotional intelligence, able to engage; social skills, relationships - /
- h. Oration skills
- i. Be able to adapt to the group - //
- j. Dress appropriate for work
- k. Hard working, driven, work ethic - ///
- l. Motivation to explore - /
- m. Accept failure as a learning experience, life skills - /
- n. Confidence - /
- o. volunteering/community engagement
- p. Responsibility
- q. Problem solver - /