Tomorrow’s workers
... They are right here

Montgomery County ESC
Business Advisory Council
2022-2023 Joint Statement of Work
Montgomery County ESC Business Advisory Council
Ensuring our workforce can compete by enhancing partnerships between schools, higher education and employers

The Business Advisory Council is:
• Ensuring student success and career-readiness
• Helping existing and new businesses thrive
• Keeping talent in our region
• Making Montgomery County a great place to live and work

It’s 2023 and we’re celebrating the continued progress of our Business Advisory Council. We’re focused on serving our schools and our community in designing creative and innovative workforce development strategies. We’re also proud to accept our four-star rating from the Ohio Department of Education. We not only received the highest rating possible for our work over the last school year, but we also received awards for excellence in developing professional skills for the future and in building partnerships. Awards and recognition help legitimize our ambitious goals and raise awareness about our initiatives but we are not done! We are committed to continuing to expand opportunities for students in our region. We’re particularly focused on better-connecting students to industry-relevant exposure with an emphasis on expanding these opportunities at an early age.

VISION
All MCESC BAC member districts’ students are career-focused and have the preparation they need to succeed on the job and in life.

MISSION
We will promote substantive and effective collaboration between educators and industry to prepare students to compete in a global economy.

VALUES
We believe in:

1. Integrity — Our workforce must embrace personal and civic responsibility and hold strong ethical standards.

2. Equity — All students’ educational needs and aspirations must be respected. Every career choice has value.

3. Innovation — The job market and employers’ needs are ever-changing. Innovation is a constant and requires life-long skill development.

4. Diversification — Montgomery County’s economy is diverse by design, and every industry sector is counting on access to talented employees. Young people need to have access to diverse educational options that prepare them to succeed in our local economy.

5. Collaboration — Industry leaders and educators must work together to create a cohesive and sustainable system that builds a highly skilled and adaptable workforce.

6. Communication — Clear and proactive feedback is a prerequisite for successful partnerships.
Each of the BAC member organizations is expected to have representation on at least one BAC subcommittee.

Each of the 6 subcommittees is responsible for carrying out the specific BAC Goals. The “Plan” established includes the strategies, actions and those responsible associated with each of the 6 Goals. (See Plan, pages 12-18.)

Each subcommittee meets regularly. Updates are documented for use at MCESC BAC quarterly meetings.

Communication feeds to industries and school districts from the subcommittee members to aide in the implementation.

Industry, Higher Ed, School Districts, Business/Government Network members will implement the BAC strategies and actions within their own institutions based on their level of capacity, need and responsibility.

Feedback should be given to the reps on the BAC subcommittee(s) to inform the on-going plan.
## CAREER READINESS PROGRESSION

### CAREER AWARENESS
**Elementary Grades (K-5)**
- Career Awareness Programming
  - A-Z Curriculum
  - Career Speakers
  - Aligned Events

### CAREER EXPLORATION
**Middle Grades (6-8)**
- Career Exploration Course Offerings
- Industry Site Visits*
- Pathways Fair
- YouScience*
- Student Snapshot*
  - Identifies Career Pathway
- Job Shadowing Experiences*
  - (aligned to YouScience results)
  - *Can and should be repeated

### CAREER PLANNING
**High School (9-12)**
- Employability Skills Course
- Individualized College and Career Plan
  - Identifies /confirms Career Pathway
- Job Shadowing Experiences

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### K-8
- Essential Career Pathways Course(s)
  - Identifies /confirms Career Pathway
- Digital & Financial Literacy Courses
- Job Shadowing Experiences

### 6-8
- TechPrep/CCP Courses
  - Digital & Financial Literacy Courses
  - (Aligned Pathway)
- Industrial Credential Curriculum
  - Sinclair, Graduation Alliance and other identified partners will provide Industry-specific Pathway sheet and Industry Credential Curriculum
- Hiring Fairs
- Assessment for Industry-recognized Credential
  - Take at completion of Industry Credential Curriculum
- Continued College and Career Advising

### 8-9
- TechPrep/CCP Courses
  - (Aligned Pathway)
  - Sinclair and other higher ed partners will provide Industry-specific Pathway sheet
- Industrial Credential Courses
  - Sinclair, Graduation Alliance and other identified partners will provide Industry Credential Curriculum
- College & Career Signing Day
- Industry-recognized Credential Assessment
  - Take at completion of Industry Credential Curriculum

### 9
- Summer
  - Industry experience/Internship

### 10
- Post-secondary Work/Training
  - Internship, Course-aligned practicum, Apprenticeship, Job or Military

### 11
### 12

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* Can and should be repeated.
Pathways to Prosperity Network Update

On behalf of the Business Advisory Council, in the fall of 2018, the Montgomery County ESC joined the Pathways to Prosperity Network in support of implementing the council’s goals. Pathways to Prosperity is an initiative of Jobs for the Future at the Harvard Graduate School of Education. Pathways to Prosperity’s data-driven work is focused on creating meaningful career pathways for students who are eager to complete high school and earn a high-value credential or degree.

In October 2022, a working group attended the 2022 Fall Pathways to Prosperity Institute. Our group consisted of superintendents and staff from Sinclair College and Learn to Earn Dayton, as well as industry leaders and economic development professionals from the Dayton Development Coalition. After the conclusion of the Fall Institute, we then convened our Pathways to Prosperity support staff to meet in person with our Steering Committee members. This meeting served as an opportunity to better connect our BAC committee co-chairs and update our regional partners. Notably, our Pathways team has assisted us in supporting our monthly Greater Dayton Area Hospital Association Education Subcommittee and hosting Pathway Implementation Labs with local industry groups. These industry-led labs have been instrumental in the recent progress our BAC has made.
Pathway Implementation Labs

Our Business Advisory Council has focused on engaging our local business community in our pathway-strengthening efforts. Throughout 2022 and into 2023, we have been hosting strategic retreats called Implementation Labs to further leverage our pathway models. In these retreats, we continue to unearth how we can collaborate deeper across industry and education. We are not just focused on the short term. We are specifically exploring what we can do in the long term to connect more students into our workforce pipeline.

Over the summer we hosted a retreat at the Dayton Arcade where we convened partners to discuss computer science-related careers. In November 2022, we brought together our major healthcare employers to explore ways we can better engage our local hospital networks in supporting career connections in K-12. In February 2023, we engaged our advanced manufacturing community to discover ways we can better leverage our progress in exposing students to careers in advanced manufacturing. For a closer examination of these model pathways, please see the index of this report.

Tackling the Hardest Challenges Facing our BAC

We continue to build on the last couple of years of momentum embracing national and state-sponsored Career Connections Weeks of Action. Utilizing local and national resources, we produce content recommendations and a calendar with a general timeline of when districts could participate in these initiatives. We are continuing to lean into this regional approach to exposing students to careers. This is a living document so it will change as the year progresses but we are excited to leverage a regional strategy linked to proven annual efforts like MFG Month and National Health Professions Week. In 2023, we are focusing on how to engage alumni and recent grads to serve as near-peer voices in our week of action efforts. In 2023, we intend to conduct outreach and engage these alumni to help facilitate and lead our career connections weeks of action.

Some of our region’s Coordinated Career Connections Weeks of Action include:

Construction Appreciation Week September
Manufacturing Month October
Health Professions Week November
Computer Science Education Week December
In-Demand Jobs Week May
BUSINESS ADVISORY COUNCIL DATES

BAC Main Meetings 2022/2023

September 29  8:30 am–10:00 am
November 16  8:30 am–10:00 am
February 22  5:00 pm–8:00 pm (Annual Dinner)
May 3  8:30 am–10:00 am

WORKING GROUP MEETINGS

Educator Engagement
October 28  10:30 am–12:00 pm
November 2  10:30 am–12:00 pm
February 15  10:30 am–12:00 pm
March 13  10:30 am–12:00 pm

Policy & Advocacy
October 20  8:30 am–10:00 am
February 8  8:30 am–10:00 am
March 22  8:30 am–10:00 am
April 20  8:30 am–10:00 am

Industry Engagement
September 27  10:00 am–12:00 pm
November 2  10:00 am–12:00 pm
February 6  10:00 am–12:00 pm
May 17  10:00 am–12:00 pm

Student Engagement
September 19  9:00 am–10:30 am
November 10  9:00 am–10:30 am
December 7  9:00 am–10:30 am
January 18  9:00 am–10:30 am

Parent & Community Engagement
September 14  8:30 am–10:00 am
October 11  8:30 am–10:00 am
January 11  8:30 am–10:00 am
April 18  8:30 am–10:00 am

Warren County Working Group
October 7  9:00 am–10:30 am
December 2  9:00 am–10:30 am
February 3  9:00 am–10:30 am
March 15  9:00 am–10:30 am
The Way Forward

Building on our BAC plan each year, we’re continuing to ask who else needs to be at the table. We’re leaning into student feedback and exploring how we can activate our students in creative new ways. Our region’s young people are often misunderstood. We’re interested in including them in this plan’s execution and design efforts. We firmly believe exposing students to potential careers where they can find both meaning and purpose will strengthen their interest in school and anchor them to long-term success later in their lives. We’re already scheduling dozens of employer engagement events and we can’t wait to see the success of this outreach!

Inside Dayton Summer Internship Program:

This summer, we will convene our third cohort of students in a five-week, paid summer leadership program. In this summer’s program, students will meet with elected leaders, industry professionals, community members, and more to learn about the future of our region and the jobs of tomorrow. Please stay tuned for more information on where to direct your students to participate in this opportunity.

A quick note on our new Warren County Working Group.

The working group was formed at the beginning of the 2021-2022 school year and since its inception, we have seen remarkable progress. Our Warren County districts have consistently contributed and invested in district-appropriate programming. We’d like to specifically call out the work of Warren County ESC Superintendent Tom Isaacs and Sinclair College’s Chad Bridgman for their leadership in leading this working group. We formed this committee to specifically address the needs and opportunities of Warren County and they have done an excellent job of bringing the right programs, partners, and opportunities to this subcommittee.
1) Student Engagement
For students to be well-equipped to make a career plan, they must be aware of the diverse career opportunities that exist locally and beyond and understand what it takes to prepare for these careers.

Schools must offer opportunities for career experiences for students both inside and outside of school and assist students in making appropriate plans for after high school.

Industry must provide career experiences that help students explore their career opportunities and help advise schools and students on how to move effectively toward careers.

Accomplishments
- Partnering schools hosted 1,508 different career exploration experiences for our region’s students.
- We conducted outreach and hosted information sessions, resulting in 100% of our partner school districts administering aptitude and interest assessments to their students.
- We continue to pioneer a regional approach to career exploration events, resulting in 17 of our partner school districts participating in this new schedule of in-person and virtual events.
- In Nov. 2022, we held 2 days of Career Exploration Days of Action at the Dayton Metro Library reaching over 1000+ middle school students from 4 different BAC member districts.

2) Parent and Community Engagement
Our region is rich in career and educational opportunities, but our parents and community need to better understand how they can be advocates for students’ success.

Schools must share with parents and the community what is already occurring to help prepare students for their futures. They must highlight the diversity of industries that can lead to successful careers.

Industry must collaborate with schools to create opportunities for industry exposure that elevates the community’s understanding of locally available careers.

Accomplishments
- We partnered with BAC members to administer an outreach campaign to provide parents and community members with resources to help families understand educational and career opportunities. 81% of our BAC districts participated.
- We partnered with school staff and explored new ways to highlight in-person and online resources for families to have meaningful conversations with their students about careers.
3) Industry Engagement

For efficient and productive career experiences (i.e. internships, job shadowing, apprenticeships) to be feasible, we need a one-stop shop for industry and schools to connect.

- **Schools must** provide flexibility in scheduling to allow students to participate in career experiences.
- **Industry must** engage in meaningful partnerships and invest in opportunities for students to have career experiences while they are still in school.

**Accomplishments**

- We have hosted three Implementation Labs to strengthen the worker pipeline of our tech, healthcare, and advanced manufacturing industries.
- Through partnerships with the Dayton Area Chamber of Commerce, SOCHE, and MCESC, we have continued to promote a one-stop portal for employers to get involved in our region’s schools.
- We continue to support industry-led education subcommittees to inform the BAC’s future work and strengthen industry partnerships.

4) Educator Engagement

Educators are well-positioned to guide our students on a path toward career success if they have the training, curriculum tools and support from industry to increase their own awareness, knowledge and skills to support students’ career planning.

- **Schools must** provide opportunities for educators to connect to careers and curriculum designed to give students experiences to help them design plans after high school.
- **Industry must** invest time and resources in our region’s career connections work while acknowledging the challenges educators face.

**Accomplishments**

- Through our Career Champions and Counselors Academy, we have taken local educators to visit employers including Gaming Research Integration for Learning Laboratory (GRILL), Production Control Units, and Sinclair College’s Respiratory Therapy Program to learn about career opportunities in our region.
4) **Educator Engagement Accomplishments continued**

- We’ve hosted 4 Design Labs to **support districts in utilizing and augmenting existing resources** to create opportunities for students in four different in-demand industries.
- We successfully **completed our fourth pathway framework** highlighting ways students can get into teaching.

5) **Policy and Advocacy**

A statewide approach is critical in addressing the needs of an ever changing workforce landscape.

- **Schools must** inform policymakers on the needs and challenges of K-12 partners.
- **Industry must** inform policymakers on the specific needs of our future workforce.

6) **Warren County Working Group**

This special committee serves as a resource for Warren County member districts to apply the larger efforts of our BAC to their localized framework.

- **Accomplishments**

- We have **held several informational meetings** regarding local workforce programs.
- In 2023, Warren County Career Center will host a series of professional development opportunities designed to **help districts expand their entrepreneurial student opportunities**.

- **Accomplishments & Update**

- In Oct. 2022, **10 partners** from industry, the community, and K-12 and higher education attended the Pathways to Prosperity Fall Institute.
- This subcommittee continues to serve as a space for districts and major stakeholders to **identify policy priorities and their associated action steps**.
- In 2023, we plan on hosting another **Legislative Update** to highlight the progress we’re making as a Business Advisory Council.
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<thead>
<tr>
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<th>Responsibility</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>1. Utilize social media to expand awareness of career opportunities</td>
<td>Develop &amp; deploy social media engagement plan in conjunction with County Communications Collaborative and Think TV</td>
<td>Chamber/Industry Orgs/BBB/DDC</td>
<td>2Q 2023</td>
<td>81% of districts utilizing social media content for career awareness</td>
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<tr>
<td>2. Increase the use of student aptitude and interest data</td>
<td>Utilize YouScience/Naviance results in programmatic decision making and marketing opportunities</td>
<td>MCESC/All Districts</td>
<td>2Q 2023</td>
<td>100% of all districts using YouScience, Naviance, OMNI, or some other assessment tool</td>
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<tr>
<td>3. Promote a student-facing information campaign with content that addresses industry sectors, college affordability, and post-secondary education</td>
<td>Identify opportunities to partner with local interactive media study programs</td>
<td>MCESC/All Districts</td>
<td>2Q 2023</td>
<td>Fully funded for member districts in 2022-2023 school year</td>
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<tr>
<td>4. Create more career content for each of the locally-demand industry sectors</td>
<td>Provide career exploration activity information in PowerLunch, Career Fair, and guest speaker opportunities.</td>
<td>MCESC/All Districts</td>
<td>1Q 2023</td>
<td># of districts making informed attendance at career connections weeks of action</td>
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<td>5. Focus on K-5 career connections outreach</td>
<td>Design a Socratic seminar activity where the student outcomes are industry-directed questions and then work with industry to produce videos responding to those questions</td>
<td>All Districts/MCESC/L2ED</td>
<td>2Q 2023</td>
<td>Create 25 locally produced career-related videos</td>
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For students to be well-equipped to make a career plan, they must be aware of the diverse career opportunities that exist locally and beyond and understand what it takes to prepare for these careers. Industry must provide career experiences that help students explore their career opportunities and help advise schools and students on how to move effectively toward careers.

Schools must offer opportunities for career experiences for students both inside and outside of school and assist students in making appropriate plans for after high school.
**Parent & Community Engagement**

Our region is rich in career and educational opportunities, but our parents and community need to better understand how they can be advocates for students’ success.

**Schools** must share with parents and the community what is already occurring to help prepare students for their futures. They must highlight the diversity of industries that can lead to successful careers.

**Industry** must collaborate with schools to create opportunities for industry exposure that elevates the community’s understanding of the careers available locally.

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| 1. Complete an asset map of our region’s summer and after-school programs | • Review what summer and afterschool opportunities exist locally and whether they include career connections activities  
• Interview regional leaders on potential opportunities to bridge community programs with K-12 partners | • Student Engagement  
• Parent & Community Engagement  
• Educator Engagement  
• County Communications Collaborative  
• All Districts | 1Q 2023 | • Complete asset map - Finished |
| **Schools** | • Review completed asset map | Chamber/Industry Orgs/BBB/DDC | 1Q 2023 | |
| **Industry** | • Review completed asset map | Chamber/Industry Orgs/BBB/DDC | 1Q 2023 | |
| 2. Utilize social media to expand awareness of careers & educational opportunities | • Develop & deploy social media engagement plan in conjunction with County Communications Collaborative and Think TV | • Student Engagement  
• Parent & Community Engagement  
• Educator Engagement  
• County Communications Collaborative  
• All Districts | Regularly present at County Communications Collaborative monthly meetings | • 81% of member districts share career connections content |
| **Schools** | • Provide info/photos/etc. for social media engagement | Chamber/Industry Orgs/BBB/DDC | | |
| **Industry** | • Provide info/photos/etc. for social media engagement | Chamber/Industry Orgs/BBB/DDC | | |
| 3. Promote parent-facing information campaign that addresses in-demand industry sectors, college affordability, and options for education beyond HS | • Deploy content through official school communications channels, other social media campaigns, and community specific groups  
• Create a shareable Google Sheet career connections content calendar | MCESC/All Districts | 1Q 2023 | • 81% of districts utilizing career connections content  
• 74% of districts are conducting K-5 career connection outreach |
| **Schools** | | | | |
| **Industry** | • Provide videos, events, and other resources | Trade Orgs/Businesses/MVHRA/Think TV/Higher Ed institutions | | |
### 4. Focus on K-5 career connections outreach

| **Schools** | • Develop K-5 parent outreach strategies on a school by school basis using events like “Dress for Success” utilizing age-appropriate career exploration curriculum  
• Create parent-facing communications highlighting next steps for after outreach activities provided by BAC member districts | L2ED/MCESC | 2Q 2022 | • 74% of districts are conducting K-5 career connection outreach |
| --- | --- | --- | --- | --- |
| **Industry** | • Provide necessary information for outreach communications  
• Provide examples of hands-on, age-appropriate K-5 career exploration activities provided by BAC member districts | Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions | --- | --- |

### 5. Organize outreach to alumni and recently graduated seniors

| **Schools** | • Conduct outreach and highlight alumni via digital and physical marketing like posters and social media  
• Focus on outreach to grandparents during career connections weeks of action | MCESC/All Districts | 2Q 2022 | • 57% of districts are actively highlighting alumni and recent graduates |
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<tr>
<td><strong>Industry</strong></td>
<td>• Provide necessary information for outreach material</td>
<td>Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions</td>
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<tr>
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<td>Schools</td>
<td>Industry</td>
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<tr>
<td>1. Continue adoption and deployment of the Engage platform to educate students, parents, and industry and promote occupational opportunities</td>
<td>Deploy the Engage platform through posts on school websites that include materials and important links to standardize messaging for both students, parents, and employers</td>
<td>SOCHE/ Business/Trade Organizations</td>
<td>Industry Engagement</td>
<td>For efficient and productive career experiences (i.e. internships, job shadowing, apprenticeships) to be feasible, we need a one-stop shop for industry and schools to connect.</td>
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<td>2. Promote and continue to build additional job descriptions and career connections to student learning outcomes in key industries</td>
<td>Utilize the Engage platform which houses information on K-12 workforce pathways as well as how to connect with schools for engagement</td>
<td>Engage platform for career development and engagement</td>
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<td>3. Establish partnerships which will provide opportunities to engage students</td>
<td>Ensure job descriptions and Career Connections Framework are reflected in coursework</td>
<td>Advertise job descriptions and Career Connections Framework to students participating in career engagement</td>
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<td>4. Increase the # of students who participate in career engagement opportunities</td>
<td>Advertise job descriptions and Career Connections Framework to students participating in career engagement</td>
<td>Give feedback and suggest new job descriptions</td>
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**Metrics**

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<thead>
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<th>MCESC/All Districts</th>
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<td>1. 50% of schools link to Engage on their websites by May 30, 2023 - In Progress (34%)</td>
<td>Deploy the Engage platform through posts on school websites that include materials and important links to standardize messaging for both students, parents, and employers</td>
<td>SOCHE/ Business/Trade Organizations</td>
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<td>2. 50% of schools utilize Engage and Career Connections Framework by May 30, 2023</td>
<td>Ensure job descriptions and Career Connections Framework are reflected in coursework</td>
<td>Engage platform for career development and engagement</td>
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<td>3. 50% engage with industry - In Progress</td>
<td>Utilize the Engage platform which houses information on K-12 workforce pathways as well as how to connect with schools for engagement</td>
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**Timeframe**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Industry</th>
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<tr>
<td>4Q 2023</td>
<td>2Q 2023</td>
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**Strategic Plan**

1. **Schools**
   - Partner with SOCHE for assistance with student career engagement
   - Identify companies in close proximity to each school for partnership in career engagement

2. **Industry**
   - Utilize the Engage platform for career development and engagement
   - Utilize the career engagement form on Engage to partner with schools in the region
   - Work with Trade Associations to engage with schools and utilize a sustainable process to build workforce

3. **Schools**
   - Collect baseline data on industry opportunities with Transeo
   - Establish committees in 5 Trade Associations

4. **Industry**
   - We are currently developing and deploying a promotion campaign
   - We are in progress to reach 1,200 students this school year

**Responsibility**

- **Schools**
  - MCESC/All Districts
  - SOCHE/ Business/Trade Organizations

- **Industry**
  - SOCHE/ Business/Trade Organizations

**Metric**

- **Schools**
  - 50% of schools link to Engage on their websites by May 30, 2023 - In Progress (34%)
  - 50% of schools utilize Engage and Career Connections Framework by May 30, 2023

- **Industry**
  - Collect baseline data on industry opportunities with Transeo
  - Establish committees in 5 Trade Associations

**Timeframe**

- **Schools**
  - 4Q 2023
  - 2Q 2023

- **Industry**
  - 2Q 2023

**Industry Engagement**

- **Schools**
  - MCESC/All Districts
  - SOCHE/ Business/Trade Organizations

- **Industry**
  - SOCHE/ Business/Trade Organizations

**Strategy**

1. Continue adoption and deployment of the Engage platform to educate students, parents, and industry and promote occupational opportunities
2. Promote and continue to build additional job descriptions and Career Connections Framework to student learning outcomes in key industries
3. Establish partnerships which will provide opportunities to engage students
4. Increase the # of students who participate in career engagement opportunities

**Industries must** engage in meaningful partnerships and invest in opportunities for students to have career experiences while they are in school.

**Schools must** provide flexibility in schedules to allow students to participate in career experiences.
### Policy and Advocacy

A statewide approach is critical in addressing the needs of an ever changing workforce landscape.

**Schools must** inform policymakers on the needs and challenges of K-12 partners. **Industry must** inform policymakers on the specific needs of our future workforce.

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| 1. Create a policy agenda to guide our efforts for the 2022-2023 school year | **Schools**  
- To provide on the ground observations as it pertains to workforce development policy for schools | All districts | Create an initial agenda with key policy priorities for Q2 2023 | • Creation of a policy agenda  
- In Progress  
• Identification of 2 to 3 key policy priorities  
- In Progress |
|  | **Industry**  
- To provide feedback on workforce needs and possible policy and legislative language changes | Chamber/Industry Orgs/BBB/DDC | | |
| 2. Examine and recommend changes to policies to address our state’s digital divide and online access issues | **Schools**  
- Remediate barriers to credential and degree completion with local, state, and federal resources available | All districts | 2Q 2023 | • Successfully map online learning access and barrier to virtual learning in our region  
- In Progress |
|  | **Industry**  
- Highlight possible public/private partnerships | Chamber/Industry Orgs/BBB/DDC | | |
| 3. Explore policies specifically aimed at offering more work-based learning opportunities for K-12 students | **Schools**  
- Partner with employers to create high quality work-based learning experiences | All districts | 2Q 2023 | • Define draft incentives/policies  
- In Progress |
|  | **Industry**  
- Identify pragmatic incentives and policies to increase employer participation in work-based learning opportunities | Chamber/Industry Orgs/BBB/DDC | | |
| 4. Improve tracking and access to community workforce data | **Schools**  
- Define what datasets would help build capacity for schools to understand if equity or opportunity gaps exist  
- Where equity gaps exist, define strategies to close those identified gaps | All districts | 2Q 2023 | • Define strategies to identify important workforce data  
- In Progress  
• Provide access to relevant data  
- In Progress |
|  | **Industry**  
- Explore, measure, and disaggregate college credit attainment, industry recognized credential attainment, and Ohio means jobs readiness seal attainment | Chamber/Industry Orgs/BBB/DDC | | |
**Educator Engagement**

Educators are well-positioned to guide our students on a path toward career success if they have the training, curriculum tools and support from industry to increase their own awareness, knowledge and skills to support students’ career planning.

**Schools must** provide opportunities for educators to connect to careers and curriculum designed to give students experiences to help them design plans after high school.

**Industry must** invest time and resources in our region’s career connections work while acknowledging the challenges educators face.

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<tr>
<td><strong>1. Align existing programs and resources to meaningfully meet the ODE career connections requirements</strong></td>
<td>Determine and Promote MCESC BAC Operational Definitions of Work-Based Learning</td>
<td>Educator Engagement Team, with ODE Representative</td>
<td>May 2023 focus on CS, Healthcare, and Adv Manufacturing</td>
<td>• Measured by awareness of School Career Connections Survey - In Progress</td>
</tr>
<tr>
<td></td>
<td>Provide and support the implementation of Work-Based Learning Resources (Guidance documents, OMJ readiness seal, pre-apprenticeships, job shadowing, etc.)</td>
<td>Educator Engagement Team, with ODE Representative</td>
<td>May 2023 focus on CS, Healthcare, and Adv Manufacturing</td>
<td>• # of districts receiving support - Currently Assessing</td>
</tr>
<tr>
<td></td>
<td>Share examples of Career Connections at Career Champions meetings</td>
<td>MCESC Staff</td>
<td>Ongoing Qrty Meetings</td>
<td>• One Career Connection highlighted at each meeting - In Progress</td>
</tr>
<tr>
<td></td>
<td>Utilize an adaptable career connections planning tool for districts that identifies requirements by band, aligns available resources, and identifies gaps</td>
<td>Educator Engagement Team</td>
<td>2022-2023 focus on CS, Healthcare, and Adv Manufacturing</td>
<td>• Create a guide highlighting BAC member districts’ utilization of these tools - In Progress</td>
</tr>
<tr>
<td><strong>Industry</strong></td>
<td>Partner with schools to help plug identified gaps with industry-relevant opportunities (speakers, tours, lunches, projects, etc)</td>
<td>TBD as gaps are identified</td>
<td>2022-2023 focus on CS, Healthcare, and Adv Manufacturing</td>
<td>• Partner with 100% of districts in a one on one meeting to discuss industry-relevant opportunities- In Progress</td>
</tr>
<tr>
<td><strong>2. Utilize data to drive decision and increase career readiness across the educational continuum</strong></td>
<td>Share Learn to Earn Indicators, Career Readiness Survey Data, and Snapshot Data with Career Champions, Counselors, Building Admin, MVRCD, Teachers</td>
<td>MCESC/L2ED Staff &amp; Educator Engagement Team</td>
<td>Annually</td>
<td>• Host professional learning around state’s new data portal- In Progress</td>
</tr>
<tr>
<td></td>
<td>Meet with five districts to review their career connections related data and brainstorm potential areas of collaboration</td>
<td></td>
<td></td>
<td>• Meet with 5 districts - In Progress</td>
</tr>
<tr>
<td></td>
<td>Explore new ways to leverage statewide data portal</td>
<td></td>
<td></td>
<td>• 75% of districts reporting use of data walks - In Progress</td>
</tr>
</tbody>
</table>
### Educator Engagement continued

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Responsibility</th>
<th>Timeframe</th>
<th>Metric</th>
</tr>
</thead>
</table>
| 3. Expand authentic experiences and activities connected to careers | **Schools** | Leverage and promote career activities and tasks that align with content standards (technical and employability skills) | All districts, MCESC staff | 2022-2023 academic year | - 1,508 career connection experiences  
Track # of schools implementing K-5 career connections - In Progress |
| | | Promote careers within each Industry Cluster, by generating resources and activities for one week’s worth of programming for each cluster | All districts, MCESC staff | 2022-2023 academic year | - Creation of (1) week of programming for each cluster - In Progress |
| | | Host quarterly Career Champions/Counselors Meetings with Industry Tours | All districts, MCESC staff | 2022-2023 academic year | - Host 4 quarterly meetings - In Progress |
| | | Host Teacher Industry Experience | All districts, MCESC staff | 2022-2023 academic year | - Host 4 teacher industry experiences - In Progress |
| | **Industry** | Attend focus groups to develop career activity ideas and identify career alignment with content standards Host Industry Tours and Experiences | Chamber & Trade Orgs to identify key employers to participate | 2022-2023 academic year | - Track # of focus groups - In Progress |
| 4. Create plug and play structural course alignment options for workforce sectors | **Schools** | Host Career Pathway Design Labs | MCESC & L2ED in coordination with the Educator Engagement Team | 2022-2023 academic year | - 4 Career Pathway Design Labs held  
Track # of pre-apprenticeships/apprenticeships - In Progress |
| | **Industry** | Partner with schools in the Career Pathway Design Lab process | Chamber, Trade Orgs & Key business leads in identified pathways | 2022-2023 academic year | - Name of partners participating - In Progress |
Index

21 Computer Science Regional Pathway Model
23 Health Science Regional Pathway Model
25 Advanced Manufacturing Regional Pathway Model
27 Elementary Educator Regional Pathway Model
Regional pathway models support the alignment of stakeholders including employers, higher education, K–12, and workforce, to ensure pathways prepare young people for careers with family-supporting wages and build a robust talent pipeline for employers. Pathway models demonstrate a vision from 8th grade to career including high school coursework, college and career preparation activities, potential postsecondary programs, and in-demand jobs in the regional labor market. This is a living document that will need to be updated regularly to reflect current education programs and workforce needs.

Academic Coursework

This general coursework is recommended for all students in the IT/computer science pathway.

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>Foundational IT/CompSc</td>
<td>Strategic CCP Course such as:</td>
<td>Strategic CCP Course such as:</td>
</tr>
<tr>
<td>Networking Programming</td>
<td>or CCP Course as:</td>
<td>– CIS 1107–Introduction to Operating Systems</td>
<td>– CIS 1140–Information Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– BIS 1120–Introduction to Software Applications</td>
<td>Analysis and Design</td>
</tr>
<tr>
<td>English</td>
<td>Grade 8 English</td>
<td>English I</td>
<td>English IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English II</td>
<td>+ ENG 1101–English Composition I</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Trigonometry/Calculus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAT 1470–College Algebra</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science</td>
<td>Biology</td>
<td>US Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
<td></td>
</tr>
</tbody>
</table>

College and Career Preparation

These additional activities support students in preparing for both college and career. Work-based learning enables students to apply their academic learning in a real-world setting. Advising supports students in making decisions that align best with their strengths and future goals. Competencies describe the technical skills students need for a successful career in information technology and computer science.

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration:</td>
<td>Career Planning:</td>
<td>Career Planning:</td>
<td>Career Planning:</td>
</tr>
<tr>
<td>• Career Adventures</td>
<td>• Job Shadow</td>
<td>• Internship</td>
<td>• Internship</td>
</tr>
<tr>
<td>Course—IT</td>
<td>• HR Interview</td>
<td>• Career Fair</td>
<td>• Career Fair</td>
</tr>
<tr>
<td>• Work-Site Tours</td>
<td>• Virtual Pathway</td>
<td>• Mock Interview</td>
<td>• Mock Interview</td>
</tr>
<tr>
<td>• Power Lunches</td>
<td>Mentor</td>
<td>• Exposure to Related</td>
<td>• Exposure to Related Software</td>
</tr>
<tr>
<td>• Pathway Fairs</td>
<td>• Resume Prep</td>
<td>Languages</td>
<td>Languages</td>
</tr>
<tr>
<td>Advising</td>
<td></td>
<td>• YouScience</td>
<td>Free Application for Federal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individualized College and</td>
<td>Student Aid (FAFSA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Plan (ICCP)</td>
<td>• Complete Ohio Means Jobs (OMJ)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Confirmation of Pathway</td>
<td>Readiness Seal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identification of Credentials and</td>
<td>• College and Career Signing Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College Options</td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td></td>
<td>• Revisit ICCP</td>
<td></td>
</tr>
</tbody>
</table>

User and Customer Support

Use understanding of the range of services and customer-focused approaches used to provide assistance and technical support in order to help users solve problems and implement solutions related to IT.

Principles of IT Systems and Concepts

Use understanding of fundamental IT concepts, systems, platforms, and tools to understand the common roles and career trajectories of IT professionals.

Principles of Data and Documentation

Use understanding of numerical sequencing, information flow, data, and record keeping in order to understand the role of technology in converting data into organized content and maintaining accurate records.

Logic and Fundamentals of Computer Languages

Use understanding of how computer languages communicate to build basic mobile and web applications.

Principles of Software

Use understanding of designing, writing, testing, and maintaining source code of computer program to manage, maintain, and edit software.

Word Processing, Spreadsheet, and Presentation Software

Use understanding of Microsoft Office and Google Suite to create written documents, organize data, and develop visual presentations.

Security, Compliance, and Risk Management

Use understanding of malware, firewall, IDS, and legal or regulatory requirements to recognize basic threats to networked computers and ensure procedures are in place for compliance.

Routing and Network Configurations

Use understanding of common networking protocols to explain the purpose of routing, monitoring, and network configurations.

Servers and Storage

Use understanding of data backup systems to store and recover information.

Fundamentals of Cloud Computing and Virtualization

Use understanding of the features, benefits, and concepts of virtualization to differentiate among types of cloud services.
Selected Postsecondary Options

The selected postsecondary credentials in IT/computer science are based on program options and transfer agreements at Sinclair Community College. Some education paths have credentials that easily stack or build from the previous credential, while others are not as easily stackable. Stackable credentials can help an individual progress in their career pathway or move up a career ladder to different or higher paying jobs. Within the fields of IT and computer science, a particular education credential can prepare students for a variety of occupations.

<table>
<thead>
<tr>
<th>Potential Initial Credential</th>
<th>Stackable Credentials</th>
<th>Typical Occupational Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Information Technology</strong></td>
<td>- CompTIA A+&lt;br&gt;- CompTIA IT Fundamentals+&lt;br&gt;- Network+&lt;br&gt;- MTA&lt;br&gt;- CCENT&lt;br&gt;- CompTIA A+&lt;br&gt;- MTA&lt;br&gt;- CompTIA A+&lt;br&gt;- CompTIA A+&lt;br&gt;- OCAJ</td>
<td><strong>Computer Information Systems—User Support Associate of Applied Science</strong>&lt;br&gt;Students eligible to take the following certification exams: A+, Network+, Security+, MCSA Exam TestOut Client Pro&lt;br&gt;<strong>Computer Information Systems—Network Engineering Associate of Applied Science</strong>&lt;br&gt;Students eligible to take the following certification exams: CCNA, Security+, A+, MCSA Exam TestOut Server Pro 2016: Install and Storage*&lt;br&gt;* This credential is connected to an optional elective course, students need to take that specific elective in order to take the certification exam.</td>
</tr>
<tr>
<td><strong>Cybersecurity: Prevention and Investigation Technology</strong></td>
<td>- CompTIA IT Fundamentals+&lt;br&gt;- Network+&lt;br&gt;- MTA&lt;br&gt;- CompTIA A+&lt;br&gt;- MTA&lt;br&gt;- CompTIA A+&lt;br&gt;- CompTIA A+&lt;br&gt;- OCAJ</td>
<td><strong>Computer Information Systems—Secure System Administration Associate of Applied Science</strong>&lt;br&gt;Students eligible to take the following certification exams: Network+, Linux+, Security+, MCSA Exam TestOut Server Pro 2016: Install and Storage, MCSA Exam TestOut Server Pro 2016: Networking, MCSA Exam TestOut Server Pro 2016: Identity, Securing Windows Network Environment 2016 Exam</td>
</tr>
<tr>
<td><strong>Guided Transfer</strong></td>
<td>- CompTIA IT Fundamentals+&lt;br&gt;- Network+&lt;br&gt;- MTA&lt;br&gt;- CompTIA A+&lt;br&gt;- CompTIA Security+</td>
<td><strong>Computer Science Associate of Science</strong></td>
</tr>
</tbody>
</table>

Selected Occupations, Wages, and Job Growth

The IT and computer science careers listed below are projected to grow in the region. The living wage ($23.16/hour) is from the MIT Living Wage Calculator for one adult and one child in Montgomery County in 2021. Note that all occupations included have median hourly earnings above a living wage, but that some jobs have a large pay range; this means that employees who have less experience, credentials, and skills can be paid significantly less than the median wage, which can be seen in the “Entry Level Wages” column. The last column shows national data on how many workers in these positions have a bachelor’s degree or higher, indicating that for some positions, a four-year degree is an important credential.

<table>
<thead>
<tr>
<th>Typical Job</th>
<th>Alternate Job Titles</th>
<th>Median Hourly Earnings</th>
<th>Entry Level Wages</th>
<th>Positions (2020)</th>
<th>Positions Percent</th>
<th>Typical Work Experience Required</th>
<th>Workers with a Bachelor’s or Higher*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Developers</td>
<td>• Application Developers&lt;br&gt; • Systems Engineer</td>
<td>$44.13</td>
<td>$26.68</td>
<td>5,561</td>
<td>646</td>
<td>12%</td>
<td>None</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>• Information Technology Analyst</td>
<td>$42.09</td>
<td>$26.36</td>
<td>1,740</td>
<td>127</td>
<td>7%</td>
<td>None</td>
</tr>
<tr>
<td>Computer and Information Systems Managers</td>
<td>• Application Development&lt;br&gt; • Director IT Director</td>
<td>$63.86</td>
<td>$41.01</td>
<td>943</td>
<td>92</td>
<td>10%</td>
<td>5+ Years</td>
</tr>
<tr>
<td>Computer User Support Specialists</td>
<td>• Desktop Support Technician&lt;br&gt; • Help Desk Analyst</td>
<td>$25.39</td>
<td>$15.82</td>
<td>2,129</td>
<td>71</td>
<td>3%</td>
<td>None</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>• Information Security Officer&lt;br&gt; • Network Security Analyst</td>
<td>$47.61</td>
<td>$27.32</td>
<td>373</td>
<td>65</td>
<td>17%</td>
<td>Less Than 5 Years</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>• Network Administrator&lt;br&gt; • Systems Administrator</td>
<td>$37.41</td>
<td>$23.56</td>
<td>955</td>
<td>27</td>
<td>3%</td>
<td>None</td>
</tr>
<tr>
<td>Computer Network Architects</td>
<td>• Network Analyst&lt;br&gt; • Network and Security Engineer</td>
<td>$43.36</td>
<td>$28.72</td>
<td>293</td>
<td>23</td>
<td>8%</td>
<td>5+ Years</td>
</tr>
<tr>
<td>Web Developers</td>
<td>• Web Designer&lt;br&gt; • Webmaster</td>
<td>$38.45</td>
<td>$21.03</td>
<td>750</td>
<td>6</td>
<td>1%</td>
<td>None</td>
</tr>
</tbody>
</table>

*National data

This document was developed by JFF, Learn to Earn Dayton, and the Montgomery County ESC. Special thanks to Sinclair Community College and the Technology First Workforce Committee for your feedback and contributions.
Montgomery County Health Science Pathway

Regional pathway models support the alignment of stakeholders including employers, higher education, K-12, and workforce, to ensure pathways prepare young people for careers with family-supporting wages and build a robust talent pipeline for employers. Pathway models demonstrate a vision from 8th grade to career including high school coursework, college and career preparation activities, potential postsecondary programs, and in-demand jobs in the regional labor market. This is a living document that will need to be updated regularly to reflect current education programs and workforce needs.

Academic Coursework
This general coursework is recommended for all students in the health science pathway.

<table>
<thead>
<tr>
<th>Career Focused Courses</th>
<th>English</th>
<th>Math</th>
<th>History</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>Grades 9 and 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
<td></td>
</tr>
<tr>
<td>Health Science and Technology</td>
<td>Foundational Health Science or CCP Course such as: ALH 1101–Introduction to Healthcare Delivery</td>
<td>Strategic CCP Course such as: HIM 1101–Medical Terminology</td>
<td>Strategic CCP Course such as: PSY 1100–General Psychology</td>
<td></td>
</tr>
<tr>
<td>Grade 8 English</td>
<td>English I, English II</td>
<td>English III</td>
<td>English IV</td>
<td></td>
</tr>
<tr>
<td>ENG 1101–English Composition</td>
<td>COM 2206–Interpersonal Communication</td>
<td>COM 2206–Interpersonal Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 Math or Algebra I</td>
<td>Algebra I, Geometry</td>
<td>Algebra II</td>
<td>Trigonometry/Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 1470–College Algebra</td>
<td>MAT 1470–College Algebra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
<td>US History</td>
<td></td>
</tr>
</tbody>
</table>

College and Career Preparation
These additional activities support students in preparing for both college and career. Work-based learning enables students to apply their academic learning in a real-world setting. Advising supports students in making decisions that align best with their strengths and future goals. Competencies describe the technical skills students need for a successful career in the health sciences.

<table>
<thead>
<tr>
<th>Work-Based Learning</th>
<th>Advising</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>Grades 9 and 10</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Career Exploration:</td>
<td>Career Planning:</td>
<td>Career Planning:</td>
</tr>
<tr>
<td>• Career Adventures Course—Healthcare</td>
<td>• Job Shadow</td>
<td>• Internship</td>
</tr>
<tr>
<td>• Work-Site Tours</td>
<td>• HR Interview</td>
<td>• Career Fair</td>
</tr>
<tr>
<td>• Power Lunches</td>
<td>• Virtual Pathway Mentor</td>
<td>• Mock Interview</td>
</tr>
<tr>
<td>• Pathway Fairs</td>
<td>• Resume Prep</td>
<td></td>
</tr>
</tbody>
</table>

Advising
• YouScience
  • Individualized College and Career Plan (ICCP)
  • Confirmation of Pathway
  • Identification of Credentials and College Options
  • Revisit ICCP

• Employability Skills
  • Computer Applications, Records, and Data Recording
  • Professional Working Environments
  • Healthcare Rules and Regulations
  • Healthcare Industry Ethics
  • Healthcare Confidentiality

Health Science Technical Competencies
- Computer Applications, Records, and Data Recording
  Use understanding of keyboarding, data entry, and word processing to accurately record information on health technology systems.
- Professional Working Environments
  Use understanding of the importance of a sequence of tasks, cross-functional working environments, and professional communication to successfully work as part of a team.
- Healthcare Rules and Regulations
  Use understanding of basic laws and regulations (Patient Bill of Rights, CLIA, EMVACA, OSHA, etc.) to meet accreditation standards and obey the law.
- Healthcare Industry Ethics
  Use understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.
- Healthcare Confidentiality
  Use understanding of HIPAA in order to adhere to legal requirements and maintain confidentiality.
- Medical Terminology
  Use understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.
- Customer Service and Patient Focus
  Use understanding of communication, active listening, and conflict resolution to identify and meet the needs of a patient or customer.
- Healthcare Safety Systems and Environment
  Use understanding of health and safety procedures and protocols to ensure a safe, secure, and healthy work environment.
- Health Professional Licensure
  Use understanding of appropriate industry education requirements, licensure, and certification to ensure adherence to regulations that guide service delivery.
- Healthcare Sanitation
  Use understanding of health cleanliness regulations and sanitation procedures to ensure that healthcare facilities and tools meet standards for cleanliness.
**Selected Postsecondary Options**

The selected postsecondary credentials in health science are based on program options and transfer agreements at Sinclair Community College. Some education paths have credentials that easily stack or build from the previous credential, while others are not as easily stackable. Stackable credentials can help an individual progress in their career pathway or move up a career ladder to different or higher paying jobs.

<table>
<thead>
<tr>
<th>Potential Initial Credential</th>
<th>Stackable Credentials</th>
<th>Typical Occupational Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiographer</td>
<td>Associate of Applied Science in Radiologic Technology—students eligible to take the ARRT exam</td>
<td>Radiologic Technician</td>
</tr>
<tr>
<td>State Tested Nurse Aide (STNA)</td>
<td>Bachelor of Science in Respiratory Care</td>
<td>Respiratory Therapist</td>
</tr>
<tr>
<td>Certified Dental Assistant</td>
<td>Associate of Applied Science in Dental Hygiene—students eligible to take state board exams and apply for state licensing</td>
<td>Dental Hygienist</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Tested Nurse Aide (STNA)</td>
<td>Associate of Applied Science in Nursing (AAS) in Nursing—students eligible to take RN exam</td>
<td>Nurse</td>
</tr>
<tr>
<td>Licensed Practical Nurse (LPN)</td>
<td>Bachelor of Science in Nursing (BSN)</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td><strong>Guided Transfer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(pre-med, pre-dentistry, or other advanced degree track)</td>
<td>State Tested Nurse Aide (STNA)</td>
<td>Physician (Doctor or Dentist)</td>
</tr>
</tbody>
</table>

**Selected Occupations, Wages, and Job Growth**

The health science careers listed below are projected to grow in the region. The living wage ($23.16/hour) is from the MIT Living Wage Calculator for one adult and one child in Montgomery County in 2021. Note that some jobs in the table do not pay a living wage and do not easily stack to further credentials, making economic advancement difficult.

<table>
<thead>
<tr>
<th>Typical Job</th>
<th>Pays Living Wage ($23.16)</th>
<th>Median Hourly Earnings</th>
<th>Preferred Education</th>
<th>Stackable Credential</th>
<th>Positions (2020)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Health and Personal Care Aides</td>
<td>No</td>
<td>$11.33</td>
<td>Short-Term Home Health Aide Certificate</td>
<td>Not typically stackable</td>
<td>3,458</td>
<td>25%</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td></td>
<td>$16.53</td>
<td>Medical Assistant Technology (AAS)</td>
<td></td>
<td>1,701</td>
<td>25%</td>
</tr>
<tr>
<td>Emergency Medical Technicians and Paramedics</td>
<td></td>
<td>$16.53</td>
<td>Emergency Medical Services (AAS)</td>
<td></td>
<td>502</td>
<td>32%</td>
</tr>
<tr>
<td>Phlebotomists</td>
<td></td>
<td>$16.85</td>
<td>Short-Term Phlebotomy Certificate</td>
<td></td>
<td>742</td>
<td>19%</td>
</tr>
<tr>
<td>Medical and Health Services Managers</td>
<td>Yes</td>
<td>$47.22</td>
<td>Health Information Management/ Administration (BS)</td>
<td>Health Administration (MS)</td>
<td>808</td>
<td>14%</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td></td>
<td>$28.60</td>
<td>Respiratory Care (AAS)</td>
<td>Respiratory Care (BS)</td>
<td>584</td>
<td>12%</td>
</tr>
<tr>
<td>Radiologic Technicians</td>
<td></td>
<td>$28.24</td>
<td>Radiographic Technology (AAS)</td>
<td>Radiation Science Technology (BS)</td>
<td>626</td>
<td>7%</td>
</tr>
<tr>
<td>Diagnostics Medical Sonographers</td>
<td></td>
<td>$35.77</td>
<td>Diagnostic Medical Sonography (AAS)</td>
<td>Diagnostic Medical Sonography (BS)</td>
<td>284</td>
<td>14%</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td></td>
<td>$34.00</td>
<td>Dental Hygiene (AAS)</td>
<td>Expanded Function Dental Auxiliary (EFDA) License</td>
<td>644</td>
<td>3%</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>Yes</td>
<td>$32.61</td>
<td>Nursing (BS)</td>
<td>Nursing (MS)</td>
<td>10,190</td>
<td>6%</td>
</tr>
<tr>
<td>Nurse Practitioners</td>
<td></td>
<td>$51.02</td>
<td>Nursing (MS)</td>
<td>Terminal degree for this occupation</td>
<td>672</td>
<td>26%</td>
</tr>
<tr>
<td>Physicians</td>
<td>Yes</td>
<td>$101.08</td>
<td>Doctor of Medicine (MD)</td>
<td>Terminal degree for this occupation</td>
<td>1,220</td>
<td>12%</td>
</tr>
</tbody>
</table>

This document was developed by JFF, Learn to Earn Dayton, and the Montgomery County ESC. Special thanks to the Greater Dayton Area Hospital Association (GDAHA) Education Subcommittee and Sinclair Community College for your feedback and contributions.
Montgomery County
Advanced Manufacturing Pathway

Regional pathway models support the alignment of stakeholders including employers, higher education, K–12, and workforce, to ensure pathways prepare young people for careers with family-supporting wages and build a robust talent pipeline for employers. Pathway models demonstrate a vision from 8th grade to career including high school coursework, college and career preparation activities, potential postsecondary programs, and in-demand jobs in the regional labor market. This is a living document that will need to be updated regularly to reflect current education programs and workforce needs.

Academic Coursework
This general coursework is recommended for all students in the advanced manufacturing pathway.

<table>
<thead>
<tr>
<th>Career Focused Courses</th>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grade 8 English</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
</tr>
<tr>
<td>Math</td>
<td>Grade 8 Math or Algebra I</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
</tr>
<tr>
<td>History</td>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
<td>US Government</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
</tbody>
</table>

College and Career Preparation
These additional activities support students in preparing for both college and career. Work-based learning enables students to apply their academic learning in a real-world setting. Advising supports students in making decisions that align best with their strengths and future goals. Competencies describe the technical skills students need for a successful career in advanced manufacturing.

<table>
<thead>
<tr>
<th>Work-Based Learning</th>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration:</td>
<td>• Workforce Sector Course—Advanced Manufacturing</td>
<td>• Job Shadow</td>
<td>• Internship</td>
<td>• Internship</td>
</tr>
<tr>
<td></td>
<td>• Work-Site Tours</td>
<td>• HR Interview</td>
<td>• Career Fair</td>
<td>• Career Fair</td>
</tr>
<tr>
<td></td>
<td>• Power Lunches</td>
<td>• Virtual Pathway Mentor</td>
<td>• Mock Interview</td>
<td>• Mock Interview</td>
</tr>
<tr>
<td></td>
<td>• Pathway Fairs</td>
<td>• Resume Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>• YouScience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Individualized College and Career Plan (ICCP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Confirmation of Pathway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identification of Credentials and College Options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Revisit ICCP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Financial Literacy Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• College Application Prep Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Industry Recognized Credential Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Free Application for Federal Student Aid (FAFSA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete Ohio Means Jobs (OMJ) Readiness Seal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• College and Career Signing Day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Manufacturing Competencies

- **Equipment Safety**
  - Students can use their understanding of equipment usage, practices, and procedure to maintain a healthy, safe, and secure work environment.

- **Manufacturing Environment**
  - Students can use their understanding of workstations, tools, and equipment operations to safely navigate a manufacturing environment.

- **Personal Health and Safety**
  - Students can use their understanding of personal safety and environmental regulations to comply with local, federal, and company health/safety demands.

- **Spatial Reasoning**
  - Students can use their understanding of objects in relation to one another to understand three-dimensional imaging.

- **Process, Design, and Development**
  - Students can use their understanding of technical drawings and schematics to complete the design and development process.

- **Installation**
  - Students can use their understanding of tools to assemble and disassemble simple tools.

- **Customer Focus**
  - Students can use their understanding of communication and project management to understand client needs and complete projects accordingly.

- **Quality Assurance and Continuous Improvement**
  - Students can use their understanding of product and process to meet quality systems requirements as defined by customer specifications.

- **Digital Manufacturing**
  - Students can use their understanding of digital manufacturing tools and computer-based programs to complete the development and design for implementation processes.

- **Supply Chain Logistics**
  - Students can use their understanding of materials, supplies, and internal systems to plan and monitor movement and storage of materials and products.
The advanced manufacturing careers listed below are projected to have job openings over the next five years in the region. The living wage ($28.66/hour) is from the MIT Living Wage Calculator for one adult and one child in Montgomery County in 2022. Like all industries, many high-wage jobs in advanced manufacturing require a bachelor’s degree or beyond. However, there are a few jobs below that don’t require a four-year degree and pay over $20/hour. In manufacturing, there are few defined career advancement opportunities, but one such opportunity is moving into a managerial/supervisory role. The last column in the table shows the occupation’s risk of being affected by automation, a factor to consider as individuals plan for their careers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Engineers</td>
<td>Yes</td>
<td>$53.67</td>
<td>$42.73</td>
<td>1,388</td>
<td>87</td>
<td>-2%</td>
<td>Bachelor’s degree</td>
<td>No</td>
</tr>
<tr>
<td>Software Developers and Software Quality Assurance Analysts and Testers</td>
<td>Yes</td>
<td>$44.13</td>
<td>$26.68</td>
<td>5,640</td>
<td>482</td>
<td>11%</td>
<td>Bachelor’s degree</td>
<td>No</td>
</tr>
<tr>
<td>Mechanical Engineers</td>
<td>Yes</td>
<td>$43.37</td>
<td>$34.38</td>
<td>1,213</td>
<td>79</td>
<td>4%</td>
<td>Bachelor’s degree</td>
<td>No</td>
</tr>
<tr>
<td>Industrial Engineers</td>
<td>Yes</td>
<td>$38.47</td>
<td>$31.96</td>
<td>1,114</td>
<td>85</td>
<td>8%</td>
<td>Bachelor’s degree</td>
<td>No</td>
</tr>
<tr>
<td>Electrical and Electronics Repairers</td>
<td>Yes</td>
<td>$31.38</td>
<td>$28.24</td>
<td>78</td>
<td>7</td>
<td>6%</td>
<td>Postsecondary certificate</td>
<td>No</td>
</tr>
<tr>
<td>Supervisors/Managers</td>
<td>Yes</td>
<td>$30.77</td>
<td>$24.53</td>
<td>2,052</td>
<td>190</td>
<td>2%</td>
<td>High school diploma or equivalent</td>
<td>No</td>
</tr>
<tr>
<td>Machinist/CNC Machinist</td>
<td>No</td>
<td>$23.20</td>
<td>$17.88</td>
<td>2,050</td>
<td>206</td>
<td>4%</td>
<td>High school diploma or equivalent</td>
<td>Yes</td>
</tr>
<tr>
<td>Welders, Cutters, Solderers, and Brazers</td>
<td>No</td>
<td>$20.89</td>
<td>$17.72</td>
<td>663</td>
<td>82</td>
<td>8%</td>
<td>High school diploma or equivalent</td>
<td>Yes</td>
</tr>
<tr>
<td>Maintenance Repair Workers</td>
<td>No</td>
<td>$19.80</td>
<td>$16.09</td>
<td>3,277</td>
<td>320</td>
<td>0%</td>
<td>High school diploma or equivalent</td>
<td>Yes</td>
</tr>
<tr>
<td>Inspector/Quality Assurance Auditor</td>
<td>No</td>
<td>$18.93</td>
<td>$16.21</td>
<td>1,855</td>
<td>196</td>
<td>-6%</td>
<td>High school diploma or equivalent</td>
<td>Yes</td>
</tr>
</tbody>
</table>

This document was developed by JFF, Learn to Earn Dayton, and the Montgomery County ESC. Special thanks to Sinclair Community College, Hobart Institute of Welding Technology, and the Dayton Region Manufacturers Association for their feedback and contributions.
Montgomery County Elementary Educator Pathway

Regional pathway models support the alignment of stakeholders including employers, higher education, K-12, and workforce, to ensure pathways prepare young people for careers with family-supporting wages and build a robust pipeline for employers. Pathway models demonstrate a vision from 8th grade to career including high school coursework, college and career preparation activities, potential postsecondary programs, and in-demand jobs in the regional labor market. This is a living document that will need to be updated regularly to reflect current education programs and workforce needs.

Academic Coursework
This general coursework is recommended for all students in the Education pathway.

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Focused Courses</strong></td>
<td></td>
<td><strong>College Credit Plus (CCP) courses apply to a broad range of postsecondary programs in education. The credits apply to both high school and postsecondary requirements, saving students time and money.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Grade 8 English</td>
<td>English II</td>
<td><strong>EDU 1100 - Introduction to Education</strong></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Grade 8 Math/Algebra</td>
<td>Algebra I/Geometry</td>
<td><strong>ENG 1201 - English Composition II</strong></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>World History</td>
<td>HIS 1101* - US History</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Physical Science</td>
<td>Biology</td>
<td>Physics</td>
</tr>
</tbody>
</table>

*Miami University students replace with HIS 1112: Western Civilization **Optional

College and Career Preparation
These additional activities support students in preparing for both college and career. Work-based learning enables students to apply their academic learning in a real-world setting. Advising supports students in making decisions that align best with their strengths and future goals. Competencies describe the skills and knowledge students need for a successful career in education career fields.

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work-Based Learning</strong></td>
<td></td>
<td><strong>Job Shadow</strong></td>
<td><strong>Job Shadow</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Job Shadow</strong></td>
<td><strong>Join Educator Rising/Participate in a Grow Your Own Program at your HS</strong></td>
<td><strong>Job Shadow</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Peer Tutoring</strong></td>
<td><strong>Summer work with childcare, tutoring, student programs, etc.</strong></td>
<td><strong>Job Fair</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Financial Literacy Course</strong></td>
<td><strong>Mock Interview</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ohio Means Jobs Readiness Seal</strong></td>
<td><strong>Participate in Educator Rising/Participate in a Grow Your Own Program at your HS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>College Application Prep Work</strong></td>
<td><strong>Summer work with childcare, tutoring, student programs, coaching, etc.</strong></td>
</tr>
<tr>
<td><strong>Advising</strong></td>
<td></td>
<td><strong>Financial Literacy Course</strong></td>
<td><strong>Complete FAFSA</strong></td>
</tr>
<tr>
<td></td>
<td><strong>YouScience</strong></td>
<td><strong>Identify content area and grade level of interest for teaching license</strong></td>
<td><strong>Complete College Application</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ethics in Education</strong></td>
<td><strong>Complete Ohio Means Jobs Readiness Seal</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Technology Competencies</strong></td>
<td><strong>College and Career Signing Day</strong></td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td></td>
<td><strong>Ethics in Education</strong></td>
<td><strong>Individual specialization in grades and subjects of interest</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Employability Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CPR &amp; First Aid Certification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Competencies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Written Communications:*
The ability to identify, clearly state, and convey a goal to the reader.

*Verbal Communication:*
The ability to deliver and understand verbally transmitted information quickly and accurately.

*Organization:*
The ability to manage many tasks: planning lessons, delivering instruction, scheduling, maintaining records, prioritization, and collaboration.

*Social Awareness:*
The ability to understand and empathize with the perspectives of others, including those from diverse backgrounds, cultures, and contexts.

*Relationship Skills:*
The ability to establish and maintain healthy and supportive relationships and to navigate settings with a broad spectrum of individuals and groups.

*Responsible Decision Making:*
The ability to make caring and constructive choices about personal behavior and social interactions across various situations.

*Child Development:*
Understand the sequence of physical, intellectual, language, and emotional changes that occur in a child from birth to young adulthood.

*Technology Competencies:*
The ability to perform and adapt core technology functions necessary for the classroom and functions within an educational setting.

*Educational Professional Licensure:*
Use understanding of appropriate education requirements, licensure, and certification to obtain appropriate credentials.

*Ethics in Education:*
Understand the value of educational integrity and the responsibility inherent in the profession of teaching.
**Selected Postsecondary Options**

The selected postsecondary credentials in the education pathway are based on transfer agreements at Sinclair Community College. Some education paths have credentials that easily stack or build from the previous credential, while others are not easily stackable. Credentials can help individuals document their progress in defined career pathways and help them measure their move up the career ladder into different or higher paying jobs.

<table>
<thead>
<tr>
<th>Professional Role</th>
<th>Initial Credential</th>
<th>Stackable Credentials</th>
<th>Typical Occupational Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Aide</td>
<td>Educational Aide Permit</td>
<td>• Associates degree or 48 semester hours at an accredited college or university</td>
<td>Educational Aide with ESEA endorsement</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Child Development Associate Credential (CDA), Ohio Administrator Credential (OCCRRA)</td>
<td>• Associates degree, Associate of Arts (AA) or Bachelor of Arts (BA) in Early Childhood Education (Non-Licensure) • Pre-Kindergarten License, Pre-Kindergarten Special Needs, Teaching English to Speakers of Other Languages (TESOL), Adapted Physical Education, Bilingual, Computer/Technology, Computer Science, Drama/Theater</td>
<td>• Pre-kindergarten Teacher • Lead Teacher at Childcare Center or Early Learning Center • Childcare Center Administrator</td>
</tr>
<tr>
<td>Elementary Teacher</td>
<td>Teaching License</td>
<td>• Bachelors Degree, Early Childhood Generalist License, • Primary (PK-5) License, Teaching English to Speakers of Other Languages (TESOL), Gifted Intervention Specialist, Drama/Theater, Computer Science, Computer/Technology, Bilingual, Adapted Physical Education</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Middle Childhood Education</td>
<td>Teaching License</td>
<td>• Bachelors Degree, • Middle Childhood Generalist Endorsements (LA, Math, Science, Social Studies), Teaching English to Speakers of Other Languages (TESOL), Gifted Intervention Specialist, Drama/Theater, Computer Science, Computer/Technology, Bilingual, Adapted Physical Education</td>
<td>Grades 4-9 Teacher</td>
</tr>
<tr>
<td>Adolescent Young Adult Education (AYA)</td>
<td>Teaching License</td>
<td>• Bachelors Degree, • Adolescent Young Adult (AYA) License, AYA Subject Endorsements, Teaching English to Speakers of Other Languages (TESOL), Gifted Intervention Specialist, Drama/Theater, Computer Science, Computer/Technology, Career Based Intervention, Bilingual, Adapted Physical Education</td>
<td>Grades 7-12 Teacher</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Two years of successful teaching experience under a standard teaching license, Master's Degree, Approved Preparation Program, or Alternative pathway</td>
<td>• Principal License, • Administrative Specialist License, • Superintendent License</td>
<td>• Assistant Principal, • Principal, • Dean of Students, • Superintendent, • Instructional Coordinator</td>
</tr>
</tbody>
</table>

Additional information about supplemental licensures can be found at the Ohio Department of Education website: https://education.ohio.gov/Topics/Teaching/Licensure/Supplemental-License/Supplemental-Teaching/License-for-Endorsement-Area

**Selected Occupations, Wages, and Job Growth**

The education careers listed below are projected to grow in the region. The living wage ($32.08 per hour) is from the MIT Living Wage Calculator for one adult and one child in Montgomery County in 2022. Those pursuing a career in public sector education may choose to explore the additional career benefits unique to the field such as retirement, healthcare, and leave. Note that some jobs in the table do not pay a living wage; however, degree and credential pathways exist in all professions and the following information documents the earning potential for different roles within education.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Job Summary</th>
<th>Entry-Level Education</th>
<th>2021 Median Pay</th>
<th>Median Hourly Earnings</th>
<th>Pays Living Wage ($32.08)</th>
<th>Expected Growth 2020-2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assistants</td>
<td>Teacher assistants work with a licensed teacher to give students additional attention and instruction.</td>
<td>Some college, no degree</td>
<td>$24,360</td>
<td>$16</td>
<td>No</td>
<td>9%</td>
</tr>
<tr>
<td>Preschool Teachers</td>
<td>Preschool teachers educate and care for children younger than age 5 who have not yet entered kindergarten.</td>
<td>Associate's degree</td>
<td>$38,210</td>
<td>$20</td>
<td>No</td>
<td>18%</td>
</tr>
<tr>
<td>Elementary School Teachers</td>
<td>Kindergarten and elementary school teachers instruct young students in basic subjects in order to prepare them for future schooling.</td>
<td>Bachelor's degree</td>
<td>$61,350</td>
<td>$41</td>
<td>Yes</td>
<td>7%</td>
</tr>
<tr>
<td>Middle School Teachers</td>
<td>Middle school teachers educate students typically in sixth through eighth grades.</td>
<td>Bachelor's degree</td>
<td>$61,320</td>
<td>$41</td>
<td>Yes</td>
<td>7%</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>High school teachers teach academic lessons and various skills that students will need to attend college and to enter the job market.</td>
<td>Bachelor's degree</td>
<td>$61,280</td>
<td>$41</td>
<td>Yes</td>
<td>8%</td>
</tr>
<tr>
<td>Career &amp; Technical Education Teachers</td>
<td>Career and technical education teachers instruct students in various technical and vocational subjects, such as auto repair, healthcare, and culinary arts.</td>
<td>Bachelor's degree</td>
<td>$61,160</td>
<td>$41</td>
<td>Yes</td>
<td>5%</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>Special education teachers work with students who have a wide range of learning, mental, emotional, and physical disabilities.</td>
<td>Bachelor's degree</td>
<td>$61,820</td>
<td>$42</td>
<td>Yes</td>
<td>8%</td>
</tr>
<tr>
<td>Elementary, Middle, &amp; High School Principals</td>
<td>Elementary, middle, and high school principals oversee all school operations, including daily school activities.</td>
<td>Master's degree</td>
<td>$98,490</td>
<td>$56</td>
<td>Yes</td>
<td>8%</td>
</tr>
<tr>
<td>Instructional Coordinators</td>
<td>Instructional coordinators oversee school curricula and teaching standards. They develop instructional material, implement it, and assess its effectiveness.</td>
<td>Master's degree</td>
<td>$63,740</td>
<td>$43</td>
<td>Yes</td>
<td>10%</td>
</tr>
<tr>
<td>Librarians &amp; Library Media Specialists</td>
<td>Librarians and library media specialists help people find information and conduct research for personal and professional use.</td>
<td>Master's degree</td>
<td>$61,190</td>
<td>$41</td>
<td>Yes</td>
<td>9%</td>
</tr>
<tr>
<td>School &amp; Career Counselors and Advisors</td>
<td>School counselors help students develop academic and social skills. Career counselors and advisors help people choose a path to employment.</td>
<td>Master's degree</td>
<td>$60,510</td>
<td>$41</td>
<td>Yes</td>
<td>11%</td>
</tr>
</tbody>
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*Living wage calculation based on one adult and one child in Montgomery County in August of 2022 from the MIT Living Wage Calculator (https://livingwage.mit.edu/counties/39113)
Montgomery County Business Advisory Council Participants

Thank you to the members of the Business Advisory Council. The group includes representatives from 25+ school districts, 7 in-demand industries, higher education, local government, local economic development organizations and other community partners.

To join the Council or to learn more about how your school or business can participate, contact Bryan Stewart, Workforce Director at Bryan.Stewart@MCESC.org.

All Service Plastic Molding
Associated Builders and Contractors, Ohio Valley
Better Business Bureau
Brookville Local Schools
CareSource
Carlisle Local Schools
Centerville City Schools
Construction Builders Association
CRG, Inc.
Dayton Area Chamber of Commerce
Dayton Area Logistics Association
Dayton Business Committee
Dayton Children's Hospital
Dayton Development Coalition
Dayton Metro Library
Dayton Region Manufacturers Association
Dayton Public Schools
Expedient Technology Solutions
Franklin City Schools
Greater Dayton Area Hospital Association
Hobart Institution of Welding Technology
Huber Heights City Schools
Jefferson Township Local Schools
Kettering City Schools
Kettering Health Network
Kings Local Schools
Learn to Earn Dayton
Lebanon City Schools
Libra Industries
Little Miami Local School District
Loveland City Schools
Mad River Local Schools
Miamisburg City Schools
Miami Valley Apprenticeship Coordinators Group
Miami Valley Career Technology Center
Miami Valley HR Association
Montgomery County
Montgomery County Educational Service Center
New Lebanon Local Schools
Northmont City Schools
Northridge Local Schools
Oakwood City Schools
PSA Airlines
Rush Transportation & Logistics
Shook Construction
Sinclair College
Southwestern Ohio Council for Higher Education
Springboro Community City School District
Technology First
Trotwood-Madison City Schools
Valley View Local Schools
Vandalia-Butler City Schools
Warren County Career Center
Warren County Educational Service Center
Wayne Local Schools
West Carrollton City Schools
Wright-Patterson Air Force Base

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