

CER1: Enhanced partnerships with business/industry to meet student and local workforce needs

Objective 1.1 Improve internal coordination to ensure a mission-aligned approach to expanding business, industry, and community partnerships.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: <ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
Develop understanding and baseline of existing community engagement and industry contacts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Created industry advisory contact list warehouse for each sector; collaboration with faculty, and foundation office. Challenges include transition in staffing for key stakeholder positions: community education, outreach, career services, which inhibit comprehensive baseline and repository.
Convene regular employer, countywide workforce agencies, and community-based organization engagement with ongoing college representation across county boards, workgroups, and task forces (e.g., Marin Economic Forum (MEF) focus groups, Marin Promise, Workforce Alliance of the North Bay (WANB), Marin County Chambers of Commerce, North Bay Leadership Council, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ongoing industry advisory committees held, with increased and expanded collaboration that includes Marin Economic Forum (MEF) Economic Vitality Strategic Plan (EVSP) participation, Workforce Alliance of the North Bay partnership on Regional Equity and Recovery Partnerships (RERP) Grant, ongoing collaboration with Canal Alliance on E2C program delivery and expansion, Healthy Marin Partnership-Health Workforce Initiative engagement as steering committee members, continued engagement and participation as board member for North Bay Leadership Council.
Refine internal communication flow (Career Ed, K-12 Outreach, Development, Marketing) regarding community and industry engagement to eliminate duplicative efforts, maximize efficiency, and align efforts Collegewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K-12 educational pathway maps/mapping process that included internal and external collaborators to ensure inclusive review and participation, high school to college counselors initiative, K-12 co funded pathways coordinator position to support summer academies, regular MCOE meetings which include counseling, outreach representation, marketing efforts channeled through College Services and Marketing offices (creation of annual impact report, CE program info/map booklet)
Increase opportunities for regular community and career partner participation by utilizing multiple modalities for participation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Continued hybrid model, in person meetings for community stakeholders to ensure maximum engagement and increase numbers of participation.

CER1-1.2. Objective 1.2 Delivery methods for current and potential educational content meet community, industry, student, and other mission-specific needs.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: <ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
Industry advisory committees meet at least annually and are utilized prior to program development and updates to validate need, wages, employment opportunities, employer and community commitment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Priorities-all programs meet. Challenges/Opportunities-increase hiring partners and engagement for MMST/GDES, MACH, and CIS. Difficult to ensure completion/quality for non career ed organizationally housed CE programs.
Academic and non-academic units utilize review of LMI, county specific data, and other validated quantitative/qualitative data to inform programmatic and curricular enhancements, identify emerging fields, county needs and demands, and emerging technologies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular and ongoing; this is an area of strength. Data gathered, reviewed, synthesized, the twice vetted by faculty and industry members.
Broaden access and use of educational and programmatic opportunities that focus on social justice, racial and economic justice (e.g. entrepreneurial mindset, financial literacy, supporting entrepreneurs of color, increasing representation and mobility in predominantly white industries such as fire, finance).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Deepened partnership with WANB to include co-location of services and integrated referrals, entrepreneurial summer academy launched with N=27 high school students, FIRE foundry (bridge program partnership with Marin Fire, Conservation Core, Marin Office of Equity and COM) first cohort completed, second cohort slated for 2023, housing and program expansion opportunities in discussion with BOT presentation and support.

CER2-2.1.

CER2: Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings.

Objective 2.1 Concurrent enrollment offerings provide college access to a greater number of high school students, especially under-represented, and leads to increased college attainment and success.