



## EDUCATIONAL SERVICE CENTER OF EASTERN OHIO

### Business Advisory Council Plan: 2024-2025

The ESC of Eastern Ohio Business Advisory Council (BAC) advises, supports and empowers educators in delivering the instruction and experiences students need to develop relevant, in-demand employment skills as part of their academic and technical preparation for college, careers and/or military service. The council is convened and supported by the ESC of Eastern Ohio, on behalf of more than 25+ schools and school districts under established service agreements in Eastern Ohio.

#### **MEMBERSHIP:**

The Mahoning Valley Business Advisory Council (BAC) represents twenty-five school districts throughout a five-county region. The council is convened and supported by the Educational Service Center of Eastern Ohio, on behalf of schools and school districts under established service agreements. These school districts include:

District	Contact	Email	Contact	Email
Austintown Local School District	Tim Kelty Superintendent	tkelty@austintownschools.org	Blaise Karlovic Treasurer	bkarlovic@austintownschoools.org
Badger Local School District	Edwin Baldwin Superintendent	edwin.baldwin@badgerbraves.org	Gregory Sciola Treasurer	gregory.sciola@badgerbraves.org
Beaver Local School District	Eric Lowe Superintendent	eric.lowe@beaverlocal.org	Stacy Williams Treasurer	stacy.williams@beaverlocal.org
Boardman Local School District	Chris Neifer Superintendent	chris.neifer@boardmanschools.org	A.J. Ginnetti Treasurer	a.ginnetti@boardmanschools.org
Brookfield Local School District	Toby Gibson Superintendent	toby.gibson@brookfieldschools.us	Jordan Weber Treasurer	jordan.weber@brookfieldschools.us
Campbell City School District	Matthew Bowen Superintendent	mbowen@campbell.k12.oh.us	Nora Montanez Treasurer	nmontanez@campbell.k12.oh.us
Canfield Local School District	Joe Knoll Superintendent	jknoll@canfieldschools.net	Pattie Prince Treasurer	pprince@canfieldschools.net
Columbiana Exempted Village Schools	Don Mook Superintendent	don.mook@columbianaschools.org	Kathy Davies Treasurer	kathy.davies@columbianaschools.org

East Palestine City School District	James Rook Superintendent	jamesrook@myep schools.org	Rick Ellis Treasurer	rick.ellis@myepsc hools.org
Jackson-Milton Local School District	Kirk Baker Superintendent	kirk.baker@jmloca l.com	John Zinger Treasurer	john.zinger@jmloc al.com
Lowellville Local School District	Christine Sawicki Superintendent	c.sawicki@lowellvil leschool.org	Andrea Apisa Treasurer	l.treasurer@lowell villeschool.org
Mahoning County Career and Technical Center	John Zehentbauer Superintendent	john.zehentbauer @mahoningctc.co m	Brian Rella Treasurer	brian.rella@maho ningctc.com
Marlington Local School District	Daniel Swisher Superintendent	d_swisher@marlin gtonlocal.org	Robert Foss Treasurer	r_foss@marlingto nlocal.org
Poland Local School District	Craig Hockenberry Superintendent	chockenberry@pol andschools.org	Janet Muntean Treasurer	janetmuntean@p olandschools.org
Potential Development	Paul Garchar Superintendent	paul@potentialde velopment.org	Jim Houck Treasurer	jim@potentialdev elopment.org
Sebring Local School District	Toni Viscounte Superintendent	tviscounte@sebrin g.k12.oh.us	Dawn Welsch Treasurer	dwelsch@sebring. k12.oh.us
South Range Local School District	Jarred Zapolnik Superintendent	jzapolnik@southra nge.org	Mario Nero Treasurer	mnero@southran ge.org
Southeast Local School District	Robert Dunn Superintendent	rodunn@sepirates. org	Samantha Pochedly Treasurer	spochedly@sepira tes.org
Springfield Local School District	Rachael Smith Superintendent	rasmith@springfie ldlocal.us	Kathy Jo Beverly Treasurer	kbeverly@springfi eldlocal.us
MCCTC STEM+ME2 Academy	Mara Banfield Superintendent	mara.banfield@m ahoningctc.com	Tyler Lewis Treasurer	tyler.lewis@maho ningctc.com
Struthers City School District	Pete Pirone Superintendent	pete.pirone@strut herscityschools.or g	Ryan Cene Treasurer	ryan.cene@struth erscityschools.org
United Local School District	Lance Hostetler Superintendent	lance.hostetler@u nited.k12.oh.us	Melissa Baker Treasurer	melissa.baker@un ited.k12.oh.us
Valley Virtual Academy	Jack Zocolo Superintendent	j.zocolo@esceaste rnohio.org	Ryan Jones Treasurer	r.jones@esceaster nohio.org
Warren City School District	Steve Chairio Superintendent	steve.chiaro@neo min.org	Karen Sciortino Treasurer	karen.sciortino@n eomin.org

			Treasurer	
West Branch Local School District	Micki Egli Superintendent	micki.egli@wbwarriors.org	Adam Fisher Treasurer	adam.fisher@wbwarriors.org
Western Reserve Local Schools	Dallas Saunders Superintendent	dasaunders@wrls.k12.oh.us	Cathy Romack Treasurer	cromack@wrls.k12.oh.us
Youngstown City School District	Jeremy Batchelor Superintendent	jeremy.batchelor@youngstown.k12.oh.us	Bryan Schiraldi Treasurer	bryan.schiraldi@youngstown.k12.oh.us
Youngstown Community School	Michelle Payich Superintendent	m.payich@ycs.k12.oh.us	Michele Johnson Treasurer	mjohnson@ycs.k12.oh.us

#### **FY25 BUSINESS ADVISORY COUNCIL MEMBERS:**

The membership represents key industry sectors in Northeast Ohio, as well as economic development agencies, workforce boards, higher education, and community partners.

<b>BAC Member</b>	<b>Contact/Title</b>	<b>Email</b>	<b>Industry</b>
America Makes	Josh Cramer Education and Workforce Director	josh.cramer@ncdmm.org	Additive Manufacturing & STEM
Austintown Local School District	Tim Kelty Superintendent	tkelty@austintownschools.org	Education
Badger Local Schools	Edwin Baldwin	edwin.baldwin@badgerbraves.org	Education
Beaver Local School District	Eric Lowe Superintendent	eric.lowe@beaverlocal.org	Education
Boardman Local Schools	Chris Neifer Superintendent	chris.neifer@boardman.schools.org	Education
Bricklayers and Allied Craftworkers	Brian Collier Apprenticeship Administrator	bcollier@oadc.net	Trades
Brookfield Local School District	Toby Gibson Superintendent	toby.gibson@brookfieldschools.us	Education
Business Journal	Deanne Johnson Senior Reporter	djohnson@business-journal.com	Communications
Campbell City School	Matthew Bowen	mbowen@campbell.k12.oh.us	Education

District	Superintendent	2.oh.us	
Canfield Local School District	Joe Knoll Superintendent	jknoll@canfieldschools.net	Education
Choffin Career and Technical Center	Ishmael Brown Career Service Advisor	ishmael.brown@youngstown.k12.oh.us	Career Tech Education
Columbiana Exempted Village School District	Don Mook Superintendent	don.mook@columbianaschools.org	Education
Diamond Steel	Ryan McBride Chief Operating Officer	rmcbride@diamondsteel.com	Manufacturing
East Palestine City Schools	James Rook Superintendent	james.rook@epschools.k12.oh.us	Education
EDM Management	Amanda Rivera	arivera@edmmgt.com	Human Resources
Goodwill Industries	Robert Mitchell Career Services Manager	r.mitchell@goodwillyoungstown.org	Workforce Development
Humtown	Mark LaMoncha CEO	MarkL@humtown.com	Manufacturing
Jackson-Milton Local School District	Kirk Baker Superintendent	kirk.baker@jacksonmilton.k12.oh.us	Education
JATC Electrical	Ed Emrick Manager	ed@yjatc.org	Trades
Jobs for Ohio's Graduates	Terri Peterman Employer and Community Engagement Professional	tpeterman@jogworks.org	Workforce Development
Junior Achievement	Michele Merkel President	michele.merkel@ja.org	Workforce Education and Economic Development
Kent State University	Matthew Cola Tech Prep Coordinator	mcola@kent.edu	Higher Education
Lake to River	Matt Falter Director, Talent Engagement	matt@laketoriverohio.org	Economic Development

Lencyk Masonry	Eli Shreeve Senior Vice President	eds@lencykmasonry.com	Trades
Lowellville Local School District	Christine Sawicki Superintendent	c.sawicki@lowellvillesc hool.org	Education
Mahoning County Career and Technical Center	John Zehentbauer Superintendent	john.zehentbauer@ma honingctc.com	Career Tech Education
MCCTC STEM+ME2	Mara Banfield Superintendent	mara.banfield@mahon ingctc.com	Education
Mahoning County Health Department	Ryan Tekac Health Commissioner	RTekac@mahoninghea lth.org	Health/Medical
MYPATH Mahoning Valley	Gerri Jenkins Director	director@themvcap.or g.in	Workforce Development
Ohio Department of Job and Family Services	Kristen Womeldorff Workforce Specialist	kristen.womeldorff@jfs .ohio.gov	Government/Workforc e Development
OH WOW! Children's Museum	Katie Seminara-DeToro Director	katie@ohwowkids.org	Economic Development
Ohio Governor Office	Mary Kate Hastings NE Ohio Regional Liaison to Lt. Governor Husted	mary.hastings@govern or.ohio.gov	Government
Ohio House of Representatives	Lauren McNally Ohio State Representative	lauren.mcnally@ohioho use.gov	Government
OhioMeansJobs	Carol Loomis Manager	cloomis@mctaworkfor ce.org	Workforce Development Board
Ohio State Highway Patrol	Lt. Eric Brown Lieutenant	eebrown@dps.ohio.gov	Public Safety
Ohio State University - Mahoning County Extension	Kristen Eisenhauer 4-H Youth Development Educator	eisenhauer.30@osu.edu	Agriculture/Horticul ture
Pittsburgh Institute of Aviation	Joseph DeRamo	jderamo@pia.edu	Aviation
Poland Local School District	Craig Hockenberry Superintendent	chockenberry@poland schools.org	Education

Potential Development	Paul Garchar Chief Executive Officer	paul@potentialdevelopment.org	Education
Sebring Local School District	Toni Viscounte Superintendent	tviscounte@sebring.k12.oh.us	Education
South Range Local School District	Jarred Zapolnik Superintendent	jzapolnik@southrange.org	Education
Southeast Local School District	Robert Dunn Superintendent	rodunn@sepirates.org	Education
Springfield Local School District	Rachael Smith Superintendent	rasmith@springfieldlocal.us	Education
Struthers City School District	Pete Pirone Superintendent	pete.pirone@strutherscityschools.org	Education
The Builders Association	Gary Hartman Manager	gary@thebuildersonline.com	Construction Trades
Tri County Tower	Elyssa Thomas Administrative Coordinator	ethomas@tricitytower.com	Trades/Communication Maintenance
Trivium Packaging	Melanie Arnio Corporate HR Manager	melanie.arnio@triviumpackaging.com	Manufacturing
Trumbull County BDD	Richard Mistovich Community Employment Liaison	richardmistovich@tcbsd.org	Education
United Local School District	Lance Hostetler Superintendent	lance.hostetler@united.k12.oh.us lance.usson@united.k12.oh.us	Education
Valley Virtual Learning Academy	Jack Zocolo Superintendent	j.zocolo@esceasternohio.org	Online Education
Vallourec	Chris Allen Director, NA Talent Management	chris.allen@vallourec.com	Manufacturing
Warren City School District	Suzette Jackson Asst. Director of Curriculum	suzette.jackson@warrencityschools.org	Education
West Branch Local School District	Micki Egli Superintendent	micki.egli@wbwarriors.org	Education
Western Reserve Local	Dallas Saunders	dasaunders@wrls.k12.oh.us	Education

School District	Superintendent	h.us	
Youngstown Business Incubator	Megan Payich	mpayich@ybi.org	Workforce Development
Youngstown City Health Department	Erin Bishop Director	ebishop@youngstownohio.gov	Health
Youngstown City School District	Jeremy Batchelor Superintendent	jeremy.batchelor@youngstown.k12.oh.us	Education
Youngstown Excellence Training Center	Jackie Ruller Director	jaruller@ysu.edu	Higher Education
Youngstown State University - Workforce Development	Lindsey Ekstrand Workforce Development	lfekstrand@ysu.edu	Higher Education/Workforce Development
Youngstown Warren Regional Chamber	Brenda Linert Director of Government Affairs/Community Impact	brenda@regionalchamber.com	Economic Development

#### **BAC SCHEDULE OF MEETINGS:**

The Educational Service Center of Eastern Ohio Business Advisory Council meets on a monthly basis. The planned meeting dates for the 2024-2025 school year include:

• August 22, 2024	• January 16, 2025
• September 26, 2024	• February 20, 2025
• October 17, 2024	• March 20, 2025
• November 21, 2024	• April 17, 2025
• December 19, 2024	• May 15, 2025

#### **THE ESCEO BAC MISSION AND VISION FOR THE 2024-2025 SCHOOL YEAR:**

**Mission:** To advise, support and empower Mahoning Valley educators in delivering the instruction and experiences students need to develop relevant, in-demand employment skills as part of their academic and technical preparation for college, careers and/or military service.

**Vision:** A well-prepared workforce that contributes to the economic development and improved quality of life throughout the Mahoning Valley region.

The ESCEO Business Advisory Council's primary objective is to bridge the gap between academics and the business world, ensuring that students are equipped with the necessary employment skills to

succeed in their future careers. The BAC plays a crucial role in shaping the curriculum, providing valuable insights into industry trends and demands, and to identify and prioritize employment skills that are in high demand. By collaborating with local businesses, the council can determine which skills are most sought after by employers. Through internships and networking events facilitated by the BAC, students gain practical experience and establish connections within their desired fields. Collaboration also ensures that students graduate and are well-prepared for success in their chosen career.

## **THE THREE QUALITY PRACTICES:**

### ***DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS***

#### **1.) EVENT: YouScience**

**a.) Description:** YouScience impacts students' career exploration by providing personalized aptitude testing that helps identify their unique strengths and interests. Through a series of engaging assessments, students discover their natural abilities and how they align with various career paths. This data-driven approach not only guides students in making informed decisions about their education and career trajectories but also enhances their self-awareness, empowering them to pursue opportunities that resonate with their skills and passions. Ultimately, YouScience fosters a more focused and relevant career exploration process, equipping students with the insights needed to navigate their futures effectively.

**b.) Goal/Expected Outcome:** YouScience aptitude testing aims to identify individual strengths and interests to guide effective career exploration and decision-making. By assessing cognitive abilities and personal preferences, the platform helps users discover potential career paths that align with their skills and passions. Outcomes include personalized career recommendations, enhanced self-awareness, and improved academic and vocational planning, enabling users to make informed choices about education and career pursuits. Ultimately, YouScience seeks to connect users with fulfilling career opportunities that suit their unique capabilities.

**c.) Data and Measurable Outcomes:** YouScience aptitude testing leverages a combination of cognitive and personality assessments to provide insights into an individual's strengths, interests, and potential career paths. The data collected typically includes scores in various skill areas such as analytical reasoning, problem-solving, and interpersonal skills, which are then compared to a database of career options and workforce demands. Measurable outcomes include personalized career recommendations, potential job fit scores, and skills gap analyses, enabling users to make informed decisions about their education and career trajectories. These results help students and professionals align their innate abilities with industries where they are more likely to thrive and find fulfillment.

**d.) Existing Data:** There are 950 middle and high school students participating in YouScience.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlinton, MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** YouScience aptitude testing for career exploration positively impacted 95% of students, highlighting its effectiveness in guiding individuals toward suitable career paths. This high success rate suggests that the testing not only helps students identify their strengths and interests but also equips them with valuable insights to make informed decisions about their future careers. The program's comprehensive approach can lead to increased engagement in education, better alignment of skills with job market demands, and ultimately, higher satisfaction and success in career pursuits.



**g.) BAC Members Involved:** ESCEO Career Counselors collaborate with middle and high school students to facilitate their enrollment in YouScience. Once students receive their aptitude results, BAC members step in to assist them in exploring career options that correspond with their test scores.

**h.) Initiative Impact on Students with Disabilities:** YouScience aptitude testing offers students with disabilities a tailored approach to career exploration by providing insights into their unique strengths and interests. This testing can identify potential career pathways that align with their skills, enhancing their confidence and motivation. Additionally, it supports personalized education plans by helping educators design targeted interventions and accommodations. By mapping out achievable career options and highlighting transferable skills, YouScience fosters a sense of agency in students with disabilities, empowering them to make informed decisions about their futures and promoting inclusive practices in workforce development.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Present YouScience Program to school administrators, teachers, and school counselors in Mahoning, Columbiana, Trumbull, and Stark county school districts	ESCEO Career Counseling Team	Completed	ESCEO Career Counseling Department	
Purchase YouScience for Career Exploration in Middle and High School	ESC of Eastern Ohio	Completed	ESC Career Counseling Department	
Implement YouScience in aligned school districts	ESCEO Career Counseling Team	Completed	ESC Career Counseling Department BAC members, Aligned School Districts	
Maintain YouScience programming	ESCEO Career Counseling Team, Aligned	Ongoing	ESCEO Career Counseling Team	Ensure that school districts and students

annually to ensure consistency for students.	School Districts			continue to use YouScience year to year for career exploration.
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## 2.) **EVENT: 4th Annual Mock Interview Boot Camp**

**a.) Description:** The Mock Interview Boot Camp is a transformative event that aims to equip students with the necessary skills and confidence they need to have a successful interview for high school employment, college acceptance, or career interviews. The skills in this program will include polishing and practicing interview questions, the do's and don'ts of resume writing, interview preparation skills, dressing for success, and interview follow-up etiquette.

**b.) Goal/Expected Outcome:** The goal of this event is to boost students' confidence and build their knowledge to be prepared to answer difficult questions, develop interview strategies, improve communication skills, complete a resume, and interview preparation. By practicing in a controlled setting, participants gradually overcome their fears and become more comfortable articulating their skills and experiences.

**c.) Data and Measurable Outcomes:** One of the key measurable outcomes is increased confidence. Through practice and feedback, each participant's confidence will be assessed by their ability to handle challenging interview questions and present themselves professionally. A baseline measure will be taken before and after the Mock Interview Boot Camp. Another measurable outcome is enhanced communication skills. The boot camp focuses on verbal and non-verbal communication techniques, such as body language, tone of voice, and articulation. Participants learn how to effectively convey their qualifications and experiences, making them more compelling candidates for potential employers. A baseline measure will be taken before and after the Mock Interview Boot Camp. Additionally, the boot camp aims to improve participants' ability to answer behavioral-based interview questions. These questions require individuals to provide specific examples from their past experiences that demonstrate relevant skills or qualities. A baseline measure will be taken before and after the Mock Interview Boot Camp. Measuring participants' proficiency in answering such questions before and after the boot camp provides valuable insights into their growth and development and drives our annual programmatic adjustments.

**d.) Existing Data:** Over 500 students have participated in the Mock Interview Boot Camp

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlington, MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** The Mock Interview Boot Camp had a positive effect on all 500 participating students, with 100% reporting that they gained valuable skills and insights that enhanced their interview preparation and confidence.

**g.) BAC Members Involved:** Junior Achievement, Vallourec, MYPATH, The Builders Association, ESCEO Career Counselors, Ohio State Mahoning County Extension, Goodwill Industries, OH WOW! Children's Museum, OhioMeansJobs

**h.) Initiative Impact on Students with Disabilities:** The Mock Interview Boot Camp for Seniors significantly impacted students with disabilities by providing them tailored support and resources to enhance their interview skills and confidence. By creating an inclusive environment, the program emphasized accessibility, allowing students with diverse needs to practice their interviewing techniques in a low-pressure setting. Participants received

personalized feedback from professionals, enabling them to effectively communicate their strengths and articulate their unique experiences. This initiative not only equipped these students with practical skills but also fostered a sense of community and empowerment, boosting their readiness to enter the workforce.

<b>Action Steps</b>	<b>Responsible Party</b>	<b>Deadline</b>	<b>Resources</b>	<b>Potential Barriers</b>
Create a Mock Interview Boot Camp Program Curriculum for High School Seniors	ESCEO Career Counseling Team, Vallourec, Junior Achievement, The Builders Association	October 2024	Commitment from BAC members to present during various break-out sessions	Finding BAC members that can commit to a full-day event as a presenter
Present Mock Interview Boot Camp Program to school administrators, teachers, and school counselors in Mahoning, Columbiana, Trumbull, and Stark county school districts	ESCEO Career Counseling Team	January 2025	ESCEO Career Counseling Team	Making sure event information is communicated to administrative staff, teachers, school counselors, and students
Purchase supplies for Mock Interview Program	ESCEO Career Counseling Team	January 2025	Purchase leather portfolios, resume paper, and lunch for each student that participates in the program using grant funds	Not receiving grant dollars to purchase supplies
Host the Mock Interview Boot Camp Program for HS Seniors	ESCEO Career Counseling Team, Vallourec, Junior Achievement, The Builders Association	February 2025	ESCEO Career Counseling Team, Vallourec, Junior Achievement, The Builders Association	School districts having the busing and staff resources to transport students to the ESC of Eastern Ohio

### 3.) **PROGRAM: Career Exploration Courses**

**a.) Description:** It is essential for students to have a clear understanding of their career goals and aspirations. To achieve this, the ESC of Eastern Ohio, Career Counseling Team has implemented student career exploration courses. These courses are designed to provide students with the necessary tools and resources to explore various career options and help them make informed decisions about their future. Student career exploration courses expose students to a wide range of professions and industries. The career exploration courses allow students to assess their strengths, weaknesses, values, and passions and make informed choices about their education and future careers.

**b.) Goal/Expected Outcome:** The goal of career exploration courses is to expose students to different careers to help them understand the skills required for each profession. In addition, student career exploration courses play a vital role in helping young individuals discover their passion while equipping them with the necessary skills for success in the professional world such as decision-making, problem-solving, and critical thinking. By providing exposure to various careers, fostering skill development, and encouraging self-reflection; these courses empower students to make informed decisions about their future endeavors.

**c.) Data and Measurable Outcomes:** Measurable outcomes include increased self-awareness, improved decision-making skills, enhanced knowledge about different career paths, and the ability to create a comprehensive career plan. Improved decision-making skills are another important outcome of these courses. Students learn how to evaluate different factors such as salary expectations, job market trends, and personal values when making decisions about their future careers. This helps them make informed choices that align with both their personal aspirations and practical considerations.

**d.) Existing Data:** More than 350 career exploration courses have been delivered, benefiting over 3,000 middle and high school students.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlington, MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** The career exploration courses have profoundly impacted 100% of the students, providing them with valuable insights into diverse industries and equipping them with essential job skills. Through these courses, students have gained knowledge about educational requirements, salary ranges, and the types of jobs currently in demand. Moreover, opportunities for job shadowing have allowed them to experience real-world environments, fostering a deeper understanding of various career paths. As a result, students are better prepared to make informed decisions about their future careers, aligning their interests and aspirations with market realities.

**g.) BAC Members Involved:** America Makes, Bricklayers, JATC Electrical, Junior Achievement, OhioMeansJobs, Builders Association, Tri County Tower, Trivium Packaging, Vallourec, Youngstown Business Incubator, Youngstown State Excellence Training Center, Youngstown State University Workforce Development.

**h.) Initiative Impact on Students with Disabilities:** Career exploration courses for middle and high school students have a significant positive impact on students with disabilities by providing tailored learning experiences that enhance self-awareness, skill development, and confidence in career planning. These courses often include hands-on activities, exposure to various industries, and opportunities for mentorship, which can help students understand their strengths and interests while learning about potential career paths. Additionally, by incorporating individualized support and accommodations, such programs can empower

students with disabilities to navigate the workforce more effectively, fostering a sense of agency and improving their transition outcomes into post-secondary education or employment.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Develop Career Exploration Programs for middle and high school students	ESCEO Career Counseling Team, Junior Achievement, OhioMeansJobs	Ongoing	Support and resources from Junior Achievement and OhioMeansJobs	Narrowing down the essential career exploration courses that provide the best experience and knowledge for students
Promote and Implement Career Exploration Programs for middle and high school students to school administrators, teachers, and school counselors	ESCEO Career Counseling Team	Ongoing	Schedule time with school districts to implement the career exploration courses into the students classroom schedule	Schools finding time in their school schedule to allocate time for career exploration courses

#### 4.) PROGRAM: **Career Exploration through Virtual Reality**

**a.) Description:** Career Exploration through Virtual Reality offers an immersive introduction to virtual reality (VR) as a tool for career exploration, enabling students to engage with a diverse range of professions in a dynamic, interactive environment. Participants will utilize VR technology to simulate real-world job scenarios, enhancing their understanding of various careers while developing essential skills such as critical thinking, problem-solving, and interpersonal communication. Through guided experiences, including virtual job shadowing and networking opportunities, students will gain unique insights into industry expectations and workplace culture. By the end of the course, participants will be equipped with the knowledge and confidence to make informed career choices, leveraging VR as a powerful resource in their professional development journey.

**b.) Goal/Expected Outcome:** The goal of using virtual reality (VR) for career exploration in the classroom is to provide students with immersive, interactive experiences that simulate various careers, enabling them to gain insights into different professions, understand required skills, and visualize potential career paths. By engaging students in realistic scenarios, VR enhances their learning, fosters interest in diverse job opportunities, and assists in informed decision-making regarding their future careers.

**c.) Data and Measurable Outcomes:** Virtual reality (VR) in career exploration can yield various data and measurable outcomes, including student engagement levels, knowledge retention, and skills application. Metrics such as the duration of VR sessions, the number of different career paths explored, pre- and post-assessment scores on career knowledge, and student feedback ratings can quantify engagement and learning. Additionally, by tracking interest in specific careers before and after VR experiences, educators can gauge shifts in career aspirations and readiness. Long-term outcomes may include increased motivation for skills development, higher participation in related extracurricular activities, and improved employment outcomes post-graduation.

**d.) Existing Data:** Data is unavailable because VR programming will commence in Fall 2024.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlington, MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** Data is unavailable because VR programming will commence in Fall 2024.

**g.) BAC Members Involved:** ESCEO Career Counseling Department

**h.) Initiative Impact on Students with Disabilities:** Virtual reality (VR) for career exploration can significantly enhance opportunities for students with disabilities by providing immersive, customizable experiences that can accommodate different learning styles and accessibility needs. It allows these students to explore various career paths in a safe, controlled environment, helping to overcome physical barriers that would otherwise limit their access to traditional career exploration activities. By simulating work environments and tasks, VR can boost confidence, improve job-related skills, and facilitate a more informed decision-making process regarding future careers, ultimately promoting inclusivity and empowerment.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Obtain the necessary VR equipment and software that offers immersive career exploration simulations	ESCEO Career Counseling Department and IT Department	Completed	Virtual Reality Lenses and Transfr Software, grant funds	
Train Career Counseling Staff on virtual reality equipment and software	ESCEO Career Counseling Department, ESCEO It Department, Transfr Software Company	August 2024	ESCEO Career Counseling Department	
Train teachers and staff on	ESCEO Career Counseling	October 2024	School district teachers	Finding time to train each

how to effectively use the VR technology and integrate it into lesson plans	Department			school district teacher on how to use the VR lenses.
Develop a structured schedule for VR use by multiple school districts and classrooms	ESCEO Career Counseling Team	October 2024	ESCEO Career Counseling Team and School District Staff	The demand for VR lenses exceeds the available supply.
Gather feedback and assess the impact of the VR experiences on students' career awareness and interests	ESCEO Career Counseling Team	Ongoing	ESCEO Career Counseling Team, School District Staff, and students	Students' varying levels of engagement and familiarity with VR technology.

##### 5.) **PROGRAM: ESCEO Career Counseling Coloring Book for Elementary Students**

**a.) Description:** This interactive and engaging coloring book introduces young learners to a variety of professions, from scientists and artists to engineers and healthcare workers. Each page features fun illustrations and prompts that encourage creativity, self-expression, and critical thinking about future aspirations. Through vibrant coloring activities, students will discover different job roles, the skills they require, and the impact they have on our communities. This coloring book not only sparks imagination but also fosters early career exploration and goal-setting in a playful and accessible way.

**b.) Goal/Expected Outcome:** The goals of the ESCEO Career Counseling Coloring Book for elementary students include fostering early career awareness, stimulating interest in various professions, and encouraging self-reflection about personal interests and skills. Desired outcomes involve enhancing students' understanding of different career options, developing the ability to articulate their aspirations, and cultivating a positive attitude towards education and lifelong learning. By engaging in creative activities, children can visualize potential futures and begin to connect their passions with real-world careers, thereby laying the foundation for informed career choices as they grow.

**c.) Data and Measurable Outcomes:** Measurable outcomes for the ESCEO Career Counseling Coloring Book for elementary students may include improvements in students' understanding of various careers, as assessed through pre- and post-activity surveys; increased engagement with career-related topics, measured by tracking participation and completion rates of the coloring book activities; enhanced creativity and expression related to career concepts, evaluated through art-based assessments; and a greater interest in career exploration, indicated by follow-up discussions or activities initiated by students after using the coloring

book. These outcomes can be quantified to gauge the effectiveness of the resource in fostering early career awareness.

**d.) Existing Data:** Data is unavailable because the Career Counseling Coloring Book for elementary students will commence in Winter 2025.

**e.) Participating School Districts:** The ESCEO Career Counseling Coloring Book for Elementary Students, designed to facilitate career exploration, will be available to all school districts participating in career counseling services by Winter 2025.

**f.) Percentage of Students Impacted:** Data is unavailable because the Career Counseling Coloring Book for elementary students will commence in Winter 2025.

**g.) BAC Members Involved:** Business advisory council members will play an essential role in the ESCEO Career Counseling Coloring Book by contributing their expertise to develop relevant content that highlights various career options, including real-world insights and stories that resonate with elementary students. They may also participate in workshops, providing guidance on how to present careers in an engaging manner that encourages exploration and creativity. Additionally, their involvement could extend to reviewing the book's materials to ensure accuracy and relevance, while also facilitating community connections through events or school visits to inspire young learners.

**h.) Initiative Impact on Students with Disabilities:** The ESCEO Career Counseling Coloring Book for elementary students serves as an accessible tool for career exploration among students with disabilities by providing a visually engaging and interactive medium that caters to diverse learning needs. Through coloring activities, students can express their interests and aspirations in a supportive environment, helping to build self-awareness and confidence. This approach can also facilitate discussions about various careers, allowing educators and counselors to guide students in recognizing their strengths and potential pathways, thereby promoting inclusive awareness about future opportunities.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Create and design the ESCEO Coloring Book for Elementary Students	Sandy Furano, Director of Career Counseling Services and the ESCEO Career Counseling Department.	December 2024	Sandy Furano, Director of Career Counseling Services and the ESCEO Career Counseling Department, designing software, funds	Cost
Interactive classroom sessions where the ESCEO Career Counseling Department and educators can introduce the	ESCEO Career Counseling Department, Align school district educators	February 2025	ESCEO Career Counseling Department, Align school district educators	Scheduling time with individual classrooms to introduce the Career Exploration Coloring Book.



coloring book and discuss various careers with students.				
Provide resources for parents to engage in conversations about careers at home.	ESCEO Career Counseling Department, Align school district educators	March 2025	ESCEO Career Counseling Department, Align school district educators	Communication gaps, which can stem from language barriers, varying levels of technological access or literacy, and differing schedules that make it challenging for parents to engage.
Evaluate the effectiveness of the program by gathering feedback from students and teachers.	ESCEO Career Counseling Department, Align school district educators	May 2025	ESCEO Career Counseling Department, Align school district educators	Creating an effective evaluation program to gather feedback from students and educators.

#### 6.) PROGRAM: **ESCEO Entrepreneurship Program for Middle and High School Students**

**a.) Description:** The Middle and High School Entrepreneurship Program is a hands-on, innovative curriculum designed to empower students with the skills and knowledge necessary to launch their own business ventures. Throughout this dynamic program, students will learn the fundamentals of entrepreneurship by creating a comprehensive business plan, developing and producing a unique product, and crafting effective marketing strategies. The course culminates in an exciting 'Shark Tank' event, where students will pitch their businesses to a panel of judges, showcasing their creativity and entrepreneurial spirit. This immersive experience not only fosters critical thinking and collaboration but also equips students with practical skills applicable in today's competitive marketplace.

**b.) Goal/Expected Outcome:** Goals for middle and high school entrepreneurship programs typically include fostering creativity, critical thinking, and problem-solving skills among students. These programs aim to develop practical business knowledge, enhance financial literacy, and promote teamwork and leadership abilities. Desired outcomes often encompass the creation of viable business plans, hands-on experience in launching projects or startups, improved communication skills, and increased confidence in taking risks. Ultimately, they seek to inspire a new generation of entrepreneurs who can contribute positively to their communities and the economy.

**c.) Data and Measurable Outcomes:** Data and measurable outcomes for middle and high school entrepreneurship programs typically include metrics such as student participation rates, the number of business plans developed, the amount of funding raised for student ventures, student proficiency in key entrepreneurial skills, and changes in students' attitudes toward entrepreneurship measured through surveys. Additionally, outcomes can be evaluated through performance indicators like the success rate of student-led projects, student engagement levels, competition placements, and post-program surveys assessing skill acquisition and confidence in entrepreneurial capabilities. Other metrics may involve tracking career pathways after graduation to see if students pursue entrepreneurship or related fields.

**d.) Existing Data:** Data is unavailable because the entrepreneurship program for middle and high schools students will commence in Winter 2025.

**e.) Participating School Districts:** The entrepreneurship program will be available to all school districts participating in career counseling services by Winter 2025.

**f.) Percentage of Students Impacted:** Data is unavailable because the entrepreneurship program for middle and high schools students will commence in Winter 2025.

**g.) BAC Members Involved:** Members of the Business Advisory Council will play a crucial role in the middle and high school entrepreneurship program by providing mentorship, expertise, and resources. They will conduct workshops, offer guidance on business planning and development, and share real-world insights that help students understand the entrepreneurial landscape. Additionally, they can facilitate connections with local businesses, create internship opportunities, and help students refine their ideas through constructive feedback, enhancing the overall educational experience and fostering a culture of innovation among youth.

**h.) Initiative Impact on Students with Disabilities:** The middle and high school entrepreneurship program can significantly impact students with disabilities by fostering essential skills like creativity, problem-solving, and teamwork in a supportive environment. By encouraging these students to engage in innovative projects, the program can help build self-confidence and promote independence. Additionally, it can provide tailored resources and mentorship that accommodate their unique needs, allowing them to develop practical business skills and gain valuable real-world experience. This inclusive approach not only empowers them but also helps to break down societal barriers, encouraging greater acceptance and understanding of disability in entrepreneurial spaces.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Design a curriculum that includes foundational concepts of entrepreneurship, business planning, marketing, finance, and leadership skills, tailored to the age group.	Sandy Furano, Director of Career Counseling Services and the ESCEO Career Counseling Department.	December 2024	Sandy Furano, Director of Career Counseling Services and the ESCEO Career Counseling Department. BAC Members	Designing a curriculum covering foundational concepts of entrepreneurship, business planning, marketing, finance, and leadership for a specific age group careful consideration to

				ensure content is age-appropriate , engaging, and capable of fostering critical thinking and practical application.
Provide training for teachers to effectively deliver the program content, focusing on interactive and experiential learning methods.	ESCEO Career Counseling Department	January 2025	ESCEO Career Counseling Department	The lack of time and resources allocated for professional development. Many educators face heavy workloads and limited opportunities to engage in comprehensive training sessions.
Establish partnerships with local businesses and community organizations to provide resources, mentorship, and real-world experience for students.	ESCEO Career Counseling Department, BAC Members	January 2025	ESCEO Career Counseling Department, BAC Members	Time constraints and availability can hinder collaborative efforts with BAC members, educators, and students.
Engage parents and community members to support and participate in events that promote entrepreneurship initiatives.	ESCEO Career Counseling Department, BAC Members	February 2025	ESCEO Career Counseling Department, BAC Members, Parents	Lack of parent awareness or understanding of the benefits these programs offer.
Develop	ESCEO Career	June 2025	ESCEO Career	Insufficient

methods for assessing student progress and gathering feedback to refine the program continually.	Counseling Department, BAC Members		Counseling Department, BAC Members, students, educators	standardized assessment tools and lack of engagement from students in the feedback process.
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## **BUILD PARTNERSHIPS**

The Educational Service Center of Eastern Ohio BAC meets monthly with local businesses and groups to discuss the regionally in-demand job market and how to prepare students to enter the workforce. In today's rapidly evolving job market, it is crucial for educational institutions to establish strong partnerships with businesses in order to support student career pathways. These partnerships provide students with valuable opportunities to gain real-world experience, develop essential skills, and make informed decisions about their future careers.

Business partnerships help educational institutions align their curriculum with industry demands. By collaborating closely with businesses, schools can ensure that the skills being taught are relevant and up-to-date. This ensures that graduates are well-prepared for the workforce and increases their employability.

### **1.) PROGRAM: Collaboration with Lorain County ESC Business Advisory Council**

**a.) Description:** The Educational Service Center of Eastern Ohio and the Lorain County Educational Service Center have formed a collaborative partnership focused on enhancing Business Advisory Council practices and initiatives. This collaboration aims to bridge the gap between education and the workforce by aligning curriculum with the needs of local industries. Through shared resources and expertise, both centers are developing innovative programs that foster student engagement in real-world business scenarios, promote career readiness, and facilitate stronger connections between schools and businesses. Their joint efforts strive to create a sustainable pipeline of skilled workers who are well-prepared to meet the demands of the evolving job market in their respective regions.

**b.) Goal/Expected Outcome:** The collaboration between the Educational Service Center of Eastern Ohio and the Lorain County Educational Service Center aims to enhance the effectiveness of Business Advisory Council practices and initiatives, ultimately improving workforce readiness and educational alignment with industry needs. The expected outcome is a streamlined approach to developing partnerships between education stakeholders and local businesses, fostering curriculum enhancements, promoting student engagement with real-world opportunities, and ensuring that students are equipped with the necessary skills for the workforce. This synergy is intended to create a robust support system for both educators and employers, leading to better job placement rates and economic development in the region.

**c.) Data and Measurable Outcomes:** The collaboration between the Educational Service Center of Eastern Ohio and the Lorain County Educational Service Center regarding Business Advisory Council practices and initiatives will likely involve the establishment of specific performance indicators and measurable outcomes aligned with educational goals. These

could include metrics such as student engagement levels, the number of partnerships formed with local businesses, the effectiveness of career readiness programs, and feedback from participants. Furthermore, data sharing among centers may enhance transparency and accountability in achieving desired outcomes.

**d.) Existing Data:** Data is unavailable because the collaboration with Lorain County Educational Service Center BAC collaboration began May 2024.

**e.) Participating School Districts:** Aligned school districts with the Educational Service Center of Eastern Ohio and Lorain County Educational Service Center will benefit from collaboration and shared initiatives between both educational service center's business advisory councils.

**f.) Percentage of Students Impacted:** Data is unavailable because the collaboration with Lorain County Educational Service Center BAC began in May 2024.

**g.) BAC Members Involved:** All BAC members of the Educational Service Center of Eastern Ohio and Lorain County Educational Service Center.

**h.) Initiative Impact on Students with Disabilities:** The collaboration between the Educational Service Center of Eastern Ohio and the Lorain County Educational Service Center regarding the Business Advisory Council enhances opportunities for students with disabilities by fostering partnerships with local businesses. This initiative provides tailored career exploration, internships, and skill-building programs, enabling students with disabilities to gain essential work experiences and develop vocational skills that align with market needs. Such collaboration also promotes awareness and advocacy for inclusive practices in the workplace, ultimately supporting the transition of students with disabilities into successful, fulfilling employment.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Establish communication channels to discuss mutual goals.	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County ESC BAC	Ongoing	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County ESC BAC	
Organize joint meetings to align on educational and workforce development needs	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County	August 2024	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County	

	ESC BAC		ESC BAC	
Develop shared initiatives that address regional skill gaps	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County ESC BAC	September 2024	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County ESC BAC	
Evaluate the impact of collaborative efforts on student outcomes and workforce readiness.	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County ESC BAC	May 2025	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, BAC Members, Lorain County ESC BAC	

## 2.) PROGRAM: **Lencyk Masonry Pilot Program**

**a.) Description:** Lencyk Masonry Company is excited to announce a groundbreaking pilot program designed to integrate masonry into the existing Building Trades Pre-apprenticeship program. This initiative aims to provide students with an immersive experience, allowing them to explore the intricacies of masonry techniques, materials, and tools while gaining hands-on skills. Participants will benefit from expert guidance, fostering a comprehensive understanding of masonry's vital role in construction and development. By engaging in this program, students will not only enhance their technical proficiency but also discover diverse career pathways within the masonry field, preparing them for successful futures in the building industry.

**b.) Goal/Expected Outcome:** The goal of the Lencyk Masonry Company's pilot program is to enhance the Building Trades program by integrating masonry training, thereby providing students with practical skills and knowledge specific to the masonry field. Expected outcomes include increased student engagement, improved job readiness, and broader career pathways in construction, ultimately boosting employment opportunities and industry preparedness for graduates entering the workforce.

**c.) Data and Measurable Outcomes:** The data and measurable outcomes for the Lencyk Masonry Company's pilot program in the Building Trades program could include student enrollment numbers, completion rates of masonry training modules, participant feedback through surveys, assessment scores on masonry skills, and job placement rates in masonry-related careers post-program. Additionally, tracking the percentage of students who pursue further education or certifications in masonry, as well as engagement metrics during

hands-on workshops, will provide insight into the program's impact on student interest and preparedness for masonry careers.

**d.) Existing Data:** Data is unavailable because the Lencyk Masonry Pilot Program will commence in Winter 2025.

**e.) Participating School Districts:** Austintown, Jackson-Milton, United, and Warren City

**f.) Percentage of Students Impacted:** Data is unavailable because the Lencyk Masonry Pilot Program will commence in Winter 2025.

**g.) BAC Members Involved:** ESCEO Career Counseling Department, The Builders Association, Bricklayers, Lencyk Masonry

**h.) Initiative Impact on Students with Disabilities:** The Lencyk Masonry Company's pilot program integrating masonry into the Building Trades curriculum can significantly benefit students with disabilities by providing them with specialized skills and hands-on experience in a practical trade. This initiative can enhance accessibility and inclusivity within vocational education, allowing students with disabilities to develop confidence and proficiency in masonry. Such training not only improves their employability in a growing field but also fosters teamwork, problem-solving, and adaptability—essential skills for their future careers. Additionally, incorporating adaptive techniques and tools will ensure that all students, regardless of their challenges, can participate and succeed, promoting equity in vocational training.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Develop a curriculum that integrates masonry techniques and principles into existing coursework, ensuring alignment with industry standards.	Lencyk Masonry Company, The Builders Association	November 2024	Lencyk Masonry Company, The Builders Association	Funds to pilot the program.
Collaborate with local masonry experts to lead workshops and hands-on training sessions	Lencyk Masonry Company, The Builders Association	November 2024	Lencyk Masonry Company, The Builders Association, participating masonry companies	Finding local masonry companies that have the time to invest in the pilot program.
Implement the masonry pilot program in the Building Trades Pre-apprentices	Lencyk Masonry Company, The Builders Association, ESCEO Career	January 2025	Lencyk Masonry Company, The Builders Association, ESCEO Career	Resources for curriculum development, instructor training, and

hip	Counseling Department, Pilot Program School Districts		Counseling Department, Pilot Program School Districts	materials.
Establish a feedback mechanism to evaluate the program's effectiveness and make necessary adjustments	Lencyk Masonry Company, The Builders Association, ESCEO Career Counseling Department, Pilot Program School Districts	June 2025	Lencyk Masonry Company, The Builders Association, ESCEO Career Counseling Department, Pilot Program School Districts	Finding a mechanism to measure the benefits of adding a masonry component to the Building Trades Pre-apprenticeship.

## COORDINATE EXPERIENCES

### 1.) **EVENT: 5th Annual Mahoning Valley Skilled Trades Expo**

**a.) Description:** The annual Mahoning Valley Skilled Trades Expo is an interactive expo where students from Mahoning, Columbiana, Trumbull, and Stark counties are invited to see firsthand all of the different trades in the Mahoning Valley and what they have to offer. Students have an opportunity to spend the day learning and trying these skills out in a hands-on way. The event will feature opportunities for students to learn by doing.

**b.) Goal/Expected Outcome:** The goal of the Mahoning Valley Skilled Trades Expo is to increase awareness and understanding of skilled trades among students. Many young individuals are unaware of the numerous career paths available in skilled trades, and this expo serves as a platform to bridge that gap. By attending workshops, demonstrations, and interacting with professionals in different trades, students gain a better understanding of the skills required and the potential career opportunities.

**c.) Data and Measurable Outcomes:** Outcomes for this event will be measured by the total number of schools and students who attend one of the two available dates.

**d.) Existing Data:** In the last four years, the Mahoning Valley Skilled Trades Expo has connected with over 24,000 students across six counties in Eastern Ohio and Western Pennsylvania.

**e.) Participating School Districts:** Over 50 school districts across Mahoning, Columbiana, Trumbull, Portage, Mercer and Lawrence counties.

**f.) Percentage of Students Impacted:** Attending the annual Mahoning Valley Skilled Trades Expo impacts all students by providing them with invaluable hands-on experiences that stimulate interest in various trades, helping them explore career options beyond traditional academic pathways. This interactive environment allows students to engage directly with skilled professionals, fostering motivation, enhancing practical skills, and promoting awareness of the job opportunities available in their local communities. As a result, students gain a greater understanding of potential career paths, which can influence their educational choices and preparation for the workforce.

**g.) BAC Members Involved:** The Builders Association and eighteen trade associations.



**h.) Initiative Impact on Students with Disabilities:** Students with disabilities can benefit significantly from the Mahoning Valley Skilled Trades Expo, as it provides them with hands-on experience in various trades, promoting inclusivity and skill development. Engaging in interactive activities allows these students to explore their interests in a supportive environment, fostering confidence and independence. Additionally, the expo may feature tailored resources, adaptive tools, and guidance from industry professionals, ensuring that students with disabilities can fully participate and gain valuable insights into potential career paths in the skilled trades.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Planning Mahoning Valley Skilled Trades Day Event for September 17, 18, and 19, 2024	ESCEO Career Counseling Team, The Builders Association. All trade unions	May 2024	Completed	Weather affecting student attendance
Promote the Mahoning Valley Skilled Trades Expo to school districts, students, and parents in Mahoning, Columbiana, Trumbull, and Stark counties	Building Trades. ESCEP Career Counseling Team, school districts, and school counselors	May - August 2024	Completed	Event information not being communicated to teachers, school counselors, parents, and students
Event Day - September 17, 18 and 19, 2024	Building Trades. ESCEP Career Counseling Team, school districts, and school counselors	September 17, 18 and 19, 2024	Attendance by school districts, students, school counselors and the building trades	Lack of participation due to transportation

## 2.) **EVENT: Public Safety Expo 2025**

**a.) Description:** The Public Safety Expo is an engaging event designed specifically for middle and high school students to explore the diverse world of public safety careers. Attendees will have the opportunity to interact with representatives from local police, fire departments, emergency medical services, and other safety organizations, providing valuable insights into their roles and responsibilities. With hands-on demonstrations, informative workshops, and engaging career talks, students will discover various pathways within the public safety sector while gaining practical knowledge about what it takes to protect and serve their communities. This is an exciting chance for youth to envision their future in public safety and connect with professionals dedicated to making a difference.

**b.) Goal/Expected Outcome:** The Public Safety Expo aims to provide middle and high school students with comprehensive exposure to various public safety entities, including fire, police, EMS, and emergency management services. Goals include fostering awareness of career pathways within these fields, enhancing understanding of public safety roles, and encouraging community engagement. Expected outcomes include increased student interest in public safety careers, improved knowledge of safety practices, and the development of critical soft skills such as teamwork and communication through interactive activities and demonstrations. Ultimately, the expo seeks to inspire the next generation of public safety professionals and promote a culture of safety in the community.

**c.) Data and Measurable Outcomes:** Measurable outcomes include the number of students in attendance, engagement levels assessed through surveys before and after the event, the number of career pathway sessions attended, and the number of students expressing interest in pursuing careers in public safety fields. Additionally, feedback from exhibitors and partnerships formed with educational institutions for future initiatives can also serve as important data points to evaluate the expo's effectiveness in inspiring students.

**d.) Existing Data:** Data is unavailable because the Public Safety Expo will commence in May 2025.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlington, MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** Data is unavailable because the Public Safety Expo will commence in May 2025.

**g.) BAC Members Involved:** ESCEO Career Counseling Department, Ohio State Highway Patrol, Boardman Police Department, and other public safety partners.

**h.) Initiative Impact on Students with Disabilities:** The Public Safety Expo can significantly benefit students with disabilities by providing them with direct exposure to a range of career opportunities within public safety sectors, fostering a sense of inclusion and belonging. By engaging with professionals and participating in hands-on activities tailored to diverse abilities, students with disabilities can gain valuable insights into accessible career pathways. The event also promotes awareness among peers and educators about the capabilities of individuals with disabilities, helping to break down stereotypes and create a more inclusive community. Overall, it can inspire confidence and empower students with disabilities to pursue careers in public safety.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Organize a committee of Public Safety entities.	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department	July 2024	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department	Completed
Schedule a meeting to	Sandy Furano, Director of	September 2024	Sandy Furano, Director of	Completed

discuss the implementation and planning of the Public Safety Expo	Career Counseling Services, ESCEO Career Counseling Department		Career Counseling Services, ESCEO Career Counseling Department	
Promote the Public Safety Expo to aligned school districts, students, and parents.	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, Public Safety entities, aligned school districts	March-April 2025	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, Public Safety entities	Lack of communication to students and parents regarding the Public Safety Expo.
Public Safety Expo Event	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, Public Safety entities	May 2025	Sandy Furano, Director of Career Counseling Services, ESCEO Career Counseling Department, Public Safety entities	Lack of participation due to transportation and weather.

### 3.) **EVENT: Junior Achievement Inspire Career Day**

**a.) Description:** The Junior Achievement Inspire Career Day is an educational initiative designed to ignite students' interest in entrepreneurship, financial literacy, and career readiness. By connecting students with local business professionals and community leaders through interactive experiences, workshops, and mentoring, the program aims to equip young people with the skills and knowledge necessary to navigate their futures successfully. With a focus on real-world applications, the Inspire Program fosters critical thinking, collaboration, and innovation, empowering students to explore various career pathways while building confidence and resilience in their abilities.

**b.) Goal/Expected Outcome:** The goal of the Junior Achievement Inspire Career Day is to connect students with local business leaders and professionals to provide real-world insights into various career paths, enhancing students' understanding of the workforce and entrepreneurial skills. The expected outcome is to inspire and prepare young people for future careers by fostering essential skills, increasing their knowledge about different industries, and encouraging them to pursue their aspirations with confidence.

**c.) Data and Measurable Outcomes:** The Junior Achievement Inspire Career Day typically focuses on providing students with practical experiences related to career exploration and entrepreneurship. Data collected may include participant demographics, attendance rates,

engagement levels, and feedback surveys. Measurable outcomes could encompass improvements in students' understanding of career paths, skills development (like teamwork and problem-solving), increased interest in entrepreneurship, and enhanced confidence in their ability to succeed in the workforce. Pre- and post-program assessments could quantify changes in these areas, demonstrating the program's impact on students' readiness for future careers.

**d.) Existing Data:** Data is unavailable because the Junior Achievement Inspire Career Day will commence in April 2025.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlington, MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** Data is unavailable because the Junior Achievement Inspire Career Day will commence in April 2025.

**g.) BAC Members Involved:** All of the Educational Service Center of Eastern Ohio Business Advisory Council will be invited to attend and participate in the Junior Achievement Inspire Career Day program.

**h.) Initiative Impact on Students with Disabilities:** The Junior Achievement Inspire Career Day program can significantly benefit students with disabilities by providing them with tailored exposure to various career paths, mentorship opportunities, and hands-on experiences that cater to their unique strengths and interests. This program fosters inclusivity, bolsters self-esteem, and enhances vocational skills, helping students build confidence and envision futures beyond traditional limitations. Networking with professionals from diverse fields can also inspire students and encourage them to pursue post-secondary education or job opportunities, thereby promoting greater independence and success in their career journeys.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Organize a committee to plan the Junior Achievement Inspire Career Day Program	Junior Achievement, ESCEO Career Counseling Department	September 2024	Junior Achievement, ESCEO Career Counseling Department	State testing dates, location, and funds
Schedule a meeting to discuss the planning of the JA Inspire Career Day Program	Junior Achievement, ESCEO Career Counseling Department, BAC members	October 2024	Junior Achievement, ESCEO Career Counseling Department, BAC members	Schedule conflicts to plan program
Promote the JA Inspire Career Day program with aligned	Junior Achievement, ESCEO Career Counseling	February-April 2025	Junior Achievement, ESCEO Career Counseling	Lack of communication to students and parents

school districts, students, and parents.	Department		Department, BAC members	regarding the JA Inspire Career Day program.
JA Inspire Career Day Event	Junior Achievement, ESCEO Career Counseling Department, BAC members	April 2025	Junior Achievement, ESCEO Career Counseling Department, BAC members	Lack of participation due to transportation and school schedules.

#### 4.) PROGRAM: **Building Trades Pre-Apprenticeship**

**a.) Description:** The Building Trades Pre-Apprenticeship provides the in-demand skills and resources students need to begin an exciting career in the building trades upon graduation. This program offers a unique opportunity for high school students to gain hands-on experience and exposure to the building trades.

**b.) Goal/Expected Outcome:** The goal of this program is to provide a comprehensive curriculum that combines classroom instruction with practical training. Students learn fundamental skills such as measuring, safety, operating hand tools, etc. By engaging in real-world projects under the guidance of experienced teachers, students develop a deep understanding of the building trades and acquire valuable problem-solving abilities. This program fosters crucial soft skills like teamwork, communication, and time management. Students collaborate on projects that require coordination and cooperation with their peers, mirroring real-life scenarios they will encounter in their future careers. These skills are not only vital for success in the construction industry but also transferable to any profession.

**c.) Data and Measurable Outcomes:** Student outcomes for the building trades are measured through the students' technical proficiency, safety awareness, teamwork, and communication skills.

**d.) Existing Data:** In the past three years, a total of 1,178 students have participated in the Building Trades Pre-apprenticeship program, with 456 earning 12-point industry-recognized credentials. Additionally, 136 students continued on to pursue the Building Trades Apprenticeship after graduating from high school.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Canfield, East Palestine, Jackson-Milton, Sebring, Southeast, Springfield, Struthers, United, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** Ninety-five percent of students earn industry-recognized credentials while gaining practical skills in using handheld power tools and reading blueprints, all under the guidance of experienced professionals in building trades. This comprehensive training prepares them for successful careers in the industry.

**g.) BAC Members Involved:** The Builders Association, ESCEO Career Counseling Department

**h.) Initiative Impact on Students with Disabilities:** The Building Trades Pre-Apprenticeship program equips students with disabilities with essential skills and resources tailored to meet their unique needs, enhancing their employability in the construction industry. By providing hands-on training, mentorship, and access to adaptive technologies, the program fosters a supportive learning environment that emphasizes inclusivity. This enables students with disabilities to gain confidence, develop practical skills, and build networks that can lead to meaningful career opportunities in the building trades, ultimately promoting independence and self-sufficiency.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Work with Ohio Carpenters' Joint Apprenticeship to implement a Building Trades Pre-Apprenticeship	ESCEO Career Counseling Team, Building Trades Association, and Ohio Carpenters' Joint Apprenticeship	Completed		
Present the Building Trades Pre-Apprenticeship Program to Mahoning, Columbiana, and Trumbull County School Administrators	ESCEO Career Counseling Team, Building Trades Association, and Ohio Carpenters' Joint Apprenticeship	Completed		
Train school district teaching staff on the Career Connections Building Trades curriculum	ESCEO Career Counseling Team, Building Trades Association, and Ohio Carpenters' Joint Apprenticeship, and participating school districts	Ongoing		
Order Career Connection books, online Learning Management System, tools and equipment for pre-apprenticeship labs	ESCEO Career Counseling Team, Building Trades Association, and Ohio Carpenters' Joint Apprenticeship, and participating school districts	Ongoing		
Pre-apprenticeship program implemented for	Participating school district teaching staff	Ongoing		

the start of the school year				
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## 5.) **PROGRAM: Information Technology Pre-Apprenticeship**

**a.) Description:** Partnership with Youngstown State University Division of Workforce Education, local school districts, and businesses to develop pre-apprenticeship and apprenticeship pathways in the information technology field. The goal of the program is to connect students, school employers, and valley businesses together to develop a pipeline of locally grown talent to meet the demand of our region's growing information technology needs. Students in this pre-apprenticeship have the opportunity to work with local employers in the technology field or choose to work directly in their school with their district's technology department as a support specialist. Students in the program have the opportunity to complete CompTIA, IBM, and Microsoft credentials as well as an Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion, as well as their Ohio Means Jobs Readiness Seal, and Industry Recognized Credential Seal.

**b.) Goal/Expected Outcome:** The goal of the program is to provide students interested in a career in information technology the ability to work alongside professionals in their chosen field. In doing so, students will gain valuable experience and understanding of the career that will help guide them in making educated decisions on their future paths. The students will be expected to complete work-based learning hours, as well as complete industry recognized credentials leading toward a pre-apprenticeship certificate.

**c.) Data and Measurable Outcomes:** Outcomes are measured by the number of students being awarded a certificate for completion for CompTIA Fundamentals and earning their Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion.

**d.) Existing Data:** Fourteen students successfully obtained their pre-apprenticeship completion certificates, accumulating over 1,200 hours of work-based learning experiences with partner organizations.

**e.) Participating School Districts:** Austintown, Badger, Brookfield, Campbell, Jackson-Milton, United, Western Reserve, Warren City

**f.) Percentage of Students Impacted:** Ninety-three percent of students completed the Information Technology Pre-apprenticeship.

**g.) BAC Members Involved:** Youngstown State University Workforce Development, Youngstown State University Excellence Training Center, and ESCEO Career Counseling Department, Austintown, Badger, Brookfield, Campbell, Jackson-Milton, United, Western Reserve, Warren City

**h.) Initiative Impact on Students with Disabilities:** The partnership with Youngstown State University Division of Workforce Education, local school districts, and businesses to create pre-apprenticeship and apprenticeship pathways in information technology offers significant opportunities for students with disabilities by providing tailored support and hands-on experience in the tech field. These pathways not only enable students to gain valuable skills and industry-recognized credentials, enhancing their employability, but also foster inclusion and accessibility in the growing IT sector. By working closely with local employers and educational institutions, the program ensures that students with disabilities receive the necessary resources and mentorship, thus empowering them to contribute to the region's workforce and paving the way for their professional growth in a supportive environment.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Work with Youngstown State University Division of Workforce Education and Innovation to develop pre-apprenticeship for information technology support specialist	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation	Completed	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation	Business partners, personnel, transportation, cost, schedules.
Present program to recruit business partners	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, MVBAC members	Ongoing	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, MVBAC members	Age restrictions, student schedules, insurance, time commitment
Present program to schools to recruit students for the pre-apprenticeship	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, participating schools	Ongoing	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, MVBAC members ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and	Student schedules, time commitment, extracurricular activities, transportation, cost



			Innovation, MVBAC members	
Pre-apprenticeship program implemented for the start of the school year	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, participating schools, business partners	Ongoing	Credentialing programming, school technology.	Student schedules, time commitment, extracurricular activities, transportation, cost

#### 6.) PROGRAM: 5G Pre-Apprenticeship

**a.) Description:** The 5G Pre-apprenticeship program equips students with the latest competencies required to design and deploy broadband infrastructure. Students in this program earn their 5G readiness certificate and are partnered with an employer to complete off-site training introducing and working with 5G towers and technology. Students in this program have the opportunity to earn a Wireless Infrastructure Association 5G Readiness certificate, Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion, as well as their Ohio Means Jobs Readiness Seal, and Industry Recognized Credential Seal.

**b.) Goal/Expected Outcome:** The goal of the program is to provide students interested in a career in 5G the ability to work alongside professionals in their chosen field. In doing so, students will gain valuable experience and understanding of the career that will help guide them in making educated decisions on their future paths. The students will be expected to complete work-based learning hours, as well as complete industry recognized credentials leading toward a pre-apprenticeship certificate.

**c.) Data and Measurable Outcomes:** Outcomes are measured by the number of students being awarded a certificate for completion of Wireless Infrastructure Association - 5G Readiness training and earning their Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion.

**d.) Existing Data:** Two students participated in the 5G Pre-apprenticeship program

**e.) Participating School Districts:** Brookfield Local School District

**f.) Percentage of Students Impacted:** One hundred percent of the students completed the 5G Pre-apprenticeship program.

**g.) BAC Members Involved:** Brookfield Local Schools, Tri County Tower, Youngstown State University Workforce Development, Youngstown State University Excellence Training Center, and ESCEO Career Counseling Department

**h.) Initiative Impact on Students with Disabilities:** The 5G Pre-apprenticeship program positively impacts students with disabilities by providing access to high-demand technical skills and industry-recognized certifications that can enhance their employability in the broadband infrastructure field. By offering hands-on training and partnerships with employers, the program fosters an inclusive environment, accommodating diverse learning

needs and enabling students with disabilities to gain valuable experience and confidence in a rapidly evolving tech landscape. Additionally, the recognition through various seals and certificates helps level the playing field, ensuring that these students have equitable opportunities in the job market.

<b>Action Steps</b>	<b>Responsible Party</b>	<b>Deadline</b>	<b>Resources</b>	<b>Potential Barriers</b>
Work with Youngstown State University Division of Workforce Education and Innovation to develop pre-apprenticeship for 5G Readiness	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation	Completed		Business partners, personnel, transportation, cost, schedules.
Present program to recruit business partners	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, MVBAC members	Ongoing		Age restrictions, student schedules, insurance, time commitment
Present program to schools to recruit students for the pre-apprenticeship	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, participating schools	Ongoing		Student schedules, time commitment, extracurricular activities, transportation, cost
Pre-apprenticeship program implemented for the start of the school year	ESCEO Career Counseling Team, Youngstown State University	Ongoing	Credentialing programming, school technology.	Student schedules, time commitment, extracurricular activities,

	Division of Workforce Education and Innovation, participating schools, business partners			transportation, cost
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**7.) PROGRAM: Youngstown State University Division of Workforce Education and Innovation Career Pathways**

**a.) Description:** Developed in partnership with Youngstown State University to provide students who are not currently meeting Ohio graduation requirements and are interested in the manufacturing, 5g, and information technology fields credentialing opportunities that lead to gainful employment or post-secondary opportunities. Students in this program are provided with the opportunity to complete designed pathways with the following industry recognized credentials: Certified Manufacturing Associate (CMfgA), Universal Robotics Core Training, OSHA 30-Hour General Industry, OSHA 10, CompTIA IT Fundamentals, CompTIA A+, Stop the Bleed, CPR /First Aid / AED credentials. Programming is completed by the student in a hybrid environment with training completed remotely and at the Youngstown State University Excellence Training Center.

**b.) Goal/Expected Outcome:** Students are expected to find a career path that fits their future goals, and then use that path as a means to graduate using the 2023 and Beyond graduation requirements. Students will complete the prescribed 12 point industry recognized credential pathway and use the completed pathway as a foundation skill under the career and technical competency options.

**c.) Data and Measurable Outcomes:** Outcomes are measured by completion of industry recognized credentials that align to their field of study. Data will also be collected on the total number of Industry recognized credential seals earned.

**d.) Existing Data:** Twenty students earned a total of 39 credentials, with 8 individuals utilizing their 12-point credential pathway as an alternative means of demonstrating competency for graduation

**e.) Participating School Districts:** Austintown, Brookfield, Campbell, Jackson-Milton, United, Western Reserve, Warren City

**f.) Percentage of Students Impacted:** Ninety-two percent of students earned credentials towards their chosen career pathway.

**g.) BAC Members Involved:** Youngstown State University Workforce Development, Youngstown State University Excellence Training Center, and ESCEO Career Counseling Department.

**h.) Initiative Impact on Students with Disabilities:** This program can positively impact students with disabilities by providing accessible, flexible learning pathways that accommodate diverse needs in a hybrid format, allowing them to engage at their own pace. By offering industry-recognized credentials in growing fields, it enhances their employability and access to post-secondary opportunities, helping to bridge the gap in meeting graduation requirements. Furthermore, the focus on credentials like CPR and OSHA training can equip students with essential skills, increasing their confidence and independence in the workforce.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Develop pathways for information technology, manufacturing, and 5G Readiness that meet 12 point credential guidelines	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation	Complete	2023-2024 Ohio Department of Education approved credentials list	funding, credential point total changes
Determine students who are not meeting 2023 and Beyond graduation requirements.	ESCEO Career Counseling Team, participating schools	Ongoing	2023 and Beyond graduation requirements	Navigating graduation pathways
Recruit students into programming by presenting available 12 point credential pathways	ESCEO Career Counseling Team, Youngstown State University Division of Workforce Education and Innovation, participating schools	Ongoing	Credential programs	Student interest, added workload, cost to schools

#### 8.) **PROGRAM: Drone Education Part 107 Remote Pilot Certification**

**a.) Description:** Students in this program have the opportunity to begin exploring and training for careers in multiple industries that are advancing their use of drone technology. Students will have the ability to earn their FAA-Certified Drone commercial pilot certification (part 107), VSO Level 1, VSO Ground, and VSO Flight Certifications.

**b.) Goal/Expected Outcome:** The goal of the program is to introduce the evolving drone technology to students in the k12 setting. Students in the program will be able to expand drone usage from recreational use to commercial use by earning their Federal Aviation Administration (FAA) Part 107 Remote Pilot Certification. Once students have earned their commercial certification, they will have the opportunity to advance their skills by completing VSO Ground and Flight training.

**c.) Data and Measurable Outcomes:** Data and outcomes will be measured by the total number of students who earn certificates for VSO Level 1, VSO Ground, VSO Flight and Federal Aviation Administration (FAA) Part 107 Remote Pilot Certification.

**d.) Existing Data:** In the 2023-2024 academic year, out of the 148 enrolled students, 54 successfully obtained their UAS Level 1 drone certifications, and 23 achieved their Part 107 pilot licenses, highlighting a strong achievement in drone-related qualifications among the student body.

**e.) Participating School Districts:** Boardman, Brookfield, Columbiana, East Palestine, Jackson-Milton, Sebring, Springfield, Struthers, United

**f.) Percentage of Students Impacted:** Seventy percent of students enrolled in the program earned credentials or have returned this school year to complete coursework needed for certification attainment.

**g.) BAC Members Involved:** Youngstown State University of Workforce Development, ESCEO Career Counseling Department

**h.) Initiative Impact on Students with Disabilities:** This program can significantly benefit students with disabilities by providing them access to specialized training and career opportunities in a growing field that utilizes drone technology, a sector known for its flexibility and potential for remote work. The hands-on experience and certifications can enhance their employability and encourage skill development in a supportive environment. Additionally, the use of adaptive technologies and personalized instruction can accommodate diverse learning needs, fostering inclusivity and empowering students to pursue careers that align with their interests and abilities.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Determine curriculum and credentialing for the program	ESCEO Career Counseling Team, Unmanned Safety Institute	Completed	USI Curriculum, ODE credentialing guidelines	Cost, alignment with credentialing guidelines, scheduling
Introduce and recruit schools to implement programming	ESCEO Career Counseling Team, Unmanned Safety Institute, participating schools	Ongoing		Cost, staff to instruct, insurance, time
Recruit business to partner with the programs	ESCEO Career Counseling Team, Unmanned Safety Institute, participating schools, local businesses	Ongoing		Insurance, time, limited businesses in our region.
Recruit students to take the course	ESCEO Career Counseling Team,	Ongoing		Student interest, time in schedules

	Unmanned Safety Institute, participating schools			
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### 3.) PROGRAM: **Building Trades Competition**

**a.) Description:** The 2024 Building Trades Competition centers on creating an Adirondack chair, as outlined in the Career Connections Book 2, with submissions due to The Builders Association. Projects must be completed in a school setting, with students enrolled in the career connections program eligible for submission—either as individual or class projects, although a maximum of two submissions per school is permitted. Additionally, mentors from the Builders Association will visit classrooms to guide students and provide valuable insights into the trades, enhancing students' understanding and prospects in the field.

**b.) Goal/Expected Outcome:** The 2024 building trades competition aims to engage students in the hands-on creation of an Adirondack chair, fostering skills relevant to the building trades while promoting teamwork and creativity within a school setting.

**c.) Data and Measurable Outcomes:** The measurable outcomes for the Building Trades Competition include student engagement levels, the quality and craftsmanship of the chairs submitted, and feedback from industry mentors regarding student progress and understanding of trades.

**d.) Existing Data:** Thirteen adirondack chairs were submitted from five different school districts.

**e.) Participating School Districts:** Beaver Local, Boardman, Brookfield, East Palestine, West Branch

**f.) Percentage of Students Impacted:** One-hundred percent of the students who signed up for the Building Trades Competition completed that adirondack chair and submitted their chair for the competition.

**g.) BAC Members Involved:** The Builders Association

**h.) Initiative Impact on Students with Disabilities:** The 2024 building trades competition, focused on creating an Adirondack chair, offers significant benefits for students with disabilities by providing an inclusive, hands-on learning experience that fosters creativity and practical skills. The collaborative environment, along with mentorship from industry professionals, can enhance their confidence and engagement in trade skills, while the guidance from mentors allows for tailored support that accommodates individual learning needs. Participation in such projects also promotes teamwork and social interaction, essential for overall development and integration in both the educational setting and future workplace scenarios.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Schedule meeting with the Builders Association	Builders Association, ESCEO Career Counseling Department	January 2024	Completed	

Create competition requirements per student and school district submission	Builders Association	February 2024	Completed	
Promote Building Trades Competition to school district staff, instructors, and students	Builders Association, ESCEO Career Counseling Department, Building Trades instructors	March 2024	Completed	
Project submission and judging	Participating school districts	April 2024	Completed	

#### 4.) PROGRAM: **Pathful Connect**

**a.) Description:** Pathful Connect is an engaging platform designed for middle and high school students to explore a diverse range of careers by connecting directly with industry professionals. Through interactive virtual events, students can participate in live Q&A sessions, access valuable resources, and gain insights into various professions, helping them understand the skills and pathways needed for their future. Whether they're curious about science, technology, arts, or trades, Pathful Connect empowers students to ask questions, discover their passions, and make informed decisions about their career paths.

**b.) Goal/Expected Outcome:** The goals of Pathful Connect are to enhance career exploration for middle and high school students, promote engagement with industry professionals, and provide valuable insights into diverse career options. Expected outcomes include increased awareness of the skills and pathways required for various professions, improved decision-making regarding future careers, and the empowerment of students to ask questions and pursue their interests across fields like science, technology, arts, and trades. Ultimately, the platform aims to foster informed and confident future professionals.

**c.) Data and Measurable Outcomes:** Pathful Connect's measurable outcomes include increased student engagement in career exploration, improved knowledge of various professions, and enhanced decision-making skills regarding future career paths. Data gathered from user interactions such as participation rates in live events, feedback surveys, and post-event assessments can quantify the effectiveness of the platform. Metrics such as the number of student questions asked, resources accessed, and follow-up actions taken can demonstrate positive shifts in student understanding and career readiness. Additionally, partnerships with industry professionals can lead to increased networking opportunities and potential job shadowing or mentorship experiences for participating students.

**d.) Existing Data:** A total of 1,172 students engaged with Pathful Connect for career exploration.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlington,

MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** All students using Pathful Connect were positively affected. This platform enables students to engage virtually with professionals in their desired industries, providing valuable insights that can help them explore and understand potential career paths more thoroughly.

**g.) BAC Members Involved:** ESCEO Career Counseling Department

**h.) Initiative Impact on Students with Disabilities:** Students with disabilities can greatly benefit from Pathful Connect as it offers an inclusive and accessible platform for career exploration. The interactive virtual format allows them to engage with industry professionals in a comfortable setting, where they can ask questions and interact at their own pace. Additionally, the platform's diverse resources and support cater to various learning needs, ensuring that all students, regardless of their abilities, have the opportunity to understand and navigate future career paths effectively. This empowerment fosters a sense of belonging and encourages students with disabilities to pursue their interests and aspirations in various fields.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Present Pathful Connect to school administrators, teachers, and school counselors in Mahoning, Columbiana, Trumbull, and Stark county school districts	ESCEO Career Counseling Team	Completed	ESCEO Career Counseling Department	
Purchase Pathful Connect for Career Exploration in Middle and High School	ESC of Eastern Ohio	Completed	ESC Career Counseling Department	
Implement Pathful Connect in aligned school districts	ESCEO Career Counseling Team	Completed	ESC Career Counseling Department BAC members, Aligned School Districts	
Maintain Pathful Connect	ESCEO Career Counseling	Ongoing	ESCEO Career Counseling	Ensure that school districts



programming annually to ensure consistency for students.	Team, Aligned School Districts		Team	and students continue to use YouScience year to year for career exploration.
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## 5.) PROGRAM: Job Shadowing Experience

**a.) Description:** Job shadowing is a valuable opportunity for students to gain insight into their desired career path. It involves spending time with professionals in the field, observing their daily tasks, understanding the skills required for success, and a chance to witness firsthand what a typical day in the workplace entails.

**b.) Goal/Expected Outcome:** The goal of job shadowing experiences is to give students an opportunity to ask questions and seek advice from experienced individuals who have already navigated through similar career paths. Job shadow experiences provide invaluable networking opportunities. Building connections with professionals can open doors to future internships or even job opportunities. These connections can also serve as mentors who offer guidance and support throughout one's career journey.

**c.) Data and Measurable Outcomes:** Measurable outcomes consist of students gaining knowledge about the skills required for a particular job and assessing whether their interests align with the realities of the profession. Another measurable outcome is the students increasing their network or contact information of professional contacts for potential mentors or chances of future employment opportunities.

**d.) Existing Data:** A total of 107 students took part in a job shadowing experience.

**e.) Participating School Districts:** Austintown, Badger, Beaver Local, Boardman, Brookfield, Campbell, Canfield, Columbiana, East Palestine, Jackson-Milton, Lowellville, Marlington, MCCTC and Valley STEM, Poland, Potential Development, Sebring, South Range, Southeast, Springfield, Struthers, United, Valley Virtual, Warren City, West Branch, Western Reserve.

**f.) Percentage of Students Impacted:** All students participating in the job shadow experience completed the job shadowing program.

**g.) BAC Members Involved:** Most BAC members participated in offering students a job shadowing opportunity.

**h.) Initiative Impact on Students with Disabilities:** Job shadows can significantly benefit senior high school students with disabilities by providing them with practical exposure to various work environments, enhancing their understanding of job responsibilities and expectations. This firsthand experience can boost their confidence, improve their social skills, and help them make informed career choices. Additionally, job shadows can foster relationships with employers, potentially leading to future internships or job offers, and promote inclusivity in the workplace by increasing awareness and understanding among employers regarding the capabilities of individuals with disabilities.

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers
Meet with students regarding	ESCEO Career Counseling Team	September 2024/Ongoing	All BAC Members, Pathful Connect	Student having transportation to the job

setting up a job shadow experience				shadow experience location
Prepare students for job shadow. How to dress, questions to ask, location, etc.	ESCEO Career Counseling Team	Ongoing	Student transportation, school and parent permission, commitment from business partner	Coordinating schedule with student and business location, not able to obtain parent permission
Schedule job shadow experience for student	ESCEO Career Counseling Team	Ongoing	Business partner to agree to job shadow experience, schedule virtual job shadow experience through Pathful Connect, and student transportation	Student transportation