2024-2025 Business Advisory Council Plan
Southern Ohio Educational Service Center

The Southern Ohio Educational Service Center Business Advisory Council (BAC) serves Adams, Clinton, Fayette, and Highland Counties. The BAC is a partnership of the Southern Ohio ESC, local K-12 and post-secondary educators, area businesses, and economic, community development, and workforce development agencies who work together to assess the workforce needs and employability skills for student and community success in the regional economy. The Southern Ohio ESC supports county-level councils/collaboratives in each of the counties served by the ESC.

The BAC fosters collaboration among schools, businesses, and the communities served in our region. This work ensures the work of educators aligns with the needs of businesses. This cooperation makes the local education system more aware of the local labor market, promotes work-based learning experiences and career exploration experiences within businesses, and helps students prepare for successful learning and employment opportunities. The county-level councils/collaboratives include regional business leaders who are familiar with business and industry needs. Members partner with district leaders and educators to plan and carry out the work of the county-level councils/collaboratives.

It is the goal of the Southern Ohio ESC Business Advisory Council to identify strategies that transform the student learning experience. Through ongoing, intentional collaboration, the BAC works to build a more responsive education system based on regional economic drivers and needs, more relevant learning experiences for students that include work-based learning experiences and career exploration experiences for students and enduring partnerships between schools and local employers.

JobsOhio Regions in which the Southern Ohio ESC Business Advisory Council operates:
- **West Ohio** (Clinton and Fayette Counties)
- **Southeast Ohio** (Adams and Highland Counties)

List all member districts represented by the Business Advisory Council:

Member District	District Primary Contact and Role	Primary Contact Email
ADAMS COUNTY		
Adams County Ohio Valley Local Schools	Dawn Wallace, Superintendent	dawn.wallace@ovsd.us
	Josh Michael, Ohio Valley Career Technical Center Director	josh.michael@ovsd.us
Southern Ohio Educational Service Center (SOESC)	Curt Bradshaw, Superintendent	cbradshaw@soesc.org
	Casey Enochs, Assistant Superintendent	cenochs@soesc.org
	Hannah Garen, SOESC Teaching & Learning Team	hgaren@soesc.org
CLINTON COUNTY		
Blanchester Local Schools	Randy Dunlap, Superintendent	dunlapr@blan.org
Clinton-Massie Local Schools	David Moss, Superintendent	david.moss@cmfalcons.org
East Clinton Local Schools	Eric Magee, Superintendent	eric.magee@eastclinton.org
Great Oaks Career Campuses/ Laurel Oaks Career Campus	Andy McCool, Dean of Instruction	mccoola@greatoaks.com
	Shea Havens-White, Assistant Dean of Instruction	havensws@greatoaks.com
Southern Ohio Educational Service Center (SOESC)	Curt Bradshaw, Superintendent	cbradshaw@soesc.org
	Casey Enochs, Assistant Superintendent	cenochs@soesc.org
	Conner Wyatt, Clinton County Workforce Development Director	cwyatt@soesc.org
Wilmington City Schools	Tim Dettwiller, Superintendent	tim.dettwiller@wilmington.k12.oh.us
FAYETTE COUNTY		
Miami Trace Local Schools	Kim Pittser, Superintendent	kpittser@mtpanthers.org
	Rob Enochs, Assistant Superintendent	renochs@mtpanthers.org
	Bryan Sheets, High School Principal	bsheets@mtpanthers.org

Ohio Department of Education & Workforce

	Ann Boerger, Secondary Curriculum Director	aboerger@mtpanthers.org
Washington Court House City Schools	Tom Bailey, Superintendent	tom.bailey@wchcs.org
	Andrea Faulkner, Assistant Superintendent	andrea.faulkner@wchcs.org
	Brady Streitenberger	brady.streitenberger@wchcs.org
Southern Ohio Educational Service Center (SOESC)	Curt Bradshaw, Superintendent	cbradshaw@soesc.org
	Casey Enochs, Assistant Superintendent	cenochs@soesc.org
	Hannah Garen, SOESC Teaching & Learning Team	hgaren@soesc.org
HIGHLAND COUNTY		
Bright Local Schools	Jason Iles, Superintendent	jason.iles@blsd.us
	Karie Emery, Workforce Development Coordinator	karie.emery@blsd.us
Fairfield Local Schools	Kesia McCoy, Superintendent	kesia.mccoy@fairfieldlocal.org
Greenfield Exempted Village Schools	Quincey Gray, Superintendent	quincey.gray@greenfieldmcclain.org
	Mark Bihl, Work-based Learning Coordinator/Career Navigator	mark.bihl@greenfieldmcclain.org
Hillsboro City Schools	Tim Davis, Superintendent	tdavis@hillsboro-indians.org
Lynchburg-Clay Local Schools	Ron Sexton, Superintendent	ron.sexton@lclsd.org
	William Fawley, Work-based learning Coordinator/Teacher	william.fawley@lclsd.org
Southern Ohio Educational Service Center (SOESC)	Curt Bradshaw, Superintendent	cbradshaw@soesc.org
	Casey Enochs, Assistant Superintendent	cenochs@soesc.org
	Vacant Position, Highland County Workforce Development Director *(interviews currently taking place)*	Vacant Position *(interviews currently taking place)*
	Hannah Garen, SOESC Teaching & Learning Team	hgaren@soesc.org

Department of Education & Workforce

List business advisory council members (business, higher education, community partners, for example). 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	Business Primary Contact & Role	Primary Contact Email
ADAMS COUNTY		
Industry: Agriculture		
Ohio Farm Bureau - Adams, Brown, Clermont, and Highland Counties	Heather Utter, Organization Director	hutter@ofbf.org
Industry: Education		
Shawnee State University/Rio Grande Community College	Harmoni Keller, Southeast Tech Prep Regional Coordinator	hkeller@shawnee.edu
Industry: Finance		
Atomic Credit Union	Andy Eisnaugle	meisnaugle@atomiccu.com
Industry: Manufacturing		
Arrick's Propane	Josh Hawk	joshhawk@arrickspropane.com
Industry: Media		
C103 Radio	Don Bowles, President and General Manager	donbowles@c103.fm
Local Government Partners		
Southeast Ohio Regional Liaison for Lt. Governor Husted's Office	Bryn Stepp, Southeast Ohio Regional Liaison for Lt. Governor Husted's Office	bryn.stepp@governor.ohio.gov
Workforce Development Partners		
Adams County Economic Development	Paul Worley, Director	paul.worley@adamscountyoh.gov
BESTOhio	Jack Everson, Executive Director	jeverson@shawnee.edu
Future Plans	Kristy Amy, Strategic Implementation Director	kristya@futureplans.com
GRIT/Ohio Valley School District	Amy Jo Queen, Adams County Community Outreach Partner and Career Catalyst	amyq@futureplans.com

Department of Education & Workforce

	Lisa Scott, Career Coordinator	lisas@futureplans.com
Leadership Adams	Jeff Foster, Executive Director	jdfoster1960@gmail.com
OhioMeansJobs Adams & Brown Counties	Matheau (Matt) Reno, Account Executive	mreno@omjadamsbrown.org
Southern Ohio Public Consultant Group	Robyn Bastin, Consultant	rbastin@pcgus.com
Workforce Development Board #1: Adams, Brown, Pike, and Scioto Counties	Dwayne Alexander, Business Assistant	dwayne.alexander@sciototech.org

CLINTON COUNTY

Industry: Aviation, Manufacturing

Air Transport Services Group	Shawn Bauman, Director of Talent, Acquisition, & Planning	shawn.bauman@atsginc.com
	Tim Triplett, Marketing Specialist	tim.triplett@atsginc.com

Industry: Education

Clinton County Board of Developmental Disabilities	Shanon Bene, Employment First Coordinator	sbene@clintondd.org
Clinton County Community Action Program	Jane Newkirk, Chief Executive Officer	janenewkirk@clintoncap.org
Southern State Community College	Dr. Erika Goodwin, Vice President of Academic & Student Affairs	egoodwin@sscc.edu
Wilmington College	Eric McLaughlin, Director of Career Services & Workforce Development	eric.mclaughlin@wilmington.edu
	Sylvia Stevens, Vice President for Community and Business Relations/Development	sylvia_stevens@wilmington.edu

Industry: Healthcare

Clinton Memorial Hospital	Stephanie Butler, Director of Marketing & Communications	stephanie.butler@cmhregional.com
HealthSource of Ohio	Shannon Holbert, Practice Manager	sholbert@hsohio.org

Industry: Logistics & Trucking

Amazon Prime Air	Abby Gilbert, Staffing Coordinator	gilbeabi@amazon.com
R+L Carriers	Appointee TBD	

Industry: Manufacturing

Department of Education & Workforce

FERNO	Eric Salyers, Vice President of Human Relations	esalyers@ferno.com

Industry: Social Services and Mental Health

BrightView	Michele Ricketts, Director of Outreach	m.ricketts@brightviewhealth.com
Talbert House	Barbara Adams Marin, Supervisor	barbara.adamsmarin@talberthouse.org

Local Government Partners

City of Wilmington	Jim Brady, Director of Human Resources	jbrady@wilmingtonoh.org
Clinton County	Mike McCarty, Commissioner	mccarty.mike@clintoncountyohio.us

Workforce Development Partners

Clinton County Port Authority	Ruth Brindle, Workforce & Data Specialist	rbrindle@ccportauthority.com
OhioMeansJobs-Clinton County	Tammy Keller, Job Developer	tistvan@wsu-inc.org
Wilmington-Clinton County Chamber of Commerce	Dessie Rogers, Executive Director	dbuchanan@wcchamber.com

FAYETTE COUNTY

Industry: Automotive Manufacturing

American Honda Motor Company, Inc./LG Energy Solution	Angela Topper, Recruiter	angela_topper@na.honda.com
YUSA Corporation	Vince Allgeier, Vice President of Research & Development	vince.allgeier@yusa-oh.com
	Paul Grubb, Vice President of Human Resources	paul.grubb@yusa-oh.com

Industry: Education

Carnegie Public Library	Sarah Nichols, Director	snichols@seolibraries.org
Fayette County Board of Developmental Disabilities	Chad Blakeley, Community First Coordinator	cblakeley@fayettedd.com
Southern State Community College	Amy McClellan, Executive Director of Workforce Development	amcclellan@sscc.edu

Industry: Manufacturing

Crest Industries/Dis-Tran Steel	Kara McCormick, HR Generalist	kara.mccomick@yahoo.com

Ohio Department of Education & Workforce

Red Collar Pet Foods	Nick Pierce, Director of Manufacturing	nick.pierce@redcollarpet.com
SugarCreek Packing	Tom Bollinger, Chief Financial Officer	tbollinger@sugar-creek.com
Valero Energy Corporation	Zach Beversdorf, Plant Manager	zach.beversdorf@valero.com
	Candace Horton, Office Coordinator	candace.horton@valero.com
Wingate Packaging	Ed Rodden, CEO	edward.rodden@wingate-packaging.com

Industry: Recreation/Fitness

YMCA	Jaclyn White, CEO	ceo@faycoymca.org

Industry: Retail

Destination Outlets	Jennifer Snyder, General Manager	jsnyder@destinationoutlets.com

Industry: Construction

Accurate Heating and Cooling (HVAC)	Michael Linton, Co-Owner	mlinton@accuratehvac.com
Remington Electric, Ltd.	Shawn Remington, Owner	remingtonelectric@gmail.com
Hastings Digital	Sam Gebhardt	samgebhardt@gmail.com
Enterprise Advisory Group	Jamie Gentry, Partner	jgentry@eagohio.com

Industry: Food Service and Hospitality

Platform Coffee	Chris Paisley, Co-Owner	chris@con2sol.com

Industry: Healthcare

Adena Fayette Medical Center	Josh McCoy, Senior Executive Officer	jmccoy3@adena.org
Benchmark Case Management	Tom Buscemi, Disability Field Case Manager	tom.buscemi@benchmarkcasemgt.com

Industry: Transportation

Fayette Madison Transit	Joy Stanforth, Transportation Director	jstanforth@cacfayettecounty.org

Local Government Partners

City of Washington Court House	Dale Lynch, City Council Member	dlynchwch@gmail.com

Department of Education & Workforce

Fayette County	Jim Garland, Fayette County Commissioner	jim.garland@fayette-co-oh.com

Workforce Development Partners

OhioMeansJobs-Fayette County	Lana Pavey, Eligibility Specialist	lana.pavey@jfs.ohio.gov
Fayette County Chamber of Commerce	Kristy Bowers, Executive Director	kristy@fayettecountyohio.com
City of Washington Court House, Economic Development	Chelsie Baker, Director	cbaker@cityofwch.com

HIGHLAND COUNTY

Industry: Agriculture

Carraher Farms	Angie Wright, Office Manager	angiekwright411@gmail.com

Industry: Construction

Seal-Tite, LLC	Laura Burton, Vice President of Finance and Administration	lburton@sealtitehvac.com
	Phil Wilson, Continuous Improvement Manager	pwilson@sealtitehvac.com
Shafer Heating & Cooling	Ashley Dunseith, Human Resources and Marketing	ashleyd@shaferhvac.us

Industry: Education

Highland County Board of Developmental Disabilities	Jacob Alexander, Employment Manager	jalexander@highdd.org
	Molly Warnock, Community First Director	mwarnock@highdd.org
Shawnee State University/Rio Grande Community College	Harmoni Keller, Southeast Tech Prep Regional Coordinator	hkeller@shawnee.edu
Southern State Community College	Nicole Roades, President	nroades@sscc.org

Industry: Healthcare

Adena Greenfield Medical Center	Josh McCoy, Senior Executive Officer	jmccoy3@adena.org
Dr. Matthew Chiropractic, LLC	Rindy Matthews, Owner	drrmatthews1@yahoo.com
HealthSource of Ohio	Chelsie Hornsby, Senior Director of Business Development	chornsby@hsohio.org
Highland District Hospital	Amanda Knauff, Human Resources Director	aknauff@hdh.org

Department of Education & Workforce

Industry: Manufacturing

Abbott Signs/City of Hillsboro	Brianne Abbott, Owner of Abbott Signs/Safety & Service Director for City of Hillsboro)	babbott@hillsboroohio.net
Adient US, LLC	Melanie Spangler, Human Resources Manager	melanie.spangler@adient.com
Corvac Composites	Brandon Cade, Human Resources Manager	brandon.cade@corvaccomp.com
Greenfield Research, Inc.	Aaron Penn, Production Manager	apenn@greenfield-research.com
Highland Computer Forms	Ronda Smith, Controller	rsmith@hcf.com
Hobart/ITW Food Equipment Group	Kim Dye, Human Resources Manager	kim.dye@itwfeg.com
Lumenix Home Décor and Fragrance	Jason Stevens, General Manager	jastevens@candle-lite.com
Weastec, Inc.	Dustin Lykins, Human Resources Supervisor	dustin.lykins@weastec.com

Industry: Media

Times-Gazette/Aim Media	John Hackley, Journalist/Reporter	jhackley@aimmediamidwest.com

Industry: Real Estate

Nationwide Auctions & Realty	Klayton Juillerat, Auctioneer and Realtor	klaytonsells@yahoo.com

Industry: Transportation

Willey & Son Trucking	Shawn Willey, Owner	swilley33@me.com

Local Government Partners

City of Greenfield	Todd Wilkin, City Manager	citymanager@greenfieldohio.net
Highland County	Brad Roades, County Commissioner	commissioners@co.highland.oh.us
Highland County Prosecutor's Office	Molly Bolek, Assistant Prosecutor	mbolek@hcprosecutor.org
Highland County Soil & Water Conservation District	Pam Bushelman, District Operations Manager	pam.bushelman@oh.nacdnet.net
Southwest Ohio Regional Liaison for Lt. Governor Husted's Office	Derek Chancellor, Southwest Ohio Regional Liaison for Lt. Governor Husted's Office	derek.chancellor@governor.ohio.gov
Village of Leesburg	Amy Palmer, Village Administrator	amy.palmer@leesburgohio.org

Ohio Department of Education & Workforce

Workforce Development Partners		
BB2C: Building Bridges to Careers	Jeremy Ward, Network Director	jward@bb2careers.org
BESTOhio	Jack Everson	jeverson@shawnee.edu
GRIT/Future Plans	Hilarie Ames, Community Outreach Partner for GRIT/Future Plans, Highland/Clinton/Fayette Counties	hilariea@futureplans.org
Highland County Chamber of Commerce	Jamie Wheeler, Executive Director	jamie@thehighlandchamber.com
Highland County Economic Development	Julie Bolender, Director	jbolender@co.highland.oh.us
REACH for Tomorrow/Future Plans	Derek Ames, Youth Coordinator and Coach for Assessments	dereka@reach4t.org
OhioMeansJobs-Highland County/Highland County Community Action	Haylee Brown, Program Manager	hbrown@hccao.org
	Tara Campbell, Deputy Director	tcampbell@hccao.org
	Amanda Tedford, Workforce Specialist	atedford@hccao.org
Public Consultant Group	Elizabeth Ford, Engagement and Recruitment Specialist	eford@pcgus.com

Department of Education & Workforce

Schedule of Meetings

Planning meetings for the 2024-2025 school year include:

ADAMS COUNTY COUNCIL MEETINGS	
Note: Subcommittee meeting dates will be scheduled, as needed, throughout the course of the school year.	
Quarter 1 Meeting: September 24, 2024	Quarter 2 Meeting: November 8, 2024
Quarter 3 Meeting: February 24, 2025	Quarter 4 Meeting: April 28, 2025

CLINTON COUNTY COUNCIL MEETINGS	
Note: Subcommittee meeting dates will be scheduled, as needed, throughout the course of the school year. In addition, the Clinton County Workforce Collaborative, an extension of the BAC, meets monthly.	
Quarter 1 Meeting: September 19, 2024	Quarter 2 Meeting: November 21, 2024
Quarter 3 Meeting: February 20, 2025	Quarter 4 Meeting: April 24, 2025

FAYETTE COUNTY COUNCIL MEETINGS	
Note: Subcommittee meeting dates will be scheduled, as needed, throughout the course of the school year. In addition, the Fayette County Workforce Collaborative, an extension of the BAC, meets monthly.	
Quarter 1 Meeting: September 17, 2024	Quarter 2 Meeting: November 15, 2024
Quarter 3 Meeting: February 21, 2025	Quarter 4 Meeting: May 2, 2025

HIGHLAND COUNTY COUNCIL MEETINGS	
Note: Subcommittee meeting dates will be scheduled, as needed, throughout the course of the school year.	
Quarter 1 Meeting: September 24, 2024	Quarter 2 Meeting: November 8, 2024
Quarter 3 Meeting: February 24, 2025	Quarter 4 Meeting: April 28, 2025

REGIONAL BUSINESS ADVISORY COUNCIL MEETINGS (Adams, Clinton, Fayette, & Highland Counties Joint Regional BAC Meetings)	
Semester 1 Regional Meeting: November 1, 2024	Semester 2 Regional Meeting: April 11, 2025

Ohio Department of Education & Workforce

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

Business advisory councils operate under three quality practices:
1. **Develop Professional Skills for Future Careers**;
2. **Build Partnerships**; and
3. **Coordinate Experiences**

The mission of the Business Advisory Council is to coordinate and sustain efforts among schools, businesses, and communities to build a stronger workforce in the region by identifying and cultivating the strengths of individuals and aligning them to the needs of existing and emerging industries. The BAC is established to bring workforce development stakeholders together to ensure coordination of their efforts. The council has created work groups in each of the counties served by the BAC focusing on the three quality principles identified by the Ohio Department of Education & Workforce: Developing Professional Skills for Future Careers, Building Partnerships, and Coordinating Experiences.

The Business Advisory Council tackles critical and multi-faceted workforce needs by bringing together business, education, non-profit, government, and economic and workforce development leaders to create solutions that work for the region served by our Business Advisory Council. Subcommittees in each county are actively engaged in addressing the following overarching areas of focus – (1) building partnerships to explore cooperative solutions to the challenges of workforce mobility, childcase, housing, and broadband accessibility, (2) identifying professional skills needed among the existing and future workforce and assisting individuals, schools, and employers in building curriculum, training, and credentialing opportunities to meet those needs, and (3) connecting employers and schools to bridge workforce development gaps and coordinate work-based learning and career exploration and awareness experiences for students to prepare them for the workforce.

The vision of the Business Advisory Council is to provide each community member with the skills necessary to succeed in the workforce, while providing employers with a continually growing employment pool of viable candidates.

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

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

Training and Program Development for High-Quality Childcare

In 2021-2022, the Barriers to Work Working Group of the Clinton County Workforce Collaborative conducted "Understanding the Needs of the Local Workforce," a survey of the Clinton County workforce which identified access to childcare as one of the barriers to work faced by Clinton County residents. In 2022-2023, the Working Group conducted a "Focus on Childcare" second phase of the survey to define the priority childcare needs in the community (i.e.: birth to 3, after-school, 3rd shift, etc.).

At the same time, Clinton County Community Action (the only provider of Early Head Start, Head Start, and non-in-home childcare in the county) and Clinton County Job & Family Services (in their role as the licensing agent for the State with Step Up To Quality) made it clear that they see a desperate need for more trained and licensed workers in the field. The lack of people to do this work is what is creating the shortage in services for parents and caregivers.

The only before and after school child care available in Clinton County is provided by the Countryside YMCA through Clinton-Massie Local Schools, only one of the four school districts in Clinton County. This category of child care was identified as a top priority in the 2022-2023 "Focus on Childcare" survey.

The Barriers to Work Working Group has brought together Wilmington City Schools and Wilmington College to pilot a before and after school child care program for students in grades K through 5. With licensure guidance from 4C for Children and Clinton County Community Action, and with supervision from Clinton County Community Action, students from Wilmington College and Laurel Oaks Career Campus will staff the program. Wilmington City Schools and Wilmington College will develop the program curriculum.

Department of Education & Workforce

The majority of the students staffing the program, and thus receiving direct, hands-on career training, will be Primary Education majors from Wilmington College and Early Childhood Education students from Laurel Oaks Career Campus. The program will also, however, be open to students in other areas of the Education program at Wilmington College, as well as students in the Psychology and Social Work programs.

This arrangement will not only provide quality affordable care for school-age children in Wilmington City Schools but will also provide workforce training opportunities for current career tech and post-secondary students while developing a talent pipeline for Clinton County Community Action and other child care providers. Thus, this program is distinctive in that it responds to the needs of multiple sectors of the community at the same time - parents and caregivers in need of child care, individuals looking to join the workforce in the child care field, and child care employers in need of employees.

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

1. Wilmington City Schools
    a. 963 students currently enrolled in Grades K thru 5.
    b. 45% of the student body is eligible for care through the program.
2. Laurel Oaks Career Campus
    a. 9 Level 2 students are currently enrolled in the Early Childhood Education program.
    b. 2.5% of Level 2 students are eligible for training through the program.
3. Wilmington College
    a. 223 students are currently enrolled in the Education, Social Work, and Psychology programs.
    b. 25.8% of on-campus undergraduate students are eligible for training through the program.

List all businesses involved.

1. 4C for Children
2. Clinton County Community Action
3. Clinton County Job & Family Services
4. Wilmington City Schools
5. Wilmington College

How are businesses giving input in curriculum alignment with skills needed for in-demand professions, educator engagement and development, employers in classroom involvement, etc.?

1. **4C for Children** will provide guidance to Wilmington College and Wilmington City Schools on the licensure requirements for the program.
2. **Clinton County Community Action** staff will serve as the licensed teachers for the program, providing mentorship and instruction to the program staff.

Department of
Education &
Workforce

3. **Clinton County Job & Family Services** will assist with enrollment marketing of the program, and will work with program staff who may be interested in attaining their individual child care licensure in addition to the training and licensure they will be receiving related to working in a larger child care center.
4. **Wilmington City Schools** and **Wilmington College** will develop the program curriculum and will be the "front line" trainers for the program staff.

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

1. Research and Planning
    a. Market Research *(Barriers to Work Leadership Team - 2021 to Present/Ongoing)*
        i. Assess the need for before and after school childcare in your area. *(see existing data section)*
        ii. Analyze competitors and identify gaps in their services. *(conversations with Countryside and Dayton YMCAs)*
        iii. Survey parents and local schools to gauge interest. *(see existing data section)*
    b. Business Plan Development *(4C for Children, Barriers to Work Leadership Team, Clinton County Community Action, Wilmington City Schools, Wilmington College - Fall 2024/Winter 2025)*
        i. Define your mission, vision, and goals.
        ii. Determine the services you will offer (e.g., homework help, snacks, activities).
        iii. Identify your target market and pricing strategy.
        iv. Create a budget that includes startup costs, operating expenses, and projected income.
        v. Outline a marketing plan.
2. Legal and Licensing Requirements *(4C for Children and Clinton County Community Action - Present/Ongoing)*
    a. Research state and local child care licensing requirements.
    b. Obtain necessary licenses, permits, and insurance.
    c. Understand and comply with health and safety regulations.
3. Facility and Resources
    a. Location Selection *(Wilmington City Schools - Spring 2025)*
        i. Choose a location that is safe, accessible, and near schools.
        ii. Ensure the space meets all licensing requirements.
        iii. Plan for indoor and outdoor activity areas.
    b. Facility Setup *(Clinton County Community Action, Wilmington City Schools - Spring/Summer 2025)*
        i. Furnish the space with appropriate furniture and supplies.
        ii. Set up safety measures (e.g., first aid kits, fire extinguishers, secure entrances).
        iii. Create designated areas for various activities (e.g., study, play, meals).
    c. Resources and Supplies *(Wilmington City Schools, Wilmington College - Spring/Summer 2025)*
        i. Purchase educational materials, games, and toys.
        ii. Stock up on snacks and beverages.

    iii. Prepare a supply list for ongoing needs.

4. Staffing and Training
 a. Hiring Staff *(Clinton County Community Action, Laurel Oaks Career Campus, Wilmington College - Fall 2025)*
   i. Develop job descriptions and qualifications for staff.
   ii. Advertise and recruit qualified candidates.
   iii. Conduct background checks and interviews.
 b. Training and Certification *(Clinton County Community Action, Laurel Oaks Career Campus, Wilmington College - Fall 2025)*
   i. Provide training on child care best practices, health, and safety.
   ii. Ensure staff are certified in CPR and first aid.
   iii. Conduct orientation on your program's policies and procedures.
 c. Staff Management *(Clinton County Community Action, Wilmington College - Fall 2025/Ongoing)*
   i. Create a staff schedule.
   ii. Implement ongoing professional development and training.
   iii. Establish clear communication channels with staff.
 d. Parent Communication *(Clinton County Community Action, Wilmington City Schools - Fall 2025/Ongoing)*
   i. Establish a communication plan for regular updates (e.g., newsletters, parent-teacher meetings).
   ii. Create a parent handbook outlining policies and expectations.
 e. Quality Control *(4C for Children, Clinton County Community Action - Fall 2025/Ongoing)*
   i. Regularly evaluate the program's effectiveness and seek parent feedback.
   ii. Make improvements based on feedback and changing needs.
   iii. Stay updated with industry trends and best practices.

5. Program Development
 a. Curriculum and Activities *(Wilmington City Schools, Wilmington College - Spring/Summer 2025)*
   i. Develop a daily schedule that balances homework, recreation, and enrichment.
   ii. Plan age-appropriate activities (e.g., arts and crafts, sports, STEM projects).
   iii. Incorporate social-emotional learning and teamwork activities.
 b. Health and Nutrition *(Clinton County Community Action, Wilmington City Schools - Spring/Summer 2025)*
   i. Create a healthy snack menu following dietary guidelines.
   ii. Develop policies for handling allergies and special dietary needs.
 c. Safety and Security *(Clinton County Community Action, Wilmington City Schools - Spring/Summer 2025)*
   i. Develop emergency plans and conduct regular drills.
   ii. Implement a secure check-in and check-out system.
   iii. Establish policies for handling incidents and reporting to parents.

6. Marketing and Enrollment
 a. Branding and Promotion *(Barriers to Work Leadership Team, Clinton County Job & Family Services - Spring/Summer 2025)*
   i. Develop a brand identity, including a logo and tagline.
   ii. Create promotional materials (e.g., brochures, flyers, website).

Department of Education & Workforce

        iii.   Utilize social media and local advertising to reach parents.
7. Operations and Financial Management
    a. Daily Operations *(Clinton County Community Action, Wilmington City Schools, Wilmington College - Spring/Summer 2025)*
        i.   Develop standard operating procedures for day-to-day activities.
        ii.   Implement a system for tracking attendance and payments.
        iii.   Establish a routine for cleaning and maintenance.
    b. Financial Management *(Clinton County Community Action, Wilmington City Schools - Spring/Summer 2025)*
        i.   Set up an accounting system to manage finances.
        ii.   Monitor cash flow, budget, and financial statements regularly.
        iii.   Plan for contingencies and unexpected expenses.
    c. Enrollment Process *(Clinton County Community Action, Wilmington City Schools - Summer/Fall 2025)*
        i.   Develop an enrollment application and contract.
        ii.   Set up a registration system (online or in-person).
        iii.   Host open houses or information sessions for parents

---

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

1. Classroom Equipment
2. Human Capital
3. Facility
4. Funding

See the related timeline for a detailed list.

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

With the closure of the Clinton County YMCA in May 2015, the Dayton YMCA began providing before and after school child care in cooperation with Wilmington City Schools. That program was discontinued due to low enrollment, but there is clearly a need for the service. The Barriers to Work Leadership Team has engaged in conversation with the Dayton YMCA to learn more about their marketing efforts in an attempt to discover where the disconnect occurred. Based on that information, the Working Group Leadership Team, in collaboration with other project partners, will develop an enrollment marketing program to ensure that every parent and caregiver in Wilmington City Schools is able to access the service they need.

The Barriers to Work Leadership Team has also engaged in conversation with the Countryside YMCA to learn about their challenges, successes, and best practices.

Department of Education & Workforce

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

1. Understanding the Needs of the Local Workforce Survey - General and Child Care Focus (available **HERE**)
2. Child Care Enrollment as of March 2024 (available **HERE**)
   a. Clinton County Early Learning Center (run by Clinton County Community Action) has the physical capacity for 3 more classrooms (seats for up to 40 children), but does not currently have the staff.
   b. The Family Services Case Manager at Clinton County Job & Family Services processes Publicly Funded Child Care applications, and reports that approximately 85% of the applicants are searching for before and after school care.
3. Enrollment Data from the Before and After School Program formerly run by the Dayton YMCA at Wilmington City Schools (currently being obtained)
4. Enrollment Data from the Before and After School Program currently run by the Countryside YMCA at Clinton-Massie Local Schools (currently being obtained)

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

The program will develop relevant and in-demand skills for Career Tech and post-secondary students by providing real-world, hands-on training in an active child care center, overseen and guided by licensed and trained professionals.

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

There is no direct impact on students with disabilities in relation to preparing them for graduation, although the program will be open to serve students with disabilities who need before and after school care.

How will this initiative be sustained and scaled?

This program is in development as a pilot project. If it is successful at Wilmington City Schools, the Working Group will investigate expanding it to Blanchester Local Schools and East Clinton Local Schools. That expansion will rely upon the interest of the local schools to be a partner, and their ability to provide the facilities and resources needed. It will also rely upon the capacity of Laurel Oaks Career Campus and Wilmington College to provide enough students-in-training to staff the program at additional locations, and upon the capacity of Clinton County Community Action and Wilmington College to provide enough supervising teachers at additional locations. If the project cannot be expanded to other school districts due to capacity issues, the project will be replicated using other community partners.

Department of Education & Workforce

How will this initiative for 2024-2025 build upon any previous initiatives from the 2023-2024 school year?

In 2021-2022, the Barriers to Work Working Group of the Clinton County Workforce Collaborative conducted "Understanding the Needs of the Local Workforce," a survey of the Clinton County workforce which identified access to childcare as one of the barriers to work faced by Clinton County residents. In 2022-2023, the Working Group conducted a "Focus on Childcare" second phase of the survey to define the priority childcare needs in the community (i.e.: birth to 3, after-school, 3rd shift, etc.).

As a result of that second phase of the survey, in Spring 2023 the Working Group initiated a Child Care Awareness Campaign to address the issue that not all current licensed child care providers in the County are at capacity. The community awareness campaign is designed to connect those in need of child care with those providers who could have the capability of expanding, once their current capacity is met. The campaign is ongoing, with a 3rd edition of the printed guide currently available to the community.

The current project is the next phase of the overall work to increase access to child care in Clinton County, specifically addressing the lack of before and after school child care. Future projects will include a recruitment campaign to increase the number of licensed in-home child care providers.

Department of Education & Workforce

Initiative 2

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

K-12 Career Exploration Curriculum

In connection with educators, BAC Developing Professional Skills for Future Careers subcommittees, and Southern Ohio ESC Teaching & Learning Team support, the BAC will collaborate with educational leaders, school counselors, curriculum specialists, and regional workforce development professionals to explore options and build capacity for the implementation of additional career exploration curriculum at the K-12 levels.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? K-12 students in the districts served by the BAC will be impacted by this initiative.

- Adams County Ohio Valley Local Schools
- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools
- Blanchester Local Schools
- Clinton-Massie Local Schools
- East Clinton Local Schools
- Wilmington City Schools
- Miami Trace Local Schools
- Washington Court House City Schools

List all businesses involved.
- Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be engaged in this initiative.

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

- Fall 2024: Gather input from school partners regarding their goals for curriculum.
- Fall 2024: Research existing curriculum in use in other school districts.
- Winter 2024: Compare existing curriculum examples with stated goals from school partners.
- Winter 2024/2025: Collaboratively build K-12 curriculum materials based on feedback from all stakeholders
- Winter 2025/Spring 2025: Pilot K-12 curriculum activities and lessons and solicit feedback to make further improvements and enhancements.

Department of Education & Workforce

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

- People-power: Early phases of the initiative depend on the capacity of the identified partners and individuals to devote time to the initiative.
- Other resources will be identified as the initiative progresses.

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

Since early phases of the initiative depend on the capacity of the identified partners and individuals to devote time to the initiative, the BAC may have to expand the network of partners involved in the initiative in order to command the time needed to complete each phase of the initiative.

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

Existing Data: At this point there is no applicable data, as no curriculum is currently in use.
Measurable Outcomes: After the curriculum is developed and introduced to the schools, qualitative data on usage in each district will be gathered. Additionally, feedback from classroom educators will be gathered to assess the need for changes and improvements to the curriculum.

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

This initiative helps students learn about in-demand skills through activities and lesson plans that support career exploration. Students and educators will be able to utilize the curricular materials to better understand in-demand skills and apply skills to real-world learning experiences.

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

The development of a K-12 career exploration curriculum significantly benefits students with disabilities by providing individualized learning opportunities that enhance their career readiness and essential life skills. This curriculum aligns with the State Systemic Improvement Plan (SSIP) by promoting skill development, increasing student engagement, and raising awareness of diverse career options, which fosters self-advocacy and informed decision-making. Additionally, it facilitates collaboration with support services for effective transition planning, reduces barriers to career exploration, and ensures equitable access to vocational opportunities. Ultimately, this approach contributes to better educational and employment outcomes, leading to greater independence and improved quality of life for students with disabilities.

Department of
Education &
Workforce

Initiative 3

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

Current Workforce Trends Needs Assessment
The BAC has co-created a needs assessment survey for local businesses to gain knowledge about employment trends and projections, expected education or training needed, and challenges for retention of employees and recruiting tactics utilized by employers.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? K-12 students in the districts served by the BAC will be impacted by this initiative.

- Adams County Ohio Valley Local Schools
- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools
- Blanchester Local Schools
- Clinton-Massie Local Schools
- East Clinton Local Schools
- Wilmington City Schools
- Miami Trace Local Schools
- Washington Court House City Schools

List all businesses involved.
- Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be engaged in this initiative.

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

A marketing campaign for completion of the survey will be completed in late Fall 2024, and the results will be compiled over the course of Winter 2024. The data and responses will be presented to the county councils in January 2024, and recommendations will be made to the BAC, which will continue to guide subcommittee work for the second half of the 2024-2025 school year.

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

Survey development and distribution will take the subcommittee time to complete. These volunteers will develop the questions, identify a tool best suited to create the online survey, gather the distribution lists, and distribute the survey through their developed marketing campaign.

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

Department of Education & Workforce

The subcommittee has found it to be challenging to obtain a comprehensive distribution list. The subcommittee is working with the Chambers of Commerce to co-develop a more comprehensive database that the BAC will be able to utilize to support future projects and initiatives of the Business Advisory Council.

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

Last year (2023-2024), over 100 surveys were distributed. 57 employer responses were collected. As a part of next steps, the BAC is partnering with schools to increase the use of online data tracking tools to identify curriculum components that instill the skills identified in the survey responses, while advising on changes in the economy and job market. Additional steps are being taken to acquire updated data from employers.

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

This initiative helps to identify career workforce trends from employers, so that educators can be more informed as they work to align curriculum with in-demand skills needed in today's workforce.

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

The development and implementation of a career workforce trends survey for employers can significantly impact students with disabilities by aligning educational programs with the needs of the job market, as outlined in Ohio's State Systemic Improvement Plan (SSIP). By gathering data on employer expectations and skill requirements, the survey helps educators tailor curricula and training programs that equip students with the specific skills needed in various industries. This alignment enhances employability for students with disabilities by providing them with relevant experiences and competencies, fostering greater self-advocacy and informed career choices. Additionally, the insights gained from the survey can inform support services and transition planning, ensuring that students receive targeted assistance as they prepare to enter the workforce. This initiative promotes equitable access to job opportunities and contributes to improved educational and employment outcomes, which are key goals of the SSIP.

Ohio Department of Education & Workforce

BUILD PARTNERSHIPS

Describe how the business advisory council plans to **Build Partnerships** 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
Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes? **Career Exploration Fair - Annual Initiative** The BAC's annual Career Exploration Fair will be hosted on Wednesday, October 9, 2024. As businesses are recruited to participate in this event for students, special attention is paid to those employers which align with the Critical and In-Demand Jobs for the region, as well as those Major employers who may fall outside of those designations: Aviation, Construction, Education, Healthcare, Logistics & Trucking, Manufacturing, and Social Services & Mental Health. The BAC and workforce partnerships will be involved in: (1) business recruitment and orientation, (2) pre-event planning, (3) solicitation of sponsorships, (4) communication with exhibitors and schools before, during, and after the event, (5) curriculum development for the schools/students, (6) day-of tasks to ensure a successful event.
List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? 9-12 students in the districts served by the BAC will be impacted by this initiative. (Specific percentages are not available until after the event occurs in October 2024.) - Blanchester Local Schools - Clinton-Massie Local Schools - East Clinton Local Schools - Wilmington City Schools - Great Oaks Career Campuses - Laurel Oaks

Department of Education & Workforce

- Southern Ohio Learning Center
- Wilmington Christian Academy
- Adams County Ohio Valley Local Schools
- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools
- Miami Trace Local Schools
- Washington Court House City Schools

List all businesses involved.

- Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be engaged in this initiative.

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

- August-September 2024: business recruitment
- August-September 2024: prepare school materials
  - Educator Guide
  - Career Fair Bingo Board
  - Question Guide (to help students prepare for the event)
- September 2024: business orientation and school registration/orientation
- October 9, 2024: event
- October-November 2024: follow-up to gather feedback from businesses
- December 11, 2023: Discussion at Regional BAC Meeting about expansion of the 2024 Career Exploration Fair into a regional event, including employers and school districts from all four counties.
- December 2023-July 2024: regular outreach to participating businesses to share resources and maintain relationships

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

Funding: Expenses related to the venue rental, printed event guides, volunteer t-shirts, exhibitor lunches, signage, and miscellaneous supplies will all be covered by sponsorships from participating businesses and workforce development partners and by exhibitor registration fees.
People-power: BAC members with time to commit to recruitment, orientation, event execution, participant follow-up, and regular outreach

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

In the lead-up to the 2023 Career Exploration Fair, there were concerns about the ability of the BAC members to commit the time needed to carry out the recruitment, orientation, event execution, participant follow-up, and regular outreach required for a successful event. The experience of that event led to a stream-lining of many of the tasks related to the 2024 Career Exploration Fair,

resulting in a less time-consuming process for event execution. That fact, combined with the successful execution of the 2022 and 2023 events, mean that there are no concerns among BAC members about the ability to execute a successful event for 2024.

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

- Existing Data:
    - Career Exploration Fair - Comparative Business Registration
    - 2023 Career Exploration Fair - Business Questionnaire Responses - This questionnaire will again be distributed to businesses after this year's event to gather qualitative and quantitative data on their experiences.
- Measurable Outcomes:
    - Increased number of returning businesses
    - Increased number of new businesses

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

This initiative effectively supports the development of relevant, in-demand skills for both students and educators by providing a dynamic platform for interaction between students and local employers across various industries. This event allows students to explore career paths, engage in hands-on activities, and learn directly from industry professionals about the skills and qualifications required in today's job market. For educators, the fair offers valuable insights into current workforce trends and employer expectations, enabling them to adapt curricula and teaching strategies accordingly. By fostering these connections and facilitating experiential learning, the Career Exploration Fair helps equip students with the practical skills and knowledge needed to succeed in their future careers, while also enhancing educators' ability to prepare students effectively.

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

This initiative positively impacts students with disabilities by providing tailored opportunities that enhance their career readiness, in line with the goals of Ohio's State Systemic Improvement Plan (SSIP). The fair allows students with disabilities to engage directly with employers and explore a variety of career options in an inclusive environment, fostering self-advocacy and informed decision-making about their futures. It also helps identify specific skills and supports needed for success in the workforce, facilitating connections to resources and services that can aid in their transition to post-secondary opportunities. By promoting equitable access to career exploration and aligning educational experiences with real-world job demands, the fair contributes to improved educational and employment outcomes for students with disabilities, supporting their independence and quality of life.

Initiative 2

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

BAC Membership Audit - Annual Initiative

Each year, the BAC leadership team conducts an audit of the membership of the BAC to ensure that the stakeholders involved align with the Critical and In-Demand Jobs and Major employers in the region. Where gaps are found between the BAC membership and the Critical and In-Demand Jobs and Major employers, the BAC leadership team recruits new members to ensure representation.

In addition to conducting an annual membership audit for employers, the BAC leadership team will also examine the industry-recognized credentials earned by area schools to ensure alignment with the Critical and In-Demand Jobs and Major employers in the region. Where gaps are found between the earned credentials and the education needs of the Critical and In-Demand Jobs and Major employers, the BAC will work with local educators to draft a plan to address any identified gaps.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? 9-12 students in the districts served by the BAC will be impacted by this initiative. (Specific percentages are not available until after the event occurs in October 2024.)

- Miami Trace Local Schools
- Washington Court House City Schools
- Adams County Ohio Valley Local Schools
- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools
- Blanchester Local Schools
- Clinton-Massie Local Schools
- East Clinton Local Schools
- Wilmington City Schools

List all businesses involved.

- See BAC Membership list in the Directory above.   (Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be engaged in this initiative.)

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

- October-November 2024: Gather data on Critical/In-Demand Jobs for West, Southwest, and Southeast Ohio regions.

Department of Education & Workforce

- November 2024: Analyze Critical/In-Demand Jobs list in comparison to current BAC members.
- November-December 2024: Recruit new BAC members to fill gaps as identified by that comparison, to formally join the BAC in January 2025.

- August 2024-October 2024: Draft and conduct survey of currently-awarded industry-specific credentials by school district.
- September-October 2024: Draft and conduct survey of industry-specific credentials required by employers.
- November-December 2024: Analyze the results of the two sets of data, looking for gaps.
- January-March 2025: Outreach to school administrators to review the survey analysis and discuss each school's ability to address the industry needs.

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

People-power: While the membership audit takes relatively little time on the part of the BAC members, the audit of industry-recognized credentials offered by schools and required by employers will be a more intensive and time-consuming process, requiring the participation and cooperation of multiple BAC members.

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

People-power: While the membership audit takes relatively little time on the part of the BAC members, the audit of industry-recognized credentials offered by schools and required by employers will be a more intensive and time-consuming process, requiring the participation and cooperation of multiple BAC members. The Developing Professional Skills for Future Careers subcommittees will need to strategize and plan accordingly to ensure appropriate time is dedicated to this initiative.

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

This work has not been completed for the 2024-2025 school year, so this year's data is not available from the membership audit and industry-recognized credentials audits/surveys.

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

Conducting a membership audit of the Business Advisory Council, along with assessing the industry-recognized credentials offered by local schools, helps ensure that educational programs align with current workforce demands. This audit identifies gaps in skills and credentials required by local businesses, allowing educators to tailor curriculum and training to meet these specific requirements. By focusing on in-demand skills and ensuring that students are equipped with recognized certifications, both students and educators can enhance employability and readiness for the job market, fostering stronger connections between education and industry needs.

Department of Education & Workforce

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

This initiative impacts students with disabilities by ensuring that educational programs and industry-recognized credentials are tailored to their specific needs and strengths. By conducting a membership audit and aligning curricula with in-demand skills required by local businesses, educators can create inclusive pathways that accommodate diverse learning styles and challenges. This alignment helps students with disabilities gain relevant certifications and practical skills, enhancing their employability and self-confidence as they transition into the workforce. Additionally, by focusing on recognized credentials, the initiative promotes equitable access to career opportunities, supporting the overall goal of improving educational and employment outcomes for students with disabilities.

Initiative 3

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

BAC Teacher Bootcamps/Teacher Tours

Organizing BAC Teacher Bootcamps in collaboration with area businesses requires a well-structured plan and effective collaboration among various stakeholders. The intended outcomes include providing teachers with practical skills and exposure to local career opportunities for students, enhancing collaboration between schools and businesses, and improving education relevance in the classroom.

Key Action Steps include:
1. Needs Assessment and Goal Setting: Identify in-demand jobs and necessary skills through collaboration with teachers, schools, and businesses, then set clear goals for the bootcamps.
2. Establish Partnerships: Form partnerships with local businesses and educational institutions, engaging experts to co-design and execute the bootcamps.
3. Curriculum Design and Development: Collaborate to create a tailored curriculum that includes hands-on experiences, allowing teachers to develop relevant lessons for their students.
4. Logistics and Facilities: Coordinate with businesses to secure venues and manage logistical aspects like scheduling and materials.
5. Execution of Bootcamps: Implement interactive learning sessions that foster networking between educators and industry professionals.
6. Feedback and Evaluation: Collect feedback from participants to assess effectiveness and make improvements for future bootcamps.
7. Monitoring and Follow-Up: Track the impact on teaching practices and student outcomes, evaluating long-term benefits.
8. Promotion and Awareness: Develop a marketing strategy to raise awareness about the bootcamps through various communication channels.

9. Documentation and Knowledge Sharing: Document success stories and best practices to share with other institutions during regional meetings, promoting a culture of collaboration.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? 9-12 students in the districts served by the BAC will be impacted by this initiative. (Specific percentages are not available until after the event occurs in October 2024.)

- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools
- Miami Trace Local Schools
- Washington Court House City Schools
- Adams County Ohio Valley Local Schools
- Blanchester Local Schools
- Clinton-Massie Local Schools
- East Clinton Local Schools
- Wilmington City Schools

List all businesses involved.

- See BAC Membership list in the Directory above. (Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be engaged in this initiative.)

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

The goal is for each participating school district to provide professional learning release time for staff members for the Teacher Bootcamps/Tours throughout the 2024-2025 school year. The BAC will need to coordinate the dates with the district's professional development calendars to help minimize the need for substitute teachers, which are limited in the districts. The BAC will continue planning during the fall semester with plans to schedule the Teacher Bootcamp days for late fall and throughout the spring semester of the 2024-2025 school year. The participating teachers will work throughout the course of the school year to complete their lessons and/or curricular unit that they will carry out with their students during the spring of the 2024-2025 school year and present during a Regional BAC meeting in April 2025.

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

Financial responsibility for the districts for any substitute teacher coverage.
Financial responsibility for the participating businesses for activities facilitated during boot camps/tours.

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

Ohio Department of Education & Workforce

Time is always a hurdle to overcome for professional development for educators. Substitute teacher availability will also be a challenge to overcome. The BAC will work with the schools to determine the best dates/schedule for the Teacher Bootcamps/Tours to overcome these challenges.

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

Data is currently unavailable; however, measurable outcomes for this initiative will include the total number of educators participating in the bootcamps, the total number of students who will be impacted through career awareness and exploration activities designed for the classroom by participating teachers, and the number of students who may attain (1) job shadowing experiences, (2) internship opportunities, and/or (3) employment with the partnering businesses after engaging in the specific classroom activities that teachers design after completing the bootcamp experience.

Educators participating in this Teacher Bootcamp experience will be invited to create a unit, project, or activity to use with their students during the 2024-2025 school year. This unit, project, or activity should be creative, informative, and provoke questions and discussion. This activity or unit should align with specific content and Ohio's Learning Standards. During the showcase in April 2025, each participant will be provided time to highlight the project created for use with their students. Representatives from each participating business, school district administrators, and other members of the Business Advisory Council will be invited to engage in the educator presentations.

Educators will be encouraged to consider the following questions as they design teaching activities for their students.
- How does the information you learned during your Teacher Bootcamp experience transfer to your content?
- How will you change or adapt instruction, or guide students differently, as a result of your bootcamp experience?
- What would students want to know about a career in a field you learned about and/or the businesses you visited?
- What information will you share with your students to help them connect this real-life experience to your class content?
- What information might help your students with future career planning?

Participating teachers from the same school building and/or grade level may elect to collaboratively design a multi-disciplinary project or unit.

Reflection sheets/note-catchers will be provided to participating educators to help them capture observations and their learning during each business tour. Teachers will also be encouraged to reflect upon what tasks they see demonstrated at each business and what skills are used to perform these tasks. Additional reflection questions will include:
- What are the primary jobs or career paths you saw at each business?
- How did the use of communication affect safety, quality, productivity, and/or morale?
- What traits or aptitude would you look for in students that would make it more likely that you would recommend a particular job path to a particular student?
- What did you learn about each business that you do not know prior to your tour?
- How does the information learned from your tour relate to the content you teach?
- What are your big takeaways from this tour you can share in your classroom?

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

This initiative helps develop relevant, in-demand skills for students and educators by aligning teacher training with the specific needs of local industries. By participating in bootcamps, educators gain practical skills and insights into current job market trends, enabling them to create more applicable and engaging curriculum. This connection between education and industry ensures that students are exposed to the skills and knowledge required for success in today's workforce, ultimately enhancing their employability and preparedness for future careers.

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

This initiative positively impacts students with disabilities by ensuring that educators gain insights into inclusive teaching practices and the specific skills needed in the workforce. By participating in the bootcamps, educators can better understand how to adapt lessons and create supportive learning environments that cater to diverse needs. This tailored approach helps students with disabilities develop relevant skills, enhances their engagement in learning, and improves their transition to employment opportunities, promoting greater independence and career readiness.

Department of Education & Workforce

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

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

Student Immersion Tours - Annual Initiative

Before students can engage in in-depth internship and mentorship experiences, immersion experiences assist students in exploring possible careers as a first step in the process. Student Immersion Tours last a maximum of 3 hours and include time with business leaders, tours of various departments within each business, and a hands-on activity. At the discretion of the host business, tours may also include lunch for the students.

Building on the success of the tours for high school students in Spring 2022 and for middle and high school students in the 2023-2024 year, the BAC will continue to recruit additional employers as tour hosts to provide a wider variety of immersion experiences, and will recruit additional schools as tour participants to provide immersion opportunities to more students throughout the region.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? 6-12 students in the districts served by the BAC will be impacted by this initiative. (Specific percentages are not available until the conclusion of the 2024-2025 school year.)

- Blanchester Local Schools
- Clinton-Massie Local Schools
- East Clinton Local Schools
- Wilmington City Schools
- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools
- Miami Trace Local Schools
- Washington Court House City Schools
- Adams County Ohio Valley Local Schools

Department of Education & Workforce

List all businesses involved.

- See BAC Membership list in the Directory above. (Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be invited to engage in this initiative.)

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

- September-November 2024: Initiate discussions with each school
- October 2024-May 2025: schedule and execute tours, collect qualitative and quantitative data and feedback from students, educators, and businesses
- June 2025: Begin planning for 2025-2026 tours

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

Funding: Funding for school/bus transportation for participating students.
People-power: Staff at each host business will have to be made available to conduct the tours and interact with the students.

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

Staff time at host businesses is always a concern. Businesses who have participated in past Student Immersion Tours are available to talk about the long-term benefits of career exploration as a talent pipeline development tool.
Time out of the classroom for students is always a concern. School counselors and educators who have participated in tours in the past with their students are available to talk about the importance of career exploration both as a tool to help students plan their future, but also an an interdisciplinary opportunity to address the importance of soft/power skills for all students, regardless of their post-graduation trajectory.

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

Data is not available for the 2024-2025 school year but will be added to the data sheet for Student Immersion Tours to track data from participating schools.

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

Student Immersion Tours at local businesses help students and educators develop in-demand skills by providing first hand exposure to real-world work environments. During these tours, students can observe industry practices, understand workplace expectations, and interact with professionals, which enhances their practical knowledge and skill sets. Educators gain insights into current industry trends and the specific competencies required for various careers, enabling them to adapt their teaching strategies and curriculum accordingly. This direct engagement fosters a clearer understanding of career pathways, motivates students to pursue relevant skills, and aligns

Department of
Education &
Workforce

educational outcomes with market demands, ultimately improving readiness for future employment.

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

This initiative impacts students with disabilities by providing them with valuable, hands-on experiences that enhance their understanding of workplace expectations and career options, aligning with Ohio's State Systemic Improvement Plan (SSIP). These tours foster inclusivity by exposing students with disabilities to diverse job environments and encouraging self-advocacy as they explore potential career paths. Additionally, educators gain insights into how to better support these students, adapting teaching methods to address their specific needs and abilities. This initiative promotes equitable access to career exploration, improving educational and employment outcomes for students with disabilities and supporting their transition to meaningful careers.

Initiative 2

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

Development/Refinement of Structured Internship Programs

The BAC is actively facilitating a structured internship program with some school districts (Highland County) and is currently exploring possibilities for the creation of a structured, coordinated internship and apprenticeship program for K-12 students in other counties. This framework would help to streamline coordinated apprenticeships and internship experiences across multiple employers, working to move away from "one-off" experiences in singular situations.

The following action steps will be required to facilitate the development of a structured internship program:
- Gather input from high school and business partners regarding their goals and interests.
- Research existing programs in use in other school districts and other counties in the region.
- Compare existing program examples with stated goals from high school and business partners.
- Build a county-specific program based on that comparison.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? 6-12 students in the districts served by the BAC will be impacted by this initiative. (Specific percentages are not available until the conclusion of the 2024-2025 school year.)

- Blanchester Local Schools
- Clinton-Massie Local Schools
- East Clinton Local Schools
- Wilmington City Schools
- Wilmington Christian Academy
- Great Oaks Career Campus/Laurel Oaks Career Campus

Department of Education & Workforce

- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools
- Miami Trace Local Schools
- Washington Court House City Schools
- Adams County Ohio Valley Local Schools

List all businesses involved.

- See BAC Membership list in the Directory above. (Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be invited to engage in this initiative.)

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

- October-November 2024: Initiate discussions with each school about current internship opportunities and programming needs/interests
- October-November 2024: Initiate discussions with interested businesses about internship programming structure and offerings
- November-December 2024: Begin drafting plans for structured internship program and seek feedback from all involved stakeholders
- January-May 2025: Begin implementation of internships once structured program is fully organized

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

People-power: Early phases of the initiative depend on the capacity of the identified partners and individuals to devote time to the initiative.
Other resources will be identified as the initiative progresses.

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

Since early phases of the initiative depend on the capacity of the identified partners and individuals to devote time to the initiative, the BAC may have to expand the network of partners involved in the initiative in order to command the time needed to complete each phase of the initiative.

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

Existing Data: At this point, there is no applicable data, as there is no structured internship program in place in some of the counties of the BAC. The BAC will seek the input of other internship models, including the model utilized in another county in the BAC (Highland) and the High School Technology Internship (HSTI) model, as a model is developed for other counties of the BAC.

Department of Education & Workforce

Measurable Outcomes: As the program is tested and rolled out, quantitative and qualitative data related to student and business involvement will be gathered. Additionally, feedback from students, classroom educators, and businesses will be gathered to assess the need for changes and improvements to the program.

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

The creation of a structured internship program helps develop relevant, in-demand skills for students and educators by providing students with hands-on, practical experience in real work environments. Internships allow students to apply classroom knowledge to actual tasks, enhancing their skill sets and understanding of workplace dynamics. For educators, a structured internship program offers insights into industry requirements and emerging trends, enabling them to align curriculum with the skills that employers seek. This collaboration ensures that both students and educators are better equipped to meet the demands of the job market, ultimately fostering a more effective educational experience.

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

The creation of a structured internship program impacts students with disabilities by providing tailored opportunities that enhance their employability and life skills, directly supporting the goals of Ohio's State Systemic Improvement Plan (SSIP). These internships allow students with disabilities to gain hands-on experience in inclusive work environments, fostering self-confidence and promoting self-advocacy. Educators can also observe and adapt strategies to better support these students, ensuring they receive the necessary accommodations and training. This initiative enhances career readiness and contributes to improved educational and employment outcomes for students with disabilities, facilitating smoother transitions into the workforce.

Initiative 3

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

Career Interest and & Aptitude Assessments & Work-Based Learning Experience Tracking Dashboard

The BAC is actively exploring options for high-quality career interest and aptitude assessments and work-based learning experience tracking. The BAC is exploring student assessments that will best meet the needs of the students/districts, including Naviance, Future Plans/GRIT, and YouScience. Some districts have elected to utilize Future Plans/GRIT assessments with career coaching and other districts have elected to utilize YouScience as a student assessment system for the 2024-2025 school year. Some districts are exploring use of the PortfoliOH online dashboard for tracking work-based learning experiences.

Members of the BAC were invited to participate in a series of demonstrations of career aptitude assessment and employer connection platforms.

Ohio Department of Education & Workforce

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative? K-12 students in the districts served by the BAC will be impacted by this initiative. (Specific percentages are not available until the conclusion of the 2024-2025 school year.)

- Adams County Ohio Valley Local Schools
- Miami Trace Local Schools
- Washington Court House City Schools
- Blanchester Local Schools
- Clinton-Massie Local Schools
- East Clinton Local Schools
- Wilmington City Schools
- Bright Local Schools
- Fairfield Local Schools
- Greenfield Exempted Village Schools
- Hillsboro City Schools
- Lynchburg-Clay Local Schools

List all businesses involved.

- See BAC Membership list in the Directory above.   (Regional Critical and In-Demand Employers representative of the following industries of Construction, Education, Healthcare, Manufacturing, and Social Services & Mental Health will be invited to engage in this initiative.)

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

- October-November 2024: Continue discussions with each school about career interest and aptitude assessments for students and work-based learning tracking tools/platforms.
- November-December 2024: Continue discussions with businesses and other stakeholders about work-based learning tracking tools/platforms.
- January-May 2025: Begin implementation of selected student career interest and aptitude assessment and work-based learning experiences tracking tool/platform.
- April-June 2025: Reflect on implementation of selected assessment and tracking tools.

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

People-power: Early phases of the initiative depend on the capacity of the identified partners and individuals to devote time to the initiative
Tools: Selected assessment tools (YouScience, GRIT/Future Plans Assessment, Naviance, etc.) and Work-based Learning tracking tool/platform (PortfoliOH, etc.)
Funding: Funding for assessment tools

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

Department of Education & Workforce

Since early phases of the initiative depend on the capacity of the identified partners and individuals to devote time to the initiative, the BAC may have to expand the network of partners involved in the initiative in order to command the time needed to complete each phase of the initiative.

Funding for assessment and/or tracking tools may be a barrier, if selected tools are only available at cost to districts. The BAC is encouraging districts to explore the PortfoliOH tracking tool/dashboard that is available at no cost to districts in Ohio. The BAC will be exploring other potential funding options (potentially through Career Awareness & Exploration Funds) to help cover the cost of assessment tools for future years.

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

Existing Data: During the 2023-2024 school year, students from Greenfield Exempted Village Schools (in Highland County) completed over 60,000 hours of documented paid work experiences, internships, and job shadowing opportunities. 22 of these students completed 45-hour internships with businesses whose focus aligns with career assessment results from student data. These students were each awarded a one-time $550 stipend for their work through partnership with Industry-Sector Partners and various community groups. Three of the students participated in a "technology" focused internship organized by our BAC partner, Building Bridges to Careers (BB2C), and two of the students earned their Part 107 certification, so they can fly drones for a chemical spraying company to apply herbicides and pesticides to crop fields.

2023-2024 BESTOhio internships focused in the area of manufacturing provided 10 students with paid internships opportunities at local manufacturing facilities that resulted in 4 students earning full-time positions within the Highland County manufacturing sector. All of the businesses that were a part of the internship program are active members of the BAC.

Consistent data tracking systems are not in place across the BAC's region. Once consistent tracking systems are put into place during the 2024-2025, the BAC will have additional, comprehensive data on behalf of the participating districts served by the BAC.

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

Adopting career interest and aptitude assessments for students, along with data tracking tools for work-based learning experiences, helps develop relevant in-demand skills by aligning students' strengths and interests with suitable career pathways. These assessments provide insights that guide students toward industries where they are likely to thrive, ensuring that their education is targeted and effective. For educators, data tracking tools facilitate the monitoring of students' progress and skill development during work-based learning, enabling them to adjust instructional strategies and provide tailored support. This alignment between student interests and aptitude, skill development, and market needs fosters a more engaging and relevant educational experience, enhancing students' readiness for the workforce.

Department of Education & Workforce

How does this initiative impact students with disabilities? Please refer to the State Systemic Improvement Plan.

Adopting career interest and aptitude assessments, along with data tracking tools for work-based learning experiences, significantly impacts students with disabilities by providing personalized guidance that aligns their strengths with appropriate career pathways, in line with Ohio's State Systemic Improvement Plan (SSIP). These assessments help identify suitable job opportunities that match students' unique abilities, fostering a sense of agency and self-advocacy. Data tracking tools allow educators to monitor progress and adapt support strategies, ensuring that students receive the accommodations they need to succeed. This targeted approach enhances skill development, promotes greater engagement, and leads to improved educational and employment outcomes for students with disabilities, facilitating smoother transitions into the workforce.

Ohio Department of Education & Workforce