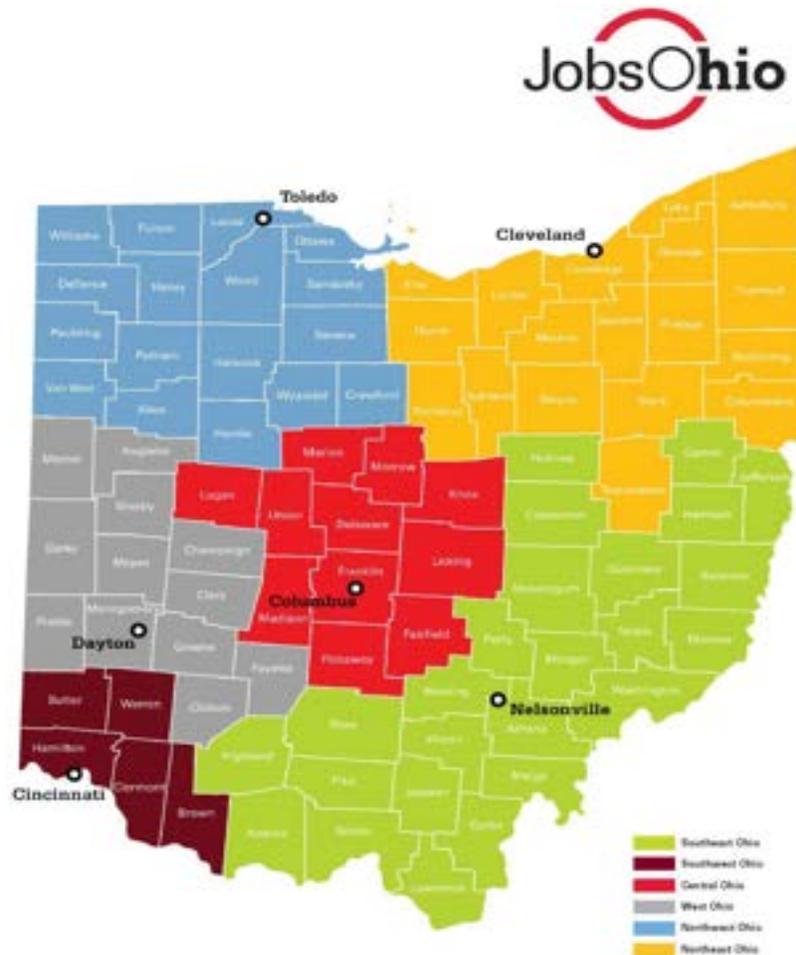




2024-2025 Business Advisory Council Plan Template

The Ohio Department of Education and Workforce recommends using this template and the optional award addendum for your Business Advisory Council plan. However, feel free to use any extra space for additional initiatives that you list based on how much space is allocated in the template. You can add extra rows to the tables to include more than two initiatives for each quality practice.

Identify the Structure and Name of the Business Advisory Council: (School District, Educational Service Center, Joint Vocational School District or Independent Collaborative) [JobsOhio Region](#) in which business advisory council operates:



List all member districts Represented by the Business Advisory Council:

District	District Primary Contact and Role	Primary Contact Email	District Secondary Contact and Role	Secondary Contact Email
HAMILTON COUNTY DISTRICTS				
HAMILTON COUNTY ESC	CHAD HILLIKER SUPERINTENDENT	chad.hilliker@hcesc.org	DONNA LAUVER, EXECUTIVE LEAD, WORKFORCE INNOVATION NETWORK	donna.lauver@hcesc.org
DEER PARK CITY	JAY PHILLIPS SUPERINTENDENT	phillips.j@dpcsd.org	JOHN VANDER MEER, HS PRINCIPAL; MINDY ROBERSTON, DIRECTOR OF CURRICULUM	vandermeer.j@dpcsd.org; robertson.m@dpcsd.org
FINNEYTOWN LOCAL	Laurie Banks, SUPERINTENDENT	lbanks@finneytown.org	GRANT ANDERSON, DIRECTOR OF BUSINESS OPERATIONS	ganderson@finneytown.org
FOREST HILLS	LARRY HOOK, SUPERINTENDENT	larryhook@foresthills.edu	KIM TINSLEY, ASSISTANT SUPERINTENDENT MELANIE HARTONG, COMMUNITY SPECIALIST	kimtinsley@foresthills.edu; melaniehartong@foresthills.edu
INDIAN HILL EXEMPTED VILLAGE	Kirk KOENNECKE, SUPERINTENDENT	Kirk.koennecke@ihsd.us	JEFF DAMADEO DIRECTOR	Jeff.damadeo@ihsd.us
LOCKLAND CITY	BOB LONGWORTH, SUPERINTENDENT	bob.longworth@locklandschools.org	JUSTIN GIBSON, ASSISTANT SUPERINTENDENT	justin.gibson@locklandschools.org
LOVELAND	MIKE BROADWATER SUPERINTENDENT	broadwmi@lovelandschools.org	DREWS MITCHELL CAREER AND COLLEGE COORDINATOR BRIAN LEE, DIRECTOR OF LEARNING PATHWAYS	mitchedr@lovelandschools.org leebr@lovelandschools.org
MARIEMONT	STEVE ESTEPP, SUPERINTENDENT	superintendent@mariemontschools.org	BRENT WISE, ASSISTANT SUPERINTENDENT	bwise@mariemontschools.org
MADEIRA	KENJI MATSUDO, SUPERINTENDENT	kmatsudo@madeiracityschools.org	DAVE BERGAN, ASST SUPT	dbergan@madeiracityschools.org
MT. HEALTHY	VALERIE HAWKINS, SUPERINTENDENT	vhawkins@mthcs.org	JANA WOLFE	jwolfe@mthcs.org
NORTH COLLEGE HILL	EUGENE BLALOCK, SUPERINTENDENT	blalock.e@nchcityschools.org	BRIDGETTE SEARS	sears.b@nchcityschools.org

NORTHWEST LOCAL	DARRELL YATER, SUPERINTENDENT	dyater@nwlsd.org	BRENDA MILLER	BMILLER2@NELDF.ORG
NORWOOD	MARY RONAN, SUPERINTENDENT	ronan.m@norwoodschoos.org	CHAD PACKER ASST. PRINCIPAL, HIGH SCHOOL	packer.c@norwoodschoos.org
OAK HILLS	JEFF BRANDT, SUPERINTENDENT	Brandt_jeff@ohlsd.org	TRAVIS HUNT, PRINCIPAL TIM CYBULSKI ASSISTANT SUPERINTENDENT	hunt_travis@ohlsd.org cybulski_T@ohlsd.org
PRINCETON CITY	ELGIN CARD, SUPERINTENDENT	ecard@vikingmail.org	TONYA WEST WRIGHT, ASSOCIATE SUPT	twestwright@vikingmail.org
READING SCHOOLS	DAMON DAVIS, SUPERINTENDENT	ddavis@readingschoos.org	MARK EDWARDS, CURR DIRECT.	medwards@readingschoos.org
SOUTHWEST LOCAL	JOHN HAMSTRA, SUPERINTENDENT	john.hamstra@southwestschoos.org	CORINNE HAYES ASST. SUPT.	corinne.hayes@southwestschoos.org
ST. BERNARD ELMWOOD PLACE	MIMI WEBB, SUPERINTENDENT	mwebb@sbepschoos.org		
THREE RIVERS	MARK AULT, SUPERINTENDENT	mault@trlsd.org	KATIE RYAN, TEACHER LEAD	kryan@trlsd.org
WINTON WOODS CITY	STEVE DENNY, SUPERINTENDENT	denny.steve@wintonwoods.org		
WYOMING CITY	TIM WEBER, SUPERINTENDENT	webert@wyomingcityschoos.org	NIKENYA BUNTON	BUNTONN@WYOMINGITYSCHOOS.ORG
GREAT OAKS	HARRY SNYDER, CEO	snyderh@greatoaks.com	SARA TAYLOR, ADMINISTRATOR	TAYLORS@GREATOAKS.COM
CLERMONT COUNTY DISTRICTS				
BATAVIA LOCAL	KEITH MILLARD, SUPERINTENDENT	Millard_k@bataviaschoos.org	TARA LAUDENBERGER	Laudenberger_t@bataviaschoos.org
MILFORD EXEMPT VILL.	JOHN SPIESER SUPERINTENDENT	spieser_j@milfordschoos.org	LIZ EMMONS, HS COUNSELOR	emmons_e@milfordschoos.org
BETHEL TATE LOCAL	MELISSA KIRCHER, SUPERINTENDENT	kircher_m@betheltate.org		
CLERMONT NORTHEASTERN	TIM SIES, SUPERINTENDENT	sies_t@cneschoos.org	TJ DORSEY, ASSISTANT SUPERINTENDENT	Dorsey_t@cneschoos.org
CLERMONT COUNTY ESC	JEFF WEIR, SUPERINTENDENT	weir_j@ccesc.org	DAWN SORRELLS, ASSISTANT SUPERINTENDENT	Sorrells_d@ccesc.org
WEST CLERMONT	NATASHA ADAMS, SUPERINTENDENT	adams_n@my.westcler.org	RANDY GEBHARDT, ASST SUPT	gebhardt_r@my.westcler.org
FELICITY FRANKLIN	BOB WALKER, SUPERINTENDENT	walkerb@felicityohioschoos.org	TIM HART, CURR. & LEARNING	Hart_t@ccesc.org
GOSHEN LOCAL	BRIAN BAILEY, SUPT	baileyb@goshenlocalschoos.org	PATRICK DUBBS, ASST. SUPT	dubbsp@goshenlocalschoos.org
WILLIAMSBURG LOCAL	MATTHEW EARLEY, SUPERINTENDENT	Earley_m@burgschoos.org	MORGAN EILERMAN	Eilerman_m@burgschoos.org
BUTLER COUNTY DISTRICTS				
LAKOTA LOCAL	ASHLEY WHITELY SUPERINTENDENT	ashley.whitely@lakotaonline.com	LORI BROWN, CURRICULUM DIRECTOR	Lori.brown@lakotaonline.com

List business advisory council leads (both business and education). List industries represented on the business advisory council based on [Ohio's Top Jobs](#) classification. Include workforce boards, economic development, higher education and community partners.

Business Advisory Council Member	Title	Email	Industry
Weir, Jeff	Clermont County ESC Superintendent	Weir_j@ccesc.org	Education
Arnold, Rich	Saxon Consultants Senior Solutions	rich@cincyarnold.com	Business
Campbell, Brian	Messer Construction	bcampbell@messer.com	Construction
Clark, Jim	Jake Sweeney Auto	jclark@jakesweeney.com	Automotive
Fite, Julie	Fifth Third Bank	Julie.fite@53.com	Business
Halpin, John	(Retired)	johnhalpin@fuse.net	Business
Hayes, Corinne	Southwest Local School	Corinne.hayes@southwestschools.org	Education
Jones, Alan	AR Jones, INC.	jonesar@live.com	Technology
Chancellor, Derek	Lt. Governor's office of Ohio	Derek.chancellor@governor.ohio.gov	Government
Lauver, Donna	HCESC Regional Workforce Exec Lead	Donna.lauver@hcesc.org	Education
Whitman, Susan	AMIP	Susan.whitman@advmfkip.org	Business
Geiger, Mike	Cincinnati Air Conditioning, CO	mikegeiger@cincinnatiair.com	Business
Wells, Kurt	Center for Great Work Performance	kurt@cgwp.org	Education
Koehne, Keith	Interalliance	keith.koehne@interalliance.org	Business
Kelley, Sean	Greater Cincinnati STEM Collab.	kelleys@ucmail.uc.edu	Education
Hittinger, Matt	IEC of Greater Cincinnati	matt@iec-cincy.com	Business
Brokamp, Jeff	Junior Achievement	Jeff.brokamp@ja.org	Education
O'Grady, Riley	LEAD	riley@lead-training.org	Business
Dubay, Brian	Metalworking Group, Inc.	bdubay@metalworkinggroup.com	Business
Smiley, Nick	OVABC Tools Program	nick@ovabc.org	Business
Prysmian, Srimi	Prysmian Group	Sums12635@gmail.com	Business
Graf, Rita	SW Ohio Tech Prep Cincinnati State	Rita.graf@cincinnatiastate.edu	Education
Weber, Nicci	The Health Collab.	nweber@healthcollab.org	Business

Cota, Jim	Rarebird Developers	jim@rarebirdinc.com	Business
Jacobs, Jeff	Megen Construction	jjacobs@megenconstruction.com	Business
Arthur, Hope	The Health Collaborative	harthur@healthcollab.org	Business
Manning, Jim	Siemens	jamesmanning@siemens.com	Business
Reis, JoAnn	Ortho Cincy	jreis@orthocincy.com	Business
Simmons, Jesse	Simmons Supply Chain	Jsimmons504@cinci.rr.com	Business
Turner, Tori	Talbert House	Tori.turner@talberthouse.org	Business
Hyland, Greg	Cooper Electric	greggh@cooper-electric.net	Business
Simmons, Jesse	Supply Chain OKI	Jsimmons504@cinci.rr.com	Business
Dimaro, Sharon	University of Cincinnati	dimarism@ucmail.uc.edu	Education

Schedule of Meetings

Planning meetings for the (Academic Year) school year include:

Quarter 1 Meeting: September 13, 2024	Quarter 2 Meeting: December 13, 2024
Quarter 3 Meeting: February 28, 2025	Quarter 4 Meeting: May 16, 2025

Note: Some business advisory councils may choose to meet more frequently; Please include any planned meeting in the schedule.

Business Advisory Council Mission and Vision for the 2024-2025 School Year

Business advisory councils operate under [three quality practices](#): **Develop Professional Skills for Future Careers, Build Partnerships, and Coordinate Experiences.**

DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS

Describe how the business advisory council plans to **Develop Professional Skills for Future Careers** for the 2024-2025 school year.

- Describe the plan, including initiatives, projects, or events. Include specific districts impacted by initiative(s), and list all businesses involved.

- Use the template as a guide to list all initiatives, projects, and events used to develop professional skills for future careers (include business input in curriculum alignment with skills needed for in-demand professions, educator engagement and development, employers in classroom involvement, etc.). Be sure to include existing programs and how they will be sustained and scaled.
- When describing initiatives, please tie them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1 -Research\Analyze

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

Greater Cincinnati Business Advisory Council (GCBAC) will work to produce solid data and outcomes to share essential skills for our regional collaboration.

Collaborative Action Steps

The committee and the four co-chairs from both business and education, will facilitate the following initiative based upon the 23-24 final recommendations:

- Analyze the outcomes from 23-24 end of year data and communicate outcomes of the professional skills of the Ohio Means Jobs Readiness Seal
- Confirm/Add/Edit/Remove key skills to be the focus of the initiative
- Consolidate analysis and prepare for regional outreach and communication of data

List all participating school districts. What percentage of students within the BAC will be impacted by this initiative?

All school districts listed in application within Hamilton, Clermont, and Butler counties.

List all businesses involved.

All businesses listed within the application and the addendum.

List all related timelines for each phase of plan development and associated deadlines.

- **September 2024, Analyze and overview with the committee outcomes and receive additional feedback and clarity based upon the Ohio Means Jobs Readiness Seal Professional Skills Community Survey.**
- **September 2024, Committee Co-chairs will finalize data and report outcomes**
 - A. **Data will be processed into workable rubrics prior December 2024**

List the resources needed for implementation (funding, manpower, tools, for example).

1. **Marketing and communication support**
2. **Time/funding/administrative support to review the information and consolidate for analysis.**

Identify any challenges any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Challenges related to achieving this phase of the plan will be to ensure a broad spectrum of information is collected including confirmation that a diverse group of people are reviewing/responding, and interpreting the data being collected. Our goal to overcome this challenge is to utilize the strength of the large GCBAC and the Industry Leads to provide direct access to over 250 business and industry connections in the southwest region.

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

The existing data has been collected for the past two years (2022-2023, 2023-2024), by the subcommittee of Developing Professional Skills. This data also will be processed once again during the 2024 GCBAC work session and be completed by the end of September 2024.

How does this initiative help to develop relevant in-demand skills for students and educators?

The goal of the initiative is to establish relevant in-demand real-world skills that are data based on our regional audience. The analysis of the skills of the business/industry sector survey is to establish common language to be used and exhibited by students and educators. The skills that are being identified and analyzed are then transferable to the classroom/school culture within the regional school districts of Southwest Ohio.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

This initiative supports students with disabilities in the same manner as their typical peers. The State Systemic Improvement Plan is designed to hold standards for all districts to confirm not only state graduation standards but also post-graduation success. The initiative will support the skills based needs to provide successful transitions for all students into workforce of the region. By identifying regional high demand Ohio Means Jobs professional skills and implementing these throughout the school districts All students are being presented with improvement options for professional growth as they are preparing for post-graduation.

Initiative 2 – Develop Rubrics

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

The committee will develop educational/training rubrics based upon main principals of professional skills that were identified from the Ohio Means Jobs Seal survey that was analyzed from the data collected in initiative one.

Collaborative Action Steps

- Three rubrics establishing consistent best practice developed by committee
- Curriculum and lesson developments based upon committee work and recommendations
 - A. Establish feedback protocols between education and employers
- Finished products shared and provided electronically among GBAC

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative?

All districts listed within application for Hamilton, Clermont and Butler counties.

List all businesses involved.

All business partners listed within the application and the addendum.

List all related timelines for each phase of plan development and associated deadlines.

- **September 13 - December 1, 2024: Data Analysis shared with committee and rubrics developed and shared with industry leaders for feedback and input.**
- **December 13, 2024 - February 2025: Rubrics finalized, and lessons created**
- **February 28, 2025: Discussions, measurement tools and sharing materials for usage**
- **May 16, 2025: Review and analyze.**

List the resources needed for implementation (funding, manpower, tools, etc.).

1. **Administrative costs associated with data collection, distribution, design, copying etc.**
2. **Human capital time from the committee to continue the work**

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

1. **The challenges can be supported by the Hamilton County ESC/Clermont County ESC by internal resources through the Workforce Innovation Network Team. The fiscal costs can be shared among the ESC's.**
2. **Industry partners providing the diverse group of industry inputs needed can support the large-scale inputs required for authentic collaboration.**

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

1. **Data from initiative one will support the criteria needed to provide the Ohio Means Jobs Professional Skills analysis outcomes. The committee will focus on the top three skills identified.**
2. **Data for best practice utilization of rubrics and lessons will be provided by the co-chairs of the committee to be shared with collective team.**
3. **Data effectiveness rubrics will be evaluated and created by the committee; this data will be new data based upon the best practice work of #2.**

How does this initiative help to develop relevant in-demand skills for students and educators.

The initiative focuses on providing the rubrics and trainings for students and educators in southwest Ohio with a consistent solution to professional skill development prior to graduation and post-graduation entry. The initiative establishes the needed foundations for successful transitions and access for all students and educators within the Greater Cincinnati Business Advisory Council. The skills that are being taught/evaluated are based upon the work of initiative one to analyze the regional needs of business and industry. The rubrics are data driven based upon the in-demand jobs and professional skills of the region.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

This initiative supports students with disabilities in the same manner as their typical peers. The State Systemic Improvement Plan is designed to hold standards for all districts to confirm not only state graduation standards but also post-graduation success. The initiative will support the skills based needs to provide successful transitions for all students into workforce of the region. By identifying regional high demand Ohio Means Jobs professional skills and implementing these throughout the school districts All students are being presented with improvement options for professional growth as they are preparing for post-graduation.

BUILD PARTNERSHIPS

Describe how the business advisory council plans to **Build Partnerships** for the for the 2024-2025 school year.

- Describe how the business advisory council will grow partnerships in alignment with in-demand careers in the region with representation from industry, workforce boards, port authority, Ohio Means Jobs Centers, industry sector partnerships, higher education, etc.
- Use the template as a guide to list all initiatives, projects, and events used to build partnerships. Include information on partnership alignment, effectiveness, and initiatives spearheaded by these collaborations. Demonstrate cooperative efforts between districts and partners to benefit students and businesses.
- When describing initiatives, please tie them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1 -Expanding Partnerships with In-Demand Career Sectors

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

Based upon the outcomes of the need assessments of the 23-24 Building Partnership work, a clear focus has been established to streamline efficiencies of the growing Greater Cincinnati Business Advisory Council has evolved into a regional approach to grow and share resources.

Collaborative Action Steps

- In the 2024-2025 school year, the Greater Cincinnati Business Advisory Council (GCBAC) will strengthen partnerships focused on in-demand careers by involving representatives from industry, workforce boards, higher education, and other key sectors. *The measurable goal is to grow partnerships from the GCBAC 23-24, 25% participation rate in LinkedUp Connect to 60% in 24-25, from the membership.*
- The initiative will focus on meeting quarterly in a breakout from the main GCBAC meeting to review the goals, progress, and set a plan for work to be done in between the quarterly meetings.
- The strategy to achieve our goal is to challenge our current Business Advisory Council business/industry attendees to select a level of participation by using a partnership agreement level. Each level (Bronze, Silver, and Gold) is requested to support connections for work-based learning opportunities.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

All school districts listed within the application in Hamilton, Clermont, and Butler counties.

List all businesses involved.

All businesses listed within the application and addendum.

Initiative 1 - Expanding Partnerships with In-Demand Career Sectors

List all related timelines for each phase of plan development and associated deadlines.

May 2025 is the deadline for deliverables.

Updates and quarterly presentations to the subcommittee and the GBAC will occur:

- **December 13, 2024**
- **February 28, 2025**
- **May 16, 2025**

List the resources needed for implementation (funding, manpower, tools, for example).

- **Individual co-chairs and committee members working to support the initiative**
- **Communication, social media, LinkedUp connect updating**
- **Printed materials and marketing support**

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Challenges will be to create commitments from business and industry partners to access LinkedUp Connect and complete their onboarding into the platform.

- **The committee has created a partnership agreement form which allows companies to "Pick their Purpose" (see addendum) and select how their organization can contribute to the success of the GCBAC.**

- **The team will be fostering relationship building. Expectations have been set to challenge districts, companies, and leaders to find their level of partnership that best fits them.**

Identify [existing data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

Currently the Greater Cincinnati Business Advisory Council has data from 22-23, 23-24, for comparison analysis and insights to the measurable goals. Measurable goals have been established by the subcommittee based on growth of the communities in which GCBAC services and supports. Goals have been set to increase participation to 60% GCBAC membership within LinkedUp Connect for the 24-25 year.

How does this initiative help to develop relevant in-demand skills for students and educators.

Developing a strong relevant in-demand skills for students and educators by establish a 35% increase in student/educator Experienceships are a direct way to bring change and impact. The large number of experiences within the reach of students and educators will provide more access to all individuals. Providing experiences will connect students with the chance to participate in real world aspects of their selected career. Adding to the experiences to LinkedUp Connect will begin to provide a more regional approach and allow for data to be collected to support students and educators to quickly connect with Experienceships.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

This initiative supports students with disabilities in the same manner as their typical peers. The State Systemic Improvement Plan is designed to hold standards for all districts to confirm not only to state graduation standards but also post-graduation success. The initiative will support the skills based needs to provide successful transitions for all students into workforce of the region. By identifying regional high demand Ohio Means Jobs professional skills and implementing these throughout the school districts All students are being presented with improvement options for professional growth as they are preparing for post-graduation. In addition, the increased participation of business/industry partnerships directly impacts the growth of opportunities for all students in the three-county region of the Business Advisory Council. A targeted aspect of the goal is to increase opportunities for ALL students regardless of disabilities, limitations, gender, race, disabilities, social economic disadvantages, and language barriers. Part of the recruitment process is also to identify new partners who are interested in learning how to proactively engage with students with disabilities. The State of Ohio Systemic Improvement Plan will continue to be guide and reference for the GCBAC.

Initiative 2 – Transportation Barriers

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to **The Greater Cincinnati Business Advisory Council will prioritize identifying and resolving transportation barriers that prevent students from accessing career exploration opportunities. This initiative is a derivative of the outcome findings of the 23-24, building experiences committee. The initiative is a major concern across all three committees and hence the initiative has been placed with Building Partnerships for the 24-25 school year.**

Collaborative Action Steps

- The partnership team will assess transportation issues by collecting data on this topic from a distributive group of GBAC districts and businesses partners participating in career exploration programs in the Greater Cincinnati region.
- Based on the findings, the team will aim to identify and secure a minimum of 8 transportation resources or solutions from GCBAC members and regional partners to assist. These resources will be shared at the end of the school year to ensure that all students, both individually and in groups, have equitable access to career-related activities. Progress will be reviewed quarterly.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

All school districts listed in application within Hamilton, Clermont, and Butler counties.

List all businesses involved.

All businesses listed in the application and the addendum.

List all related timelines for each phase of plan development and associated deadlines.

May 2025 is the deadline for deliverables.

Updates and quarterly presentations to the subcommittee and the GBAC will occur:

- **December 13, 2024**
- **February 28, 2025**
- **May 16, 2025**

List the resources needed for implementation (funding, manpower, tools, for example).

- **Individual co-chairs and committee members working to support the initiative**
- **Communication, social media, LinkedIn connect updating**
- **Printed materials and marketing support**
- **Survey creation and distribution**

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

The work of the second initiative is challenging because it is a complex issue with a vast number of regional differences. Understanding transportation issues will appear differently depending on the demographic/economic development of the community poses a challenge.

The GCBAC subcommittee on this initiative will be equipped with volunteers from both education, business, and social service organizations. The co-chairs will also divide themselves between the two initiatives to provide leadership and support. The Hamilton/Clermont County Esc's will provide support for the needed materials, marketing, communication aspects needed to fulfill the initiative.

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

The subcommittee will need to begin with the following actions steps because they do not have data to start:

- **The initiative will begin with data collection and research to create the regional overview of the current barriers for the region.**
- **Work collectively with outside agencies within the region to establish baseline resources currently available by zip code**
- **As needed, connect with GCBAC districts to survey as needed**

How does this initiative help to develop relevant in-demand skills for students and educators?

The outcomes will provide the resources to connect educators and students to real solutions within their community that promote and provide access to work-based learning experiences. The development of strengthening skills to problem-solve, eliminate barriers to participation are foundational to those who are impacted by the transportation barrier.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

This initiative supports students with disabilities in the same manner as their typical peers. The State Systemic Improvement Plan is designed to hold standards for all districts to confirm not only state graduation standards but also post-graduation success. Outcomes of the initiative will provide resources and information to those needing access to real-time transportation support. Creating successful transitions for all students into the post-graduation access begins with solving barriers related to transportation, supports all students.

Note: May add cells as needed.

COORDINATE EXPERIENCES

Describe how the business advisory council plans **Coordinate Experiences** for the 2024-2025 school year.

- Describe how the business advisory council will connect students to experiential learning to show competency of skills learned through hands-on demonstration (for example, internships, problem-based learning, pre-apprenticeships, and apprenticeships).
- When describing initiatives, please tie them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1 -Key Performance Indicators

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

The Greater Cincinnati Business Advisory Council (GCBAC) will be supporting the work of the roll out of LinkedUp Connect. The portal is one solution to promote a regional goal to bring business/industry, students, and educators into a one stop system to increase work-based learning collaboration.

Collaborative Action Steps

- Establish a cross-sector working group, including representatives from education and industry, to define key performance indicators (KPIs) for LinkedUp Connect.
- Develop a tracking system within the LinkedUp Connect portal to measure student participation in work-based learning, employer engagement, and outcomes (e.g., job offers, skill assessments).
- Implement reporting cycles where participating schools and businesses submit data on student participation, skill acquisition, and feedback on the effectiveness of the program.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

All school districts listed within the application in Hamilton, Clermont, and Butler counties.

List all businesses involved.

All businesses listed in the application and the addendum.

List all related timelines for each phase of plan development and associated deadlines.

Phase 1: Establish working group and define KPIs (September-December 2024).

Phase 2: Implement tracking systems and begin data collection (December-February 2024).

Phase 3: First report and review of data (February 2025).

Phase 4: Ongoing data collection, final report on success metrics (May 2025).

Initiative 1 Key Performance Indicators

List the resources needed for implementation (funding, manpower, tools, for example).

- **Continued development of LinkedUp Connect tracking tools**
- **Additional manpower for data collection and research development**
- **Funding for system upgrades**

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Challenge: Data collection and accuracy across multiple districts.

Solution: Provide training for district staff and businesses on data entry and tracking through the LinkedUp Connect portal.

Identify [existing data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

- **The GCBAC has data available from the 22-23, 23-24 school terms collected however a more robust and streamlined system will support a more consistent picture of the region.**
- **The GCBAC working with the Workforce Innovation Network of Hamilton County ESC will also bring a data collection survey that will be used quarterly within the GCBAC assigned Career Connectors for each member school district.**
- **By the end of the 2024-2025 school year, LinkedUp Connect will be track student participation rates in work-based learning, the number of employers involved, and the success of skill demonstrations across all participating districts.**

How does this initiative help to develop relevant in-demand skills for students and educators.

Alignment with Industry Needs: By establishing key performance indicators (KPIs) that measure student participation and skill development through work-based learning opportunities, the initiative ensures that students are engaging in experiences that align with the skills currently in demand by local industries. This direct connection to employers allows students to acquire and demonstrate competencies in real-world settings, such as technical, soft, and problem-solving skills, which are critical for success in the modern workforce.

- **Feedback Loop for Continuous Improvement:** The measurable goals and tracking system will provide valuable data on student and educator participation, as well as the specific skills being developed during these work-based experiences.
- **Targeted Skill Development:** The LinkedUp Connect portal/GBAC survey will capture specific information on the types of skills students are gaining through internships, apprenticeships, and problem-based learning. This data-driven approach will help identify gaps in skill development and guide schools in offering targeted learning opportunities. For students, this means they will be more likely to develop in-demand

skills such as critical thinking, teamwork, digital literacy, and technical expertise in their chosen fields.

- **Professional Development for Educators:** For educators, the accountability structure serves as a tool to better understand the needs of the local workforce
- **Increased Employer Engagement:** By tracking employer engagement and ensuring a two-way communication system, this initiative fosters deeper collaboration between schools and industries.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

The initiative supports students with disabilities in the same manner as their typical peers with additional supports being provided to increase awareness and supports for all students. It aligns closely with the goals of Ohio’s State Systemic Improvement Plan (SSIP), which aims to improve educational results for students with disabilities by focusing on their access to high-quality instruction and opportunities for post-school success. Here’s how Initiative 1 impacts students with disabilities:

1. **Individualized Learning Opportunities:** By developing a system to track and measure student participation in work-based learning.
2. **Data-Driven Supports and Interventions:** The accountability structure will generate data that can highlight the participation and progress of students with disabilities in experiential learning opportunities. This aligns with the SSIP’s focus on data-driven decision-making.
3. **Access to In-Demand Skills and Career Readiness:** Students with disabilities will benefit from participating in work-based learning experiences that develop in-demand skills relevant to their post-school goals.
4. **Collaboration Between Schools and Employers:** The initiative encourages stronger partnerships between schools and local businesses, which can facilitate better understanding of how to support students with disabilities in the workplace.
5. **Inclusive Workforce Development:** Schools can use the data to ensure that students with disabilities are receiving the same opportunities as their peers to engage in meaningful work-based learning experiences that prepare them for independent living and gainful employment, as envisioned in the SSIP.

Initiative 2 -Recognition and Communication

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

The Greater Cincinnati Business Advisory Council values the work of true authentic collaboration and the outcomes it provides to our students and communities of Greater Cincinnati. Establishing a recognition for the work that is taking place is one way to celebrate success and improve the workforce connections for our region.

Collaborative Action Steps

- Create an annual awards event where outstanding contributions from both businesses and schools are recognized, highlighting successful collaborations and impactful student outcomes.
- Develop a two-way communication system that allows businesses to post opportunities and feedback to schools, and vice versa, facilitating stronger and more transparent partnerships.
- Implement a shared digital platform within LinkedUp Connect that provides real-time updates on internship, apprenticeship, and work-based learning opportunities.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

All school districts listed within the application in Hamilton, Clermont, and Butler counties.

List all businesses involved.

All business partners provided in application and addendum.

List all related timelines for each phase of plan development and associated deadlines.

Phase 1: Develop PR strategies and event planning (September-December 2024).

Phase 2: Launch two-way communication system and recognition portal (January 2025).

Phase 3: Host first annual recognition event (May 2025).

List the resources needed for implementation (funding, manpower, tools, for example).

Funding for event planning, development of the communication system, and marketing efforts to ensure broad participation from schools and businesses.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Challenge: Engaging a wide range of businesses and schools to participate in the recognition program.

Solution: Implement targeted marketing and communication efforts to showcase the value of participation, including social media and local news partnerships. Use the GCBAC Pick your purpose financial support to fundraise dollars towards recognition event.

- *See addendum for the "Pick your Purpose flyer"*

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

- **Currently the GCBAC has relative data from the 22-23, 23-24 years around participation and growth of our community partnerships and districts.**
- **Continued collection for the 24-25 term will use the GCBAC data collection survey and LinkedUp Connect to produce consistent collection outcomes within one centralized system.**

How does this initiative help to develop relevant in-demand skills for students and educators.

This initiative contributes to the development of relevant in-demand skills for both students and educators by fostering stronger communication between schools and industries, enhancing recognition of achievement, and promoting collaboration. Here’s how it impacts skill development:

1. **Real-Time Industry Feedback for Skill Development:** The two-way information system allows employers to communicate directly with schools, providing valuable feedback on the skills students need to succeed in the workforce
2. **Exposure to Soft Skills and Professional Competencies:** Students benefit from the enhanced communication between schools and businesses by gaining access to work-based learning opportunities where they can develop essential soft skills, such as punctuality, collaboration, and professionalism.
3. **Recognizing and Promoting Industry-Relevant Skills:** The initiative’s recognition and PR opportunities for businesses and schools will highlight successful examples of skill development programs.
4. **Professional Development for Educators:** The two-way information system helps educators stay updated on the evolving needs of the labor market. As businesses communicate what skills they are looking for in prospective employees, educators can participate in professional development opportunities focused on building these competencies into their curriculum. This continuous feedback loop ensures that educators are preparing students for success in high-demand careers, such as those in STEM, healthcare, manufacturing, and IT.
5. **Bridging the Gap Between Education and Industry:** Through stronger collaboration between businesses and schools, this initiative helps bridge the gap between classroom learning and real-world job requirements.
6. **Enhanced Communication and Networking Skills:** The two-way communication system itself encourages both students and educators to practice and enhance their communication and networking skills. Students learn how to interact with potential employers, present their work, and seek feedback, all of which are essential professional skills. Educators also benefit from ongoing communication with industry partners, learning how to better advocate for student needs and stay connected to industry trends.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

This initiative focuses on recognizing businesses and schools for their contributions and creating a two-way communication system between employers and educational institutions. It aligns with the goals of Ohio’s State Systemic Improvement Plan (SSIP) by fostering inclusion, improving access to career-focused opportunities, and ensuring that students with disabilities are recognized and supported in their pursuit of post-school success. Here’s how Initiative 2 specifically impacts students with disabilities:

1. **Inclusive Recognition of Student Achievements:** By developing recognition and PR opportunities for schools and businesses, this initiative promotes an inclusive culture

that acknowledges the contributions and successes of all students, including those with disabilities. Recognizing students with disabilities who have succeeded in work-based learning experiences will highlight their achievements, reduce stigma, and encourage others to view them as capable contributors to the workforce. This is in line with the SSIP's goal of improving the visibility and participation of students with disabilities in programs that enhance post-secondary outcomes.

2. **Enhanced Collaboration for Tailored Support:** The two-way information system between employers and schools creates a platform for better communication regarding the needs of students with disabilities. Schools can provide detailed information on the accommodations and supports required by students with disabilities to ensure their successful participation in internships, apprenticeships, and other experiential learning opportunities. In turn, employers can provide feedback on how these supports are working in the workplace and suggest additional strategies for improvement. This collaborative communication directly supports the SSIP's focus on using data and feedback to tailor interventions and ensure equitable access to high-quality instruction and career readiness.
3. **Equity in Recognition and Opportunities:** By establishing a recognition system that celebrates the partnerships between schools and businesses, Initiative 2 ensures that businesses who actively support students with disabilities are highlighted.
4. **Improved Access to Work-Based Learning for Students with Disabilities:** The two-way information system will help schools and businesses collaborate to ensure that students with disabilities are aware of, and can access, available work-based learning opportunities.
5. **Data Collection and Continuous Improvement:** The two-way communication system can also serve as a data collection tool to track how students with disabilities are engaging in work-based learning opportunities. The SSIP emphasizes data-driven improvement, and this initiative supports that by creating a system to collect feedback from employers on the performance and success of students with disabilities in the workplace, which can be used to adjust supports and improve outcomes.
6. **Creating Inclusive Employment Practices:** Through the recognition and PR component, businesses that actively support students with disabilities in internships, apprenticeships, or other work-based learning opportunities will be publicly acknowledged. This public recognition not only rewards businesses but also encourages other companies to adopt inclusive hiring practices. As a result, more employers may become open to providing the accommodations necessary for students with disabilities to thrive in their workplaces, further aligning with the SSIP's goal of improving post-school outcomes for students with disabilities by creating inclusive pathways to employment.

Note: May add cells as needed.

Initiative 3- Work Ethic Credential

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

The Greater Cincinnati Business Advisory Council sees the value in supporting a Work Ethic Credential that aligns with the state standards and industry expectations. The council contributes to the success for all students begins with the development of essential skills in relationship to future post-graduation success.

Collaborative Action Steps

- Partner with the Ohio Department of Education and industry leaders to design a Work Ethic Credential that aligns with state standards and industry expectations.
- Develop a curriculum framework that includes key soft skills such as punctuality, teamwork, communication, and problem-solving, in addition to technical skills.
- Pilot the Work Ethic Credential program in participating high schools and partner industries, with students earning the credential upon successful completion of work-based learning experiences and demonstration of key competencies.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative?

All school districts listed within the application in Hamilton, Clermont, and Butler counties

List all businesses involved.

All businesses listed in the application and addendum.

List all related timelines for each phase of plan development and associated deadlines.

Phase 1: Develop the framework and gain state recognition (September-December 2024).

Phase 2: Pilot the credential program with selected districts and businesses (January-March 2025).

Phase 3: Full rollout of the credential across all participating districts (May 2025).

List the resources needed for implementation (funding, manpower, tools, for example).

Funding for curriculum development, pilot implementation, and marketing to students and businesses about the value of the credential.

Identify [existing data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

- **GCBAC has data available for credential allocations by participating districts for the 22-23, 23-24 school terms**
- **By the end of the 2024-2025 school year data collected through the GCBAC survey will also provide information on students achieving the Work Ethic Credential by district**

- **Goal by the end of the 24-25 school is to show 100 students achieving the Work Ethic Credential**

How does this initiative help to develop relevant in-demand skills for students and educators.

The development of a state-recognized Work Ethic Industry Credential directly addresses the growing need for students to acquire in-demand soft skills and work habits that are essential in today's workforce. This initiative helps both students and educators in the following ways:

1. **Focus on Critical Soft Skills:** The Work Ethic Industry Credential emphasizes the development of soft skills that are increasingly valued by employers.
2. **Alignment with Industry Standards:** The credential is developed in collaboration with Ohio industries, ensuring that the skills students are required to demonstrate align with the specific demands of the local labor market.
3. **Structured Pathway for Skill Development:** The credential provides a clear, structured pathway for students to develop, practice, and demonstrate their work ethic and professionalism. This structure is particularly important for students who may not have access to traditional work-based learning opportunities but can still prove their readiness for the workforce through the credential.
4. **Enhancing Educators' Ability to Teach Workplace Readiness:** For educators, the creation of this credential provides a concrete tool for teaching and assessing soft skills. It gives educators a clear framework for integrating work ethic and professionalism into their lessons, regardless of the subject matter.
5. **Creating Measurable Outcomes for Student Growth:** The credential offers a measurable outcome for students' development in critical areas related to employability. Educators can use the credential as a tool for tracking and assessing student progress in areas like attendance, punctuality, communication, and teamwork. This data-driven approach helps schools ensure that students are progressing in the areas that matter most to employers and allows educators to provide targeted support where needed.
6. **Statewide Recognition and Portability:** Since the credential is recognized by the State of Ohio, students who earn it can carry this qualification with them as they apply for jobs or post-secondary education across the state. This statewide recognition adds value to the credential, making it a meaningful indicator of student readiness in any professional setting.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Challenges: Connecting all the requirements associated with credential application, reference letters, industry survey completion.

Solutions: Focused support from the 90-business advisory council industry partnerships to support surveys, collect letters of support through the 30 school districts.

Identify existing [data](#) and set measurable outcomes to achieve plan. If data is unavailable, identify steps being taken to acquire this data.

- **The GCBAC has data available from the 22-23, 23-24 school terms collected however a more robust and streamlined system will support a more consistent picture of the region.**
- **The GCBAC working with the Workforce Innovation Network of Hamilton County ESC will also bring a data collection survey that will be used quarterly within the GCBAC assigned Career Connectors for each member school district.**
- **By the end of the 2024-2025, school year applications for credentials will be completed and data is shared.**

How does this initiative help to develop relevant in-demand skills for students and educators.

The development of a state-recognized Work Ethic Industry Credential directly addresses the growing need for students to acquire in-demand soft skills and work habits that are essential in today’s workforce. The credential provides a clear, structured pathway for students to develop, practice, and demonstrate their work ethic and professionalism. This structure is particularly important for students who may not have access to traditional work-based learning opportunities but can still prove their readiness for the workforce through the credential. Additionally, the initiative enhances educators’ ability to apply workplace readiness to provide concrete mechanism for teaching and assessing soft skills. The initiative provides a clear framework for integrating work ethic and professionalism into lessons, regardless of subject matter.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

This initiative, which focuses on developing a state-recognized Work Ethic Industry Credential, offers significant benefits to students with disabilities by providing opportunities for them to develop and demonstrate essential workplace skills in a structured and supportive environment. It also aligns closely with the goals of Ohio’s State Systemic Improvement Plan (SSIP), which aims to improve post-secondary outcomes for students with disabilities through data-driven, inclusive practices. Here's how Initiative 3 impacts students with disabilities:

1. **Providing Equal Access to Credential Opportunities:** By designing a credential that emphasizes universally important soft skills—such as punctuality, teamwork, communication, and work ethic—students with disabilities can participate in skill-building programs alongside their peers.

2. **Customization and Accommodation for Individual Needs:** The work ethic credential program can be designed to accommodate the unique needs of students with disabilities by providing individualized supports and modifications, aligned with their Individualized Education Programs (IEPs).
3. **Alignment with Post-School Success Goals:** One of the primary goals of the SSIP is to improve post-secondary outcomes for students with disabilities, including employment, further education, and independent living.
4. **Clear, Measurable Skill Development:** The work ethic credential provides a structured, measurable pathway for students with disabilities to develop critical soft skills.
5. **Promoting Inclusion in Career Readiness:** Initiative 3 promotes inclusion by ensuring that students with disabilities are part of broader efforts to prepare all students for post-school success.
6. **Strengthening School-Employer Collaboration for Inclusive Practices:** As the work ethic credential is developed in partnership with businesses and industries, it promotes collaboration between schools and employers to ensure that workplaces are inclusive and supportive of students with disabilities.
7. **Building Confidence and Self-Advocacy Skills:** Earning the work ethic credential can boost the confidence of students with disabilities, showing them that they are capable of meeting workplace expectations. It also encourages the development of self-advocacy skills, as students learn how to communicate their strengths and accommodation needs in professional settings.
8. **Creating Pathways for Meaningful Employment:** The credential signals to employers that students with disabilities are well-prepared for the workforce, helping to reduce employment barriers for these students.