

Tomorrow's workers ... They are right here

Wouldn't it be better to track, in a more sophisticated manner, the performance of these most enthusiastic about their rental space could focus on a key driver of profitable growth not only return to rent again but also recognize their friends Enterprise's approach surprised customer satisfaction surveys aren't very useful long and complicated, yielding low response rates. Furthermore, they are rarely challenged by and senior executives, board members, and investors very seriously.

100%

69%

10%

May Jun Jul

Many people dream of having their own business. But if you want to be successful, you should be hard-working, ambitious, self-disciplined and obsessed with your goals. Running your own business can give you a lot of benefits. And it seems like you're not working for a boss for the rest of your life. If you want to be a successful businesswoman, you should be self-organized. It's not as easy as it sounds. As a businesswoman, you should be self-organized. It's not as easy as it sounds. You need many skills, know how to organize your time and to communicate effectively with all types of people. You also need a lot of patience in order to achieve your goals. And you should be strong enough to take responsibility for your actions. As a kid, I used to dream that I would make a lot of money when got older, but now I realize that I don't have all the needed qualities for becoming a successful businessman. I wish I had these qualities. Then I would open a cozy bookshop. I don't have any business idols, but I respect people who have passion in their heart and do everything possible to achieve their dreams. In my humble opinion I would be a good, kind and understanding boss for my employees, but I don't have the possibility to check it out.



Montgomery County ESC
Business Advisory Council
2021-2022 Plan



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

Our region's Business Advisory Council will continue to work with local schools and employers to push our work forward this upcoming school year. COVID introduced us to new technologies and we will continue to adapt with new ways to expose students to future career paths and opportunities. Over the next 12 months, we will strive to create both in-person and online experiences for students to gain the skills and perspectives they'll need to compete in a post-COVID economy. As you review this plan, you'll notice we are beginning to implement the work we've been planning over the last couple of years, while taking extra consideration to more strategically connect with statewide and national initiatives to better leverage existing opportunities.

VISION

All MCECSC 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.

How we work together

The Plan was established at this level, and continues to be reviewed and updated based on feedback, and then re-submitted to the Ohio Department of Education and the Governor's office as per ORC mandate.

Members of the Steering Committee are comprised of P2P Institute Attendees, Co-Chairs and 5 Subcommittee Leaders.

Co-Chairs host the Annual BAC Dinner and facilitate three other MCECSC BAC At-Large Quarterly Meetings. Additionally, the Steering Committee convenes at least two times per year.

Each of the BAC member organizations is expected to have representation on at least one BAC subcommittee.

Each of the 5 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 5 Goals. (See Plan, pages 10-14.)

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



CAREER READINESS PROGRESSION

K 1 2 3 4 5 6 7 8 9 10 11 12

CAREER AWARENESS

Elementary Grades (K-5)

CAREER EXPLORATION

Middle Grades (6-8)

CAREER PLANNING

High School (9-12)



• Career Awareness Programming

- A-Z Curriculum
- Career Speakers
- Aligned Events

K-8



• Career Exploration Course Offerings

- Industry Site Visits*
- Pathways Fair

**Can and should be repeated*

6-8



- YouScience*
- Student SNAP Shots*

↳ Identifies Career Pathway

- Job Shadowing Experiences* (aligned to YouScience results)

**Can and should be repeated*

8-9



• Employability Skills Course

- Individualized College and Career Plan

↳ Identifies /confirms Career Pathway

- Job Shadowing Experiences

9



• Essential Career Pathways Course(s)

↳ Identifies /confirms Career Pathway

- Digital & Financial Literacy Courses
- Job Shadowing Experiences

10



• 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

11



SUMMER Industry experience/ Internship

3



- 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

12



Post-secondary Work/ Training

Internship, Course-aligned practicum, College, Apprenticeship, Job or Military

Choose your district's level of involvement.



BAC Engaged

BENEFITS:

- Plan and Joint Statement of Work will be completed on your behalf
- Access to opportunities aligned or resulting from BAC Plan
- District leadership and staff connected to work-based learning opportunities
- Students and families connected to jobs, internships, camps, clubs and other important employment resources

DISTRICT COMMITS TO:

- Take formal action to join MCESC BAC
- Career Champion attends the BAC quarterly meetings
- Career Champion/Industry Rep actively participates in one of the 5 subgroups
- Attendance at the Annual BAC Dinner



BAC Mobilized

BENEFITS:

- All from Engaged
- Support in implementing career readiness progression, identification of high impact CCP courses
- Provide opportunities to train your staff to help students understand their findings
- Priority to grant opportunities with MCESC and Learn to Earn Dayton
- Introduction to industry labor market trends and information for educators and counselors
- First consideration for new work-based learning opportunities

DISTRICT COMMITS TO:

- All commitments from Engaged
- Will have one cohort of high school students take the YouScience Assessment
- Will offer MCESC Curriculum resources in some capacity
- Will offer at least two of the formalized In-Demand Career Pathways to high school students



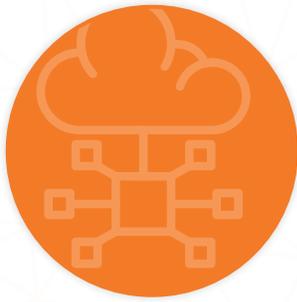
BAC Invested

BENEFITS:

- All from Engaged & Mobilized
- Priority for pilot opportunities with MCESC and Learn to Earn Dayton
- Priority to Workforce Director
- Access to Seamless WBL data infrastructure
- Receive priority access to limited special events and opportunities

DISTRICT COMMITS TO:

- All commitments from Engaged & Mobilized
- Will have two cohorts of high school students take the YouScience Assessment
- Will implement K-5, 6-8, and 9-12 MCESC Career Curriculum in an aligned manner to the Career Readiness Progression
- Will offer at least three of the formalized In-Demand Career Pathways to high school students

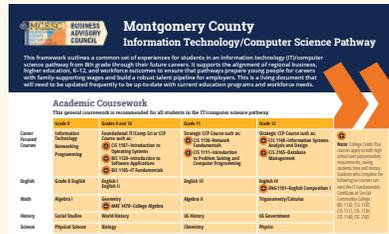


PATHWAYS TO PROSPERITY NETWORK UPDATE

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. Many young people want to become career-ready and move into local jobs. 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.

***Pathways to Prosperity
is an initiative of
Jobs for the Future at
the Harvard Graduate
School of Education***

In April 2021, a working group virtually attended the 2021 Spring 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. Despite COVID-19's challenges, we have continued to leverage that convening and are now working with the Network to strengthen our local industry partner organizations. Our Pathways team has assisted us in forming a monthly Greater Dayton Area Hospital Association Education Subcommittee. This year we will continue to focus on strengthening the college and career pipeline using the frameworks we designed to connect students to careers in information technology and healthcare/bioscience. We will specifically focus on the implementation stage of these efforts. We will also continue to focus on framework design for the region's students interested in having a career in advanced manufacturing.



NEW FRAMEWORKS

Our Business Advisory Council spent the last 12 months working with industry and education partners to create frameworks intended to outline a common set of experiences for students in two of our region's in-demand sectors (IT and healthcare). These pathways include coursework, potential postsecondary programs, and potential career outcomes. These frameworks will support the alignment of regional stakeholders, including employers, higher education, K-12, and workforce. Most notably, these frameworks were reverse mapped from labor market data - we were particularly interested in jobs that paid a living wage (\$23.16+) that could be obtained with an associate's degree. Much of the data we pulled for our framework, highlighted a preference for bachelor's degrees in IT/CS fields. After we determined high-wage, high-growth jobs, we looked at programs at Sinclair Community College to prepare people for these jobs. We also determined high school coursework and activities (advising, work-based learning, and competency development) that would set students up for success in college and career. We will continue to draft a similar framework for students interested in going into careers in advanced manufacturing as well. This work was supported by our friends at Jobs For Our Future's Pathways To Prosperity initiative. For a closer examination of these frameworks, we included both in the index of this plan.



CREATING A REGIONAL CAREER CONNECTIONS CALENDAR

This school year we built on last year's momentum around embracing national and statewide sponsored Career Connections Weeks of Action by producing a calendar with a general timeline of when we recommend districts participate in these initiatives. 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.

Some of our region's coordinated Career Connections Weeks of Action will include:

Construction Appreciation Week September

Manufacturing Month October

Health Professions Week November

Computer Science Education Week December



BUSINESS ADVISORY COUNCIL DATES

BAC Main Meetings 2021/2022

September 1 8:30 am-10:00 am

November 10 8:30 am-10:00 am

February 23 5:00 pm-8:00 pm (Annual Dinner)

May 3 8:30 am-10:00 am

WORKING GROUP MEETINGS

Educator Engagement

September 13 10:30 am-12:00 pm

October 21 10:30 am-12:00 pm

February 10 10:30 am-12:00 pm

May 24 10:30 am-12:00 pm

Industry Engagement

September 9 10:00 am-12:00 pm

November 11 10:00 am-12:00 pm

February 3 10:00 am-12:00 pm

May 9 10:00 am-12:00 pm

Parent & Community Engagement

September 28 8:30 am-10:00 am

November 8 8:30 am-10:00 am

January 31 8:30 am-10:00 am

April 12 8:30 am-10:00 am

Policy & Advocacy

September 14 8:30 am-10:00 am

November 16 8:30 am-10:00 am

March 7 8:30 am-10:00 am

April 14 8:30 am-10:00 am

Student Engagement

October 5 9:00 am-10:30 am

December 1 9:00 am-10:30 am

March 10 9:00 am-10:30 am

April 5 9:00 am-10:30 am

Warren County Working Group

August 31 9:00 am-10:30 am

October 4 9:00 am-10:30 am

December 2 9:00 am-10:30 am

April 7 9:00 am-10:30 am

THE WAY FORWARD

Each spring our Business Advisory Council sends approximately 7,000 high school graduates to the next step in their college and career journeys. We need no reminder to highlight just how daunting last school year actually was. Admittedly, it is still somewhat difficult to forecast what this upcoming school year will hold. As a region, our BAC consists of 23 different school districts and we are committed to pioneering new ways to connect students to their next round of opportunities. Over this school year, we will continue to examine information management tools like Nepris and Transeo to see how we can leverage the lessons and technology of last school year and build off them as in-person events and opportunities resume. This school year will be a year of implementation and an expansion of the truly innovative work we have set out in this plan.

A note on our new Warren County Working Group:

This Working Group has been formed to better connect Warren County districts with opportunities and resources. They will not have their own separately defined strategies in our annual plan but will instead explore each working group's efforts with intentionality to support Warren County students.



OBJECTIVES

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.

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.

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.

STUDENT ENGAGEMENT | PARENT AND COMMUNITY ENGAGEMENT |



4) 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.

5) 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



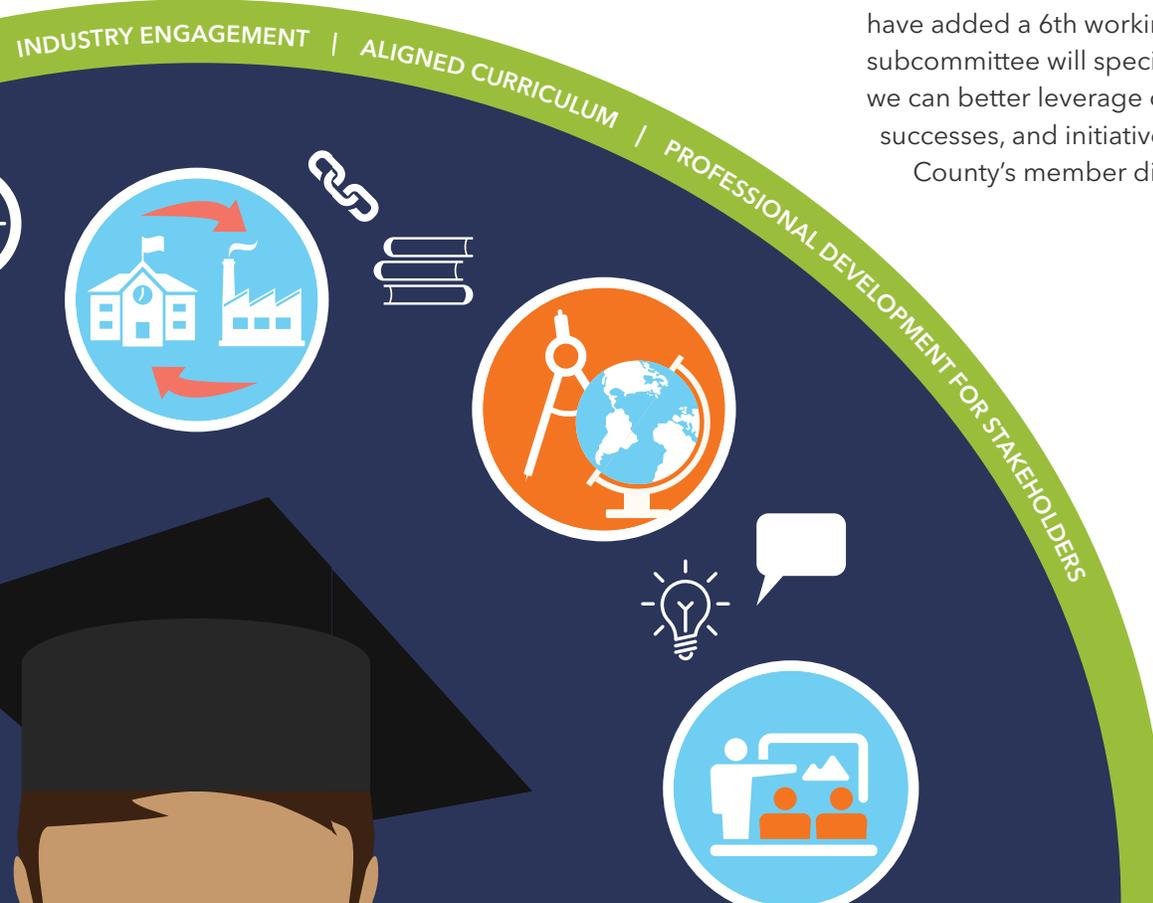
Schools must provide opportunities for educators to connect to careers and curriculum designed to give students experiences to help them design plans after high school.



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

6) Warren County Working Group

As our BAC enters a new year of work, we have added a 6th working group. This subcommittee will specifically focus on how we can better leverage our BAC's momentum, successes, and initiatives within Warren County's member districts.



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.

| Strategy | Schools | Industry | Actions | Responsibility | Timeframe | Metric |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1. Utilize social media to expand awareness of careers & educational opportunities | Schools | | <ul style="list-style-type: none"> Develop & deploy social media engagement plan in conjunction with County Communications Collaborative and Think TV | <ul style="list-style-type: none"> Student Engagement Parent & Community Engagement Educator Engagement County Communications Collaborative All Districts | Regularly present at County Communications Collaborative monthly meetings | 70% of member districts share career videos |
| | Industry | | <ul style="list-style-type: none"> Provide info/photos/etc. for social media engagement | Chamber/Industry Orgs/ BBB/DDC | Present a mid-school year review to the BAC via email in Jan. 2022 | |
| 2. Promote parent-facing information campaign videos that address in-demand industry sectors, college affordability, and options for education beyond HSS | Schools | | <ul style="list-style-type: none"> Deploy content through official school communications channels and other social media campaigns and community specific groups | MCESC/All Districts | 1Q 2022 | 90% of districts utilizing career connections videos |
| | Industry | | <ul style="list-style-type: none"> Provide videos, events, and other resources | Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions | | |
| 3. Focus on K-5 career connections outreach | Schools | | <ul style="list-style-type: none"> Develop K-5 parent outreach strategies on a school by school basis using events like "Dress for Success" utilizing age appropriate career exploration curriculum | L2ED/MCESC | 2Q 2022 | 20% of districts are conducting K-5 career connection outreach |
| | Industry | | <ul style="list-style-type: none"> Provide necessary information for outreach communications | Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions | | |
| 4. Organize outreach to alumni and recently graduated seniors | Schools | | <ul style="list-style-type: none"> 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 | 10% of districts are actively highlighting alumni and recent graduates |
| | Industry | | <ul style="list-style-type: none"> Provide necessary information for outreach material | Trade Orgs/Businesses/ MVHRA/Think TV/ Higher Ed institutions | | |

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 schedules 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 in school.

| Strategy | Actions | Responsibility | Timeframe | Metric |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Continue adoption and deployment of the Engage platform to educate students, parents, and industry and promote occupational opportunities | Schools | <ul style="list-style-type: none"> Deploy the Engage platform through links on school websites including materials and important links to standardize messaging for both students, parents and employers | 4Q - 2022 | <ul style="list-style-type: none"> 50% of schools link to Engage on their websites by May 30 |
| | Industry | <ul style="list-style-type: none"> Utilize Engage platform which houses information on K-12 workforce pathways as well as how to connect with schools for career engagement Continue to provide feedback on the Engage platform | | <ul style="list-style-type: none"> Develop/Publish Engage deployment plan; Sign up 50 businesses on Engage In progress |
| 2. Promote and continue to build additional job descriptions with student qualifications and desired learning outcomes in key industries | Schools | <ul style="list-style-type: none"> Ensure job descriptions and Career Connections Framework are reflected in coursework Advertise job descriptions and Career Connections Framework to students participating in career engagement | 4Q - 2022 | <ul style="list-style-type: none"> 50% of schools utilize Engage and Career Connections Framework by May 30 |
| | Industry | <ul style="list-style-type: none"> Utilize job descriptions in career engagement opportunities Give feedback and suggest new job descriptions | | <ul style="list-style-type: none"> In progress |
| 3. Establish partnerships which will provide opportunities for engaging students | Schools | <ul style="list-style-type: none"> Partner with SOCHE for assistance with student career engagement with industry Identify companies in close proximity to your school for partnership in career engagement | 2Q 2022 | <ul style="list-style-type: none"> 50% engage with industry for career engagement High Schools develop list of companies for engagement |
| | Industry | <ul style="list-style-type: none"> Build workforce development sub-committees in your industry group to discuss and participate in career 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 | | <ul style="list-style-type: none"> Establish committees in 5 Trade Associations Sign up 50 businesses on Engage |
| 4. Increase the # of students and industry members who participate in career engagement opportunities | Schools | <ul style="list-style-type: none"> Utilize Transeo to track career engagement of students Every school develops a list of students prepared for career engagement Students complete resume in order to prepare for career engagement opportunities | 2Q 2022 | <ul style="list-style-type: none"> 5 school districts to sign up on Transeo by May 30 Develop/Publish Engage deployment plan |
| | Industry | <ul style="list-style-type: none"> Analyze operations to determine areas in organization that can benefit from an intern Engage students in career engagement opportunities | | <ul style="list-style-type: none"> Develop/deploy promotion campaign plan Engage with 600 students |

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.

| Strategy | Actions | Responsibility | Timeframe | Metric |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Create a policy agenda to guide our efforts for the 2021/2022 school year | Schools <ul style="list-style-type: none"> 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 2022 | <ul style="list-style-type: none"> Creation of a policy agenda Identification of 2 to 3 key policy priorities |
| | Industry <ul style="list-style-type: none"> To provide feedback on workforce needs and possible policy and legislative language changes | Chamber/Industry Orgs/ BBB/DDC | | |
| 2. Specifically examine policies to address our state's digital divide and online access issues | Schools <ul style="list-style-type: none"> Remediate those barriers with local, state, and federal resources available | All districts | 2Q 2022 | <ul style="list-style-type: none"> Successfully map online learning access and barriers in our region |
| | Industry <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Partner with employers to create high quality work-based learning experiences | All districts | 2Q 2022 | <ul style="list-style-type: none"> Successfully define draft incentives/policies |
| | Industry <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Define what datasets would help build capacity for schools to understand if equity or opportunity gaps exist If equity gaps exists, define strategies to close those identified gaps | All districts | 2Q 2022 | <ul style="list-style-type: none"> Define strategies to identify important workforce data Provide access to relevant data |
| | Industry <ul style="list-style-type: none"> Explore, measure and disaggregate college credit attainment, industry recognized credential attainment, 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.

| Strategy | Actions | Responsibility | Timeframe | Metric |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1. Align existing programs and resources to meaningfully meet the ODE career connections requirements | Determine and Promote MCECSC BAC Operational Definitions of Work-Based Learning | Educator Engagement Team, with ODE Representative | May 2022 focus on IT, Healthcare, and Adv Manufacturing | Measured by awareness of School Career Connections Survey |
| | Provide Work-Based Learning Resources (Guidance documents, OMJ readiness seal, pre-apprenticeships, job shadowing, etc.) | Educator Engagement Team, with ODE Representative | May 2022 focus on IT, Healthcare, and Adv Manufacturing | 75% of BAC districts participate in Career Champions meetings this year |
| | Share examples of Career Connections at Career Champions meetings | MCECSC Staff | Ongoing Qrtly Meetings | |
| | Create an adaptable career connections planning tool for districts that identifies requirements by band, aligns available resources, and identifies gaps | Educator Engagement Team | 2021-2022 focus on IT, Healthcare, and Adv Manufacturing | Hold information session for management tools to foster career connections planning |
| 2. Utilize data to drive decision and increase career readiness across the educational continuum | Partner with schools to help plug identified gaps with industry-relevant opportunities (speakers, tours, lunches, projects, etc) | TBD as gaps are identified | 2021-2022 focus on IT, Healthcare, and Adv Manufacturing | Partner with 100% of districts in a one on one meeting to discuss industry-relevant opportunities |
| | Share Learn to Earn Indicators, Career Readiness Survey Data, and SnapShot Data with Career Champions, Counselors, Building Admin, MVRCD, Teachers | MCECSC/L2ED Staff & Educator Engagement Team | Annually | Host professional learning around state's new data portal |
| | Share protocols to use for data walks in districts Explore new ways to leverage statewide data portal | | | 75% of districts reporting use of data walks |

Educator Engagement continued

| Strategy | | Actions | Responsibility | Timeframe | Metric |
|-------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Expand authentic experiences and activities connected to careers</p> | | <p>Leverage and promote career activities and tasks that align with content standards (technical and employability skills)</p> | <p>All districts, MCESC staff</p> | <p>2021-2022 academic year</p> | <ul style="list-style-type: none"> Track # of career connection experiences Track # of schools implementing K-5 career connections Usage of Employability Skills & Career Sector Courses |
| | <p>Schools</p> | <p>Promote careers within each Industry Cluster, by generating resources and activities for one week's worth of programming for each cluster (using Manufacturing Week as a model)</p> | <p>All districts, MCESC staff</p> | <p>2021-2022 academic year</p> | <ul style="list-style-type: none"> Creation of (1) week of programming for each cluster |
| | | <p>Host quarterly Career Champions/Counselors Meetings with Industry Tours</p> | <p>All districts, MCESC staff</p> | <p>2021-2022 academic year</p> | <ul style="list-style-type: none"> 4 quarterly meetings |
| | | <p>Host Teacher Industry Experience</p> | <p>All districts, MCESC staff</p> | <p>2021-2022 academic year</p> | <ul style="list-style-type: none"> 4 teacher industry experiences |
| | <p>Industry</p> | <p>Attend focus groups to develop career activity ideas and identify career alignment with content standards</p> <p>Host Industry Tours and Experiences</p> | <p>Chamber & Trade Orgs to identify key employers to participate</p> | <p>2021-2022 academic year</p> | <ul style="list-style-type: none"> Track # of focus groups |
| | | <p>Work with P2P to identify career pathways structures - research existing options within and beyond the local districts and draft local pathway option</p> | <p>MCESC & L2ED in coordination with the Educator Engagement Team</p> | <p>2021-2022 academic year</p> | <ul style="list-style-type: none"> Finalize 3rd pathway Track # of pre-apprenticeships/ apprenticeships |
| <p>4. Create plug and play structural course alignment options for workforce sectors</p> | <p>Schools</p> | <p>Work with schools (K-12 & HE) to identify targeted pathways, coursework, and credentials</p> | <p>Chamber, Trade Orgs & Key business leads in identified pathways</p> | <p>2021-2022 academic year</p> | <ul style="list-style-type: none"> Track # of credential opportunities |
| | <p>Industry</p> | | | | |



INDEX

19 Information Technology / Computer Science Framework

21 Healthcare Framework

Advanced Manufacturing Framework coming in Nov. 2021

Montgomery County Information Technology/Computer Science Pathway

This framework outlines a common set of experiences for students in an information technology (IT)/computer science pathway from 8th grade through their future careers. It supports the alignment of regional business, higher education, K–12, and workforce outcomes to ensure that pathways prepare young people for careers with family-supporting wages and build a robust talent pipeline for employers. This is a living document that will need to be updated frequently to be up-to-date with current education programs and workforce needs.

Academic Coursework

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

| | Grade 8 | Grades 9 and 10 | Grade 11 | Grade 12 | |
|-------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Focused Courses | Information Technology Networking Programming | Foundational IT/Comp Sci or CCP Course such as: ⊕ CIS 1107–Introduction to Operating Systems ⊕ BIS 1120–Introduction to Software Applications ⊕ BIS 1105–IT Fundamentals | Strategic CCP Course such as: ⊕ CIS 1130–Network Fundamentals ⊕ CIS 1111–Introduction to Problem Solving and Computer Programming | Strategic CCP Course such as: ⊕ CIS 1140–Information Systems Analysis and Design ⊕ CIS 2165–Database Management | <p>⊕ Note: College Credit Plus courses apply to both high school and postsecondary requirements, saving students time and money. Students who complete the following six courses can earn the IT Fundamentals Certificate at Sinclair Community College: BIS 1120, CIS 1107, CIS 1111, CIS 1130, CIS 1140, CIS 2165</p> |
| English | Grade 8 English | English I English II | English III | English IV ⊕ ENG 1101–English Composition I | |
| Math | Algebra I | Geometry ⊕ MAT 1470–College Algebra | Algebra II | Trigonometry/Calculus | |
| History | Social Studies | World History | US History | US Government | |
| Science | Physical Science | Biology | Chemistry | Physics | |

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.

| | Grade 8 | Grades 9 and 10 | Grade 11 | Grade 12 |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Work-Based Learning | Career Exploration: • Career Adventures Course—IT • Work-Site Tours • Power Lunches • Pathway Fairs | Career Planning: • Job Shadow • HR Interview • Virtual Pathway Mentor • Resume Prep | Career Planning: • Internship • Career Fair • Mock Interview | Career Planning: • Internship • Career Fair • Mock Interview • Exposure to Related Software Languages |
| Advising | • YouScience | • Individualized College and Career Plan (ICCP) • Confirmation of Pathway • Identification of Credentials and College Options • Revisit ICCP | • Financial Literacy Course • College Application Prep Work • Industry Recognized Credential Examination | • Free Application for Federal Student Aid (FAFSA) • Complete Ohio Means Jobs (OMJ) Readiness Seal • College and Career Signing Day |
| Competencies | • Employability Skills Course | • User and Customer Support • Principles of IT Systems and Concepts • Principles of Data and Documentation • Logic and Fundamentals of Computer Languages • Principles of Software • Word Processing, Spreadsheet, and Presentation Software | • Security, Compliance, and Risk Management • Routing and Network Configurations • Servers and Storage • Fundamentals of Cloud Computing and Virtualization | • Individualized Specialization |

IT/Computer Science Technical Competencies

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

These selected postsecondary credentials in IT/computer science, based on program options and transfer agreements at Sinclair Community College, lead to careers with family-supporting wages. 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.

| |  Potential Initial Credential |  Stackable Credentials |  Typical Occupational Outcome |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Computer Information Technology | <ul style="list-style-type: none"> • CompTIA A+ • CompTIA IT Fundamentals+ | <ul style="list-style-type: none"> • Computer Information Systems—User Support Associate of Applied Science Students eligible to take the following certification exams: A+, Network+, Security+, MCSA Exam TestOut Client Pro | <ul style="list-style-type: none"> • Computer Information Systems Bachelor of Science • Computer Network Support Specialist • Computer User Support Specialist |
| | <ul style="list-style-type: none"> • CompTIA IT Fundamentals+ • CompTIA A+ • CCENT • Network+ • MTA | <ul style="list-style-type: none"> • Computer Information Systems—Network Engineering Associate of Applied Science Students eligible to take the following certification exams: CCNA, Security+, A+, MCSA Exam TestOut Server Pro 2016: Install and Storage* *This credential is connected to an optional elective course, students need to take that specific elective in order to take the certification exam. | <ul style="list-style-type: none"> • Network Administrator • Network Security Analyst • Network Engineer |
| | <ul style="list-style-type: none"> • CompTIA IT Fundamentals+ • MTA • CompTIA A+ • OCAJ | <ul style="list-style-type: none"> • Computer Information Systems—Software Development Associate of Applied Science Students eligible to take the Network+ certification exam | <ul style="list-style-type: none"> • Software Developer • Web Developer • Help Desk Analyst • Network Administrator • User Support Specialist • Network Security Analyst • Network Engineer |
| Cybersecurity: Prevention and Investigation Technology | <ul style="list-style-type: none"> • CompTIA IT Fundamentals+ • CompTIA A+ • MTA | <ul style="list-style-type: none"> • Computer Information Systems—Secure System Administration Associate of Applied Science 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: Identify, Securing Windows Network Environment 2016 Exam | <ul style="list-style-type: none"> • Information Technology and Cybersecurity Bachelor of Science • Cybersecurity Analyst/Technician • Cyber Crime Analyst/Investigator • Incident Analyst/Responder • IT Auditor |
| | <ul style="list-style-type: none"> • CompTIA IT Fundamentals+ | <ul style="list-style-type: none"> • Cyber Investigation Technology Associate of Applied Science Students eligible to take the following certification exams: A+, Network+, Linux+, Security+, MCSA Exam TestOut Server Pro 2016: Install and Storage, Securing Windows Network Environment 2016 Exam | <ul style="list-style-type: none"> • Intelligence Analyst • IT Specialist • Systems Administrator • Network Engineer • Information System Security Manager • Cyber Security Incident Response Specialist • Private Investigator |
| Guided Transfer | <ul style="list-style-type: none"> • CompTIA IT Fundamentals+ • CompTIA A+ • CompTIA Security+ | <ul style="list-style-type: none"> • Computer Science Associate of Science | <ul style="list-style-type: none"> • Computer Science Bachelor of Science • Software Developer • Software Engineer • Data Engineer |

Selected Occupations, Wages, and Job Growth

The IT and computer science careers listed below are projected to grow in the region. The living wage is from the MIT Living Wage Calculator for one adult and one child in Montgomery County. 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.

| Typical Job | Alternate Job Titles | Pays Living Wage (\$23.16) | | | Expected Growth (2020–2025) | | Typical Work Experience Required | Workers with a Bachelor’s or Higher* |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------|------------------|-----------------------------|---------|----------------------------------|--------------------------------------|
| | | Median Hourly Earnings | Entry Level Wages | Positions (2020) | Positions | Percent | | |
| Software Developers | <ul style="list-style-type: none"> • Application Developers • Systems Engineer | \$44.13 | \$26.68 | 5,561 | 646 | 12% | None | 85% |
| Computer Systems Analysts | <ul style="list-style-type: none"> • Information Technology Analyst | \$42.09 | \$26.36 | 1,740 | 127 | 7% | None | 73% |
| Computer and Information Systems Managers | <ul style="list-style-type: none"> • Application Development • Director IT Director | \$63.86 | \$41.01 | 943 | 92 | 10% | 5+ Years | 73% |
| Computer User Support Specialists | <ul style="list-style-type: none"> • Desktop Support Technician • Help Desk Analyst | \$25.39 | \$15.82 | 2,129 | 71 | 3% | None | 48% |
| Information Security Analysts | <ul style="list-style-type: none"> • Information Security Officer • Network Security Analyst | \$47.61 | \$27.32 | 373 | 65 | 17% | Less Than 5 Years | 67% |
| Network and Computer Systems Administrators | <ul style="list-style-type: none"> • Network Administrator • Systems Administrator | \$37.41 | \$23.56 | 955 | 27 | 3% | None | 54% |
| Computer Network Architects | <ul style="list-style-type: none"> • Network Analyst • Network and Security Engineer | \$43.36 | \$28.72 | 293 | 23 | 8% | 5+ Years | 57% |
| Web Developers | <ul style="list-style-type: none"> • Web Designer • Webmaster | \$38.45 | \$21.03 | 750 | 6 | 1% | None | 68% |

Montgomery County Health Science Pathway Framework

This framework outlines a common set of experiences for students in a health science pathway from 8th grade through their future careers. It supports the alignment of regional business, higher education, K-12, and workforce outcomes to ensure that pathways prepare young people for careers with family-supporting wages and build a robust talent pipeline for employers. This is a living document that will need to be updated frequently to be up-to-date with current education programs and workforce needs.

Academic Coursework

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

| | Grade 8 | Grades 9 and 10 | Grade 11 | Grade 12 | |
|------------------------|-------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Career Focused Courses | Health Science and Technology | Foundational Health Science or CCP Course such as: + ALH 1101–Introduction to Healthcare Delivery | Strategic CCP Course such as: + HIM 1101–Medical Terminology | Strategic CCP Course such as: + PSY 1100–General Psychology | + College Credit Plus (CCP) courses apply to a broad range of postsecondary programs in health science. The credits apply to both high school and postsecondary requirements, saving students time and money. |
| English | Grade 8 English | English I, English II + ENG 1101–English Composition | English III + COM 2206–Interpersonal Communication | English IV + COM 2206–Interpersonal Communication | |
| Math | Grade 8 Math or Algebra I | Algebra I, Geometry + MAT 1470–College Algebra | Algebra II | Trigonometry/Calculus + MAT 1470–College Algebra | |
| History | Social Studies | World History | US History | US Government | |
| Science | Physical Science | Biology + BIO 1107–Human Biology | Chemistry | Physics + BIO 1141–Principles of Anatomy & Physiology I | |

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.

| | Grade 8 | Grades 9 and 10 | Grade 11 | Grade 12 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Work-Based Learning | Career Exploration: • Career Adventures Course—Healthcare • Work-Site Tours • Power Lunches • Pathway Fairs | Career Planning: • Job Shadow • HR Interview • Virtual Pathway Mentor • Resume Prep | Career Planning: • Internship • Career Fair • Mock Interview | Career Planning: • Internship • Career Fair • Mock Interview |
| Advising | • YouScience | • Individualized College and Career Plan (ICCP) • Confirmation of Pathway • Identification of Credentials and College Options • Revisit ICCP | • Financial Literacy Course • College Application Prep Work • Industry Recognized Credential Examination | • Free Application for Federal Student Aid (FAFSA) • Complete Ohio Means Jobs (OMJ) Readiness Seal • College and Career Signing Day |
| Competencies | • Employability Skills | • Computer Applications, Records, and Data Recording • Professional Working Environments • Healthcare Rules and Regulations • Healthcare Industry Ethics • Healthcare Confidentiality | • Medical Terminology • Customer Service and Patient Focus • Healthcare Safety Systems and Environment • Healthcare Professional Licensure • Healthcare Sanitation | • Individualized Specialization |

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, EMTALA, 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, based on program options and transfer agreements at Sinclair Community College, lead to careers with family supporting wages. 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.

| |  Potential Initial Credential |  Stackable Credentials |  Typical Occupational Outcome | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Allied Health | Radiographer | Associate of Applied Science in Radiologic Technology—students eligible to take the ARRT exam | Advanced Imaging Certifications e.g.: Computed Tomography (CT), Magnetic Resonance Imaging (MRI), and Mammography Bachelor of Radiation Science Technology Bachelor of Science in Healthcare Administration | Radiologic Technician |
| | State Tested Nurse Aide (STNA) | Associate of Applied Science in Respiratory Care | Bachelor of Science in Respiratory Care Bachelor of Health Sciences Bachelor of Science in Healthcare Administration | Respiratory Therapist |
| | Certified Dental Assistant | Associate of Applied Science in Dental Hygiene—students eligible to take state board exams and apply for state licensing | Expanded Function Dental Auxiliary (EFDA) Continuing Education Programs e.g.: Local Anesthesia and Nitrous Oxide for Dental Hygiene | Dental Hygienist |
| Nursing | State Tested Nurse Aide (STNA) Licensed Practical Nurse (LPN) | Associate of Applied Science (AAS) in Nursing—students eligible to take RN exam | Bachelor of Science in Nursing (BSN) Master of Science in Nursing (MSN) | Nurse |
| Guided Transfer (pre-med, pre-dentistry, or other advanced degree track) | State Tested Nurse Aide (STNA) | Associate of Science in Pre-Professional Studies | Bachelor of Science Doctoral Degree | Physician (Doctor or Dentist) |

Selected Occupations, Wages, and Job Growth

The health science careers listed below are projected to grow in the region. The living wage is from the MIT Living Wage Calculator for one adult and one child in Montgomery County. 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.

| Typical Job | Pays Living Wage (\$23.16) | Median Hourly Earnings | Preferred Education | Stackable Credential | Positions (2020) | Expected Growth (2020–2030) | |
|----------------------------------------------|----------------------------|------------------------|----------------------------------------------------|---------------------------------------------------|------------------|-----------------------------|---------|
| | | | | | | Positions | Percent |
| Home Health and Personal Care Aides | No | \$11.33 | Short-Term Home Health Aide Certificate | Not typically stackable | 3,458 | 860 | 25% |
| Medical Assistants | | \$16.53 | Medical Assistant Technology (AAS) | | 1,701 | 432 | 25% |
| Emergency Medical Technicians and Paramedics | | \$16.53 | Emergency Medical Services (AAS) | | 502 | 159 | 32% |
| Phlebotomists | | \$16.85 | Short-Term Phlebotomy Certificate | | 742 | 144 | 19% |
| Medical and Health Services Managers | Yes | \$47.22 | Health Information Management/ Administration (BS) | Health Administration (MS) | 808 | 116 | 14% |
| Respiratory Therapists | | \$28.60 | Respiratory Care (AAS) | Respiratory Care (BS) | 584 | 71 | 12% |
| Radiologic Technicians | | \$28.24 | Radiographic Technology (AAS) | Radiation Science Technology (BS) | 626 | 43 | 7% |
| Diagnostics Medical Sonographers | | \$35.77 | Diagnostic Medical Sonography (AAS) | Diagnostic Medical Sonography (BS) | 284 | 39 | 14% |
| Dental Hygienists | | \$34.00 | Dental Hygiene (AAS) | Expanded Function Dental Auxiliary (EFDA) License | 644 | 20 | 3% |
| Registered Nurses | Yes | \$32.61 | Nursing (BS) | Nursing (MS) | 10,190 | 611 | 6% |
| Nurse Practitioners | | \$51.02 | Nursing (MS) | Terminal degree for this occupation | 672 | 174 | 26% |
| Physicians | Yes | \$101.08 | Doctor of Medicine (MD) | Terminal degree for this occupation | 1,220 | 141 | 12% |

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 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.

- Abbot Nutrition
- All Service Plastic Molding
- 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

Rev. 8-30-21