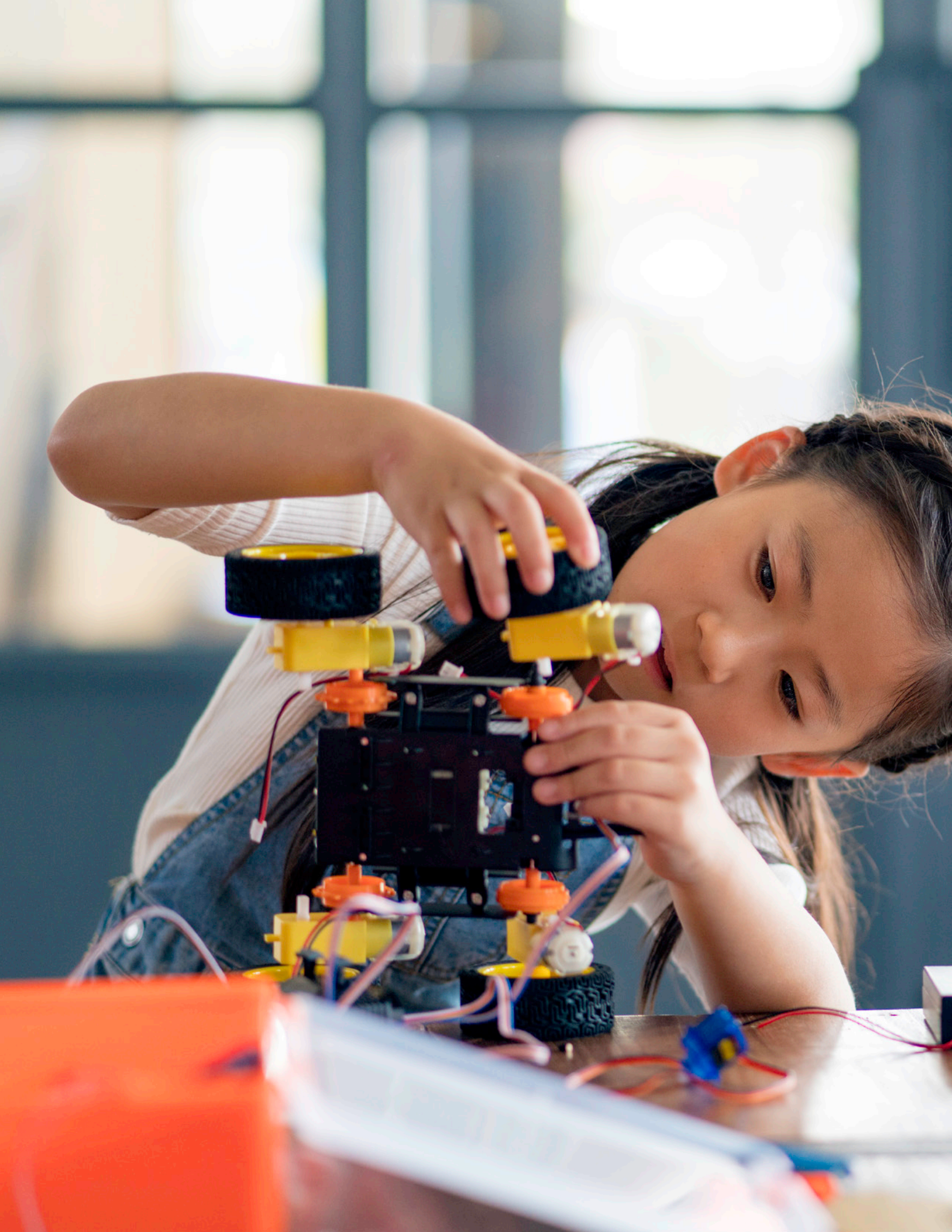


Tomorrow's workers
...They are right here



Montgomery County ESC
Business Advisory Council
2025-2026 Plan



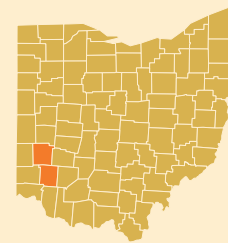


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Montgomery County ESC Business Advisory Council

Ensuring our workforce can compete by enhancing partnerships between schools, higher education, non-profits, and employers



The Business Advisory Council is:

- Ensuring student success and career-readiness
- Keeping talent in our region
- Helping existing and new businesses thrive
- Making Montgomery County a great place to live and work

The 2025–2026 school year marks an exciting new chapter for our region's Business Advisory Council (BAC). After several years of transformational growth, we've sharpened our focus to more deeply support our partner school districts, now serving 19 districts across Montgomery and Warren Counties. While some Warren County schools are forming their own BAC this year, Carlisle Local Schools, Springboro Community City School District, and Wayne Local Schools have chosen to remain in our regional collaboration—strengthening our shared vision for student success and talent development across southwest Ohio.

Over the past few years, we've evolved from serving isolated student groups to building a regional system of career-connected learning that engages the majority of students in impactful, real-world experiences. This shift has been driven by collaboration with educators, employers, postsecondary institutions, and community partners, working in alignment to reimagine what workforce readiness can look like across K–12.

We're proud to have received the four-star rating from the Ohio Department of Education and Workforce for the third consecutive year, along with awards for partnership building, professional skill development, and career development coordination. These recognitions reflect the ambitious work happening throughout our network and the high bar we continue to set.

This school year, we are focused on expanding authentic work-based learning (WBL), improving access to industry-recognized credentials, and increasing early exposure to in-demand careers. We're continuing to pioneer opportunities in emerging tech, growing efforts focused on entrepreneurship, and piloting new approaches like simulated WBL. Our region also continues to leverage YouScience data and Career Navigator insights to ensure students are connected to the right opportunities at the right time.

This plan outlines how we'll build on our momentum, refining what works, embracing innovation, and staying laser-focused on expanding opportunity for students and strengthening our regional workforce.

VISION

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

MISSION

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

VALUES We believe in:

1. **Integrity** — Our workforce must embrace personal and civic responsibility and hold strong ethical standards.
2. **Equity** — All students' educational needs and aspirations must be respected. Every career choice has value.
3. **Innovation** — The job market and employers' needs are ever-changing. Innovation is a constant and requires life-long skill development.
4. **Diversification** — Montgomery County's economy is diverse by design, and every industry sector is counting on access to talented employees.

Young people need to have access to diverse educational options that prepare them to succeed in our local economy.

5. **Collaboration** — Industry leaders and educators must work together to create a cohesive and sustainable system that builds a highly skilled and adaptable workforce.
6. **Communication** — Clear and proactive feedback is a prerequisite for successful partnerships.



How we work together

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

Members of the Steering Committee are comprised of Pathways to Prosperity Institute Attendees, Subcommittee Co-Chairs, and community stakeholders.

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

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

Each of the 5 subcommittees is responsible for carrying out the specific BAC Goals. The "Plan" established includes the strategies, actions and those responsible associated with each of the 5 Goals. (pages 10-18)

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



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

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

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

2025-2026 Business Advisory Council Calendar

Main BAC Meetings 2025/2026

September 23 9:00 am-10:30 am

November 20* 9:00 am-10:30 am

*Followed by Steering Committee Meeting

February 25 5:30 pm-8:00 pm (Annual Dinner)

April 23* 9:00 am-10:30 am

Working Group Meetings

BAC Industry Engagement Subcommittee (Virtual Meeting)

Co-Chairs: Amanda Byers (Dayton Area Chamber of Commerce) & Cassie Barlow (SOCHE)

September 8 3:00 pm-4:00 pm

November 17 3:00 pm-4:00 pm

April 14 3:00 pm-4:00 pm

BAC Educator Engagement Subcommittee (Board Room at MCECSC)

Co-Chairs: Tommy Renfro (Shook Construction) & Nicole Will (Kettering City Schools)

September 25 1:00 pm-2:30 pm

December 2 1:00 pm-2:30 pm

April 28 1:00 pm-2:30 pm

BAC Student Engagement Subcommittee (Board Room at MCECSC)

Co-Chairs: Carrie Kabanov (Kettering Health Network) & Stephanie Hinds (Brookville Local Schools)

October 8 9:00 am-10:30 am

December 8 9:00 am-10:30 am

March 24 9:00 am-10:30 am

BAC Policy & Advocacy Subcommittee (Virtual Meeting)

Co-Chairs: Stephanie Keinath (Dayton Area Chamber of Commerce) & Rick Wegmann (Goodwill Easter Seals)

All on Zoom

October 7 1:00 pm-2:00 pm

November 19 1:00 pm-2:00 pm

March 4 1:00 pm-2:00 pm

BAC Parent & Community Engagement (Board Room at MCECSC)

Co-Chairs: Dr. Marita Abram (Sinclair College) & Lisa Rindler (Greater Dayton Area Hospital Association)

September 9 9:00 am-10:30 am

November 10 9:00 am-10:30 am

March 3 9:00 am-10:30 am

CAREER CONNECTIONS



SEPTEMBER

Construction
Appreciation



OCTOBER

Engineering &
Manufacturing



NOVEMBER

Health
Professions



DECEMBER

Public Service &
Humanities



JANUARY

Computer
Science
Education



FEBRUARY

Business &
Management



MARCH

Aerospace
& Aviation



APRIL

Education &
Training



MAY

In-Demand
Jobs



Leveraging Student Voice

Building on our BAC plan each year, we're continuing to review who else needs to be at the table. We're finding new ways to gather and implement student feedback and exploring how we can activate our students in creative ways. This year we are focused on leveraging partners to identify and highlight local success stories so we can continue to showcase young people going into our region's in-demand sectors. We firmly believe exposing students to potential careers where they can find both meaning and purpose will strengthen their interest in school and anchor them to long-term success later in their lives.

2025 Inside Dayton Summer Program:

Over the summer of 2025, we convened our fifth cohort of students in a two-week, intensive, in-person, paid summer leadership program. Throughout the program, the students met with elected leaders, industry professionals, community members, and more to learn about the future of the region and the jobs of tomorrow. They also visited The Entrepreneurs Center in the Dayton Arcade to learn about the region's entrepreneurial ecosystem and explore how innovation, business acceleration, and startup support contribute to economic growth. We're grateful to the three Inside Dayton College Interns representing Sinclair College, The Ohio State University, and the University of Dayton who helped serve as program coordinators and mentors for our high school fellows. These 28 students hailed from 19 local high schools and provided an important lens for this year's plan.



2025-2026 Montgomery County Student Advisory Delegation:

The Montgomery County Student Advisory Delegation will begin its 5th year in the 25-26 school year. The Delegation is comprised of juniors and seniors from Montgomery County high schools, meets four times annually to learn about the education system in Ohio and develop the knowledge and skills necessary to utilize their experience as a voice in education. The delegates provide direct feedback to educational and political leaders on how they can improve the education system to ensure Ohio students are future-ready.

Serving Students With Disabilities

Our Business Advisory Council's workforce development initiatives, led by the Montgomery County Educational Service Center (ESC), place a strong emphasis on ensuring students with disabilities are fully integrated into career and college planning efforts. The Montgomery County ESC serves over 250 students with disabilities from across the region in its Learning Centers. The staff work intensively with the high school students at Learning Center North to provide individualized goal-setting around careers and college access. Tools like YouScience are used not only to help identify strengths and aptitudes for these students, but the insights gained are tailored to meet their unique needs.

Additionally, through a partnership with the Miami Valley Career Tech Center, MCESC has implemented Career Tech Education into Learning Center North which serves our high school students with disabilities. Many of the students engage in work-based learning through our partnerships with The Abilities Connection and SOCHE, and working with a local bank, the students set up bank accounts and develop financial literacy skills.

This comprehensive approach ensures that students with disabilities are actively participating in workforce development initiatives, receiving the guidance and support necessary to prepare for life beyond school.



2025-26 Business Advisory Council Plan Goals

Student Engagement For students to be well-equipped to make a career plan, they must be aware of the diverse career opportunities that exist locally and beyond and understand what it takes to prepare for these careers.



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



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

| Strategy | | Actions | Responsibility |
|--|-----------------|--|--|
| 1. Expand opportunities for building career awareness with student input | Schools | <ul style="list-style-type: none"> Utilize feedback from students (Inside Dayton, Student Advisory Delegation, Chief Science Officers) to inform communication & activities Deploy social media to promote educational and career opportunities utilizing existing networks including the County Communication Collaborative Organize Career Connections Months of Action Utilize technology to support the expansion of career content delivery and tracking of career-connected learning | <ul style="list-style-type: none"> Student Engagement Parent & Community Engagement Educator Engagement County Communications Collaborative All districts |
| | Industry | <ul style="list-style-type: none"> Provide info/photos/etc for social media engagement Resource career activities (speakers, tours, WBL, etc) | <ul style="list-style-type: none"> Local chambers of commerce Industry Groups DDC |
| 2. Promote the intentional and strategic use of student aptitude and interest data | Schools | <ul style="list-style-type: none"> Utilize YouScience results in programmatic decision making and marketing opportunities Support districts in understanding their aggregate and individual student assessment results | <ul style="list-style-type: none"> MCESC All Districts |
| | Industry | <ul style="list-style-type: none"> Develop and expand career connections opportunities based on industry-specific aptitude and interest data Explore additional funding opportunities for long-term use of software like YouScience | <ul style="list-style-type: none"> Local chambers of commerce Industry Groups DDC |
| 3. Implement more robust K-5 career awareness outreach | Schools | <ul style="list-style-type: none"> Promote and expand best practices of career awareness programs and activities | <ul style="list-style-type: none"> MCESC/All Districts |
| | Industry | <ul style="list-style-type: none"> Resource career activities (speakers, tours, in-class demonstrations, etc) | <ul style="list-style-type: none"> Local chambers of commerce/Industry Groups/DDC |



Subcommittee Metrics

of career connections activities offered across BAC districts

of students engaged in career connections activities

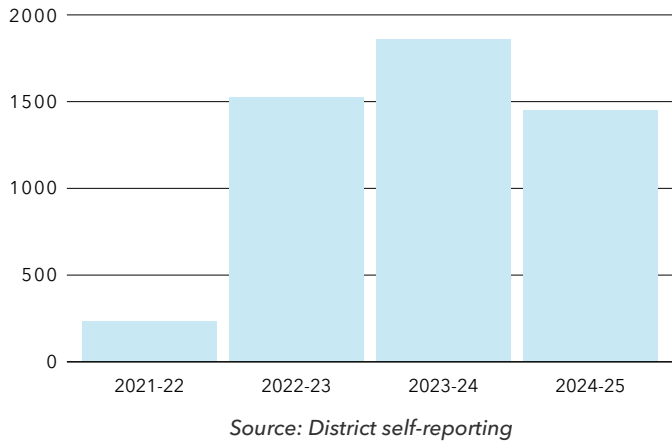
of students completing YouScience

of students enrolling in post-high school training/education

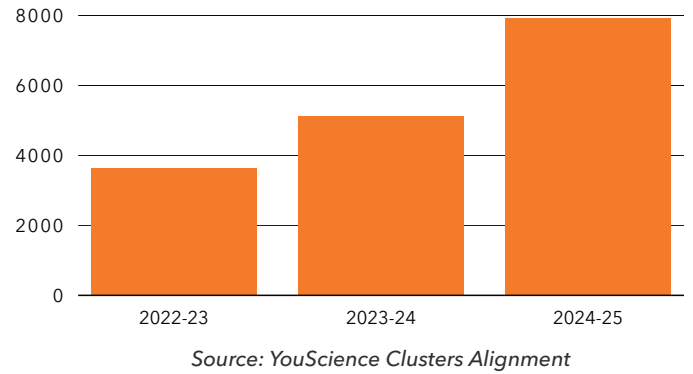
of credentials earned in BAC-aligned top industries during high school

These data points will be compared to similar data points collected over time to show our BAC's longitudinal progress.

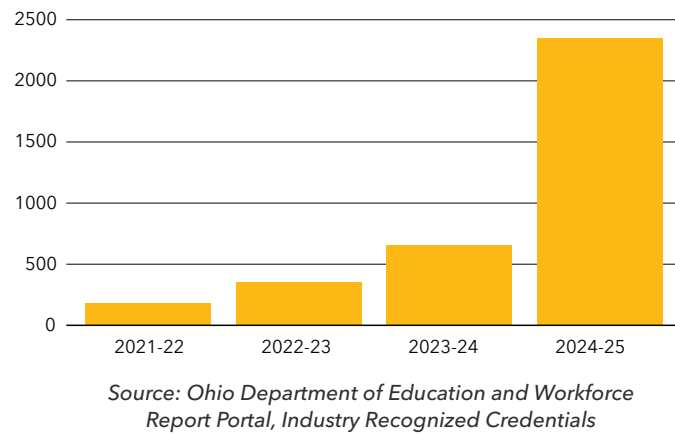
of career connections activities offered across BAC districts



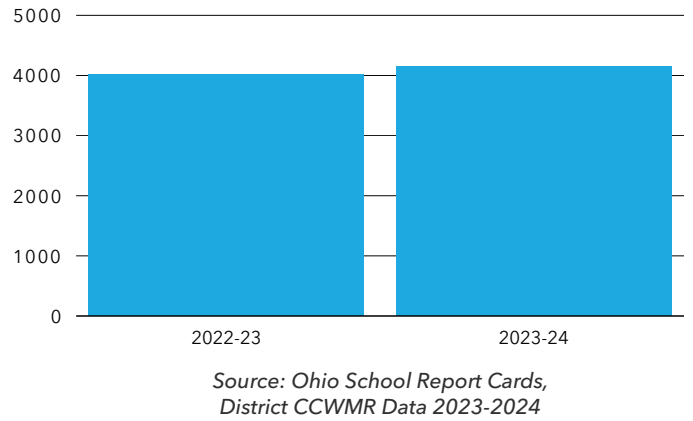
of students completing YouScience



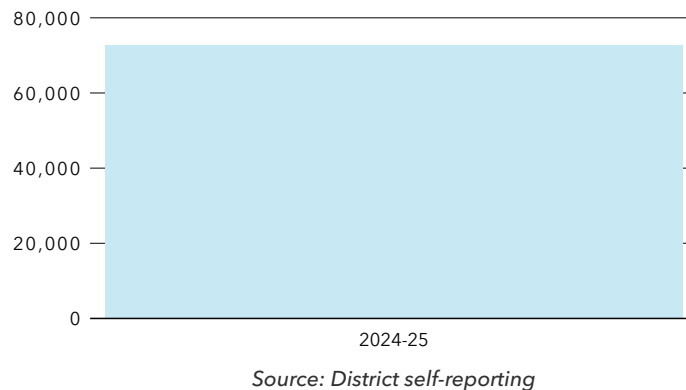
of credentials earned in BAC-aligned top industries during high school



of students enrolling in post-high school training/education



of students engaged in career connections activities



*This data was not collected in previous years.

Parent & Community Engagement

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



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



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

| Strategy | | Actions | Responsibility |
|--|-----------------|--|---|
| 1. Leverage all available career connections content to ensure BAC districts have access to the full portfolio of resources | Schools | <ul style="list-style-type: none"> Develop a plan for storing, organizing, and ensuring access to career connections content available to caregivers Design a content calendar to align with local and state career connections initiatives and events Explore potential partnership with parent & caregiver groups | <ul style="list-style-type: none"> All Districts MCESC County Communications Collaborative |
| | Industry | <ul style="list-style-type: none"> Provide career connections content and list of non-profit partners to engage | <ul style="list-style-type: none"> Industry Groups Think TV Local chambers of commerce DDC |
| 2. Utilize social media and other communication sources as well as events to promote career connections with parents and community | Schools | <ul style="list-style-type: none"> Focus efforts on our Career Connections Months of Action Deploy content each month in concert with external industry and non-profit partners expanding parents understanding of upcoming events Promote and support the STEM Future Fair Map out caregiver facing social media groups for BAC geography | <ul style="list-style-type: none"> All Districts MCESC County Communications Collaborative DO STEM |
| | Industry | <ul style="list-style-type: none"> Provide industry data, success stories, and photos, to support communications teams with parent and community outreach Leverage traditional media partners to share career connections successes and messaging | <ul style="list-style-type: none"> Industry Groups Think TV Local chambers of commerce DDC |
| 3. Research and promote best practices for engaging families and community in career connections work | Schools | <ul style="list-style-type: none"> Align Career Navigators & College Access work to the overall BAC goals Utilize parent connections to increase participation of industry partners in districts | <ul style="list-style-type: none"> All Districts MCESC Higher Ed Partners |
| | Industry | <ul style="list-style-type: none"> Provide videos, events, and other resources | <ul style="list-style-type: none"> Industry Groups Think TV Local chambers of commerce DDC |
| 4. Expand partnerships with community organizations to further embed career connections in the community | Schools | <ul style="list-style-type: none"> Focus on K-5 career connections outreach and PTO groups Organize outreach to alumni and recently graduated seniors Engage in outreach to community/non-profit organizations including the Summer & Afterschool Collaborative | <ul style="list-style-type: none"> All Districts MCESC Higher Ed Partners |
| | Industry | <ul style="list-style-type: none"> Provide necessary information for outreach communications | <ul style="list-style-type: none"> Industry Groups Think TV Local chambers of commerce DDC |

Subcommittee Metrics

% of districts sharing career connections content targeting families/caregivers

% of partner districts highlighting to caregivers ongoing K-5 career connections outreach

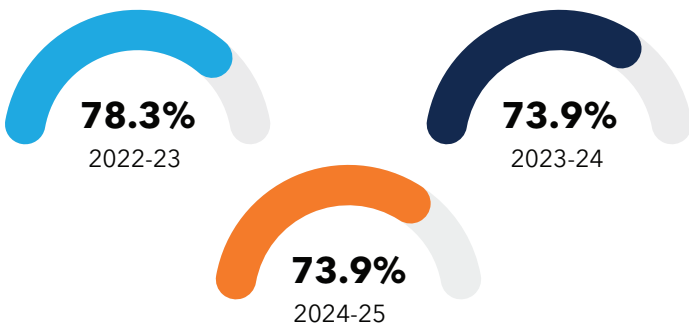
% of partner districts highlighting alumni and recent graduates

of community partners engaged in career connections activities

These data points will be compared to similar data points collected over time to show our BAC's longitudinal progress.

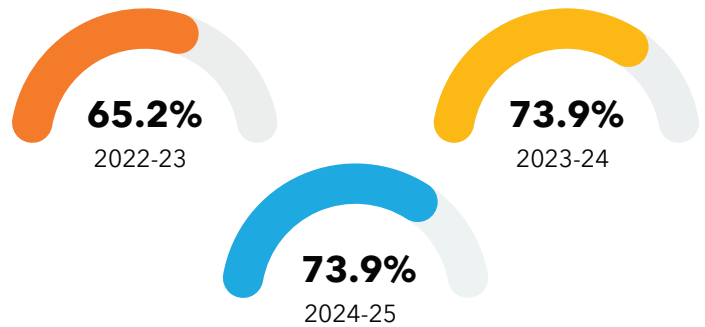
Key Outcome Measures By Subcommittee

% of districts sharing career connections content targeting families/caregivers



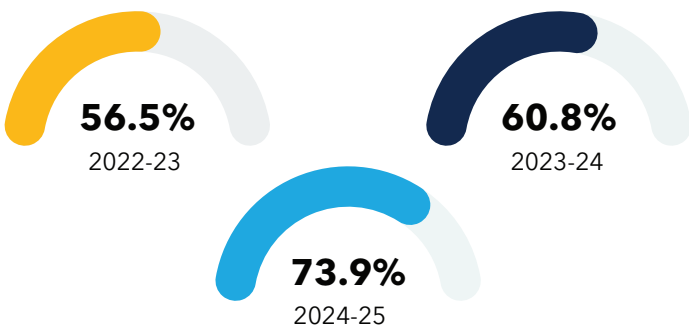
Source: District self-reporting

% of partner districts highlighting to caregivers ongoing K-5 career connections outreach



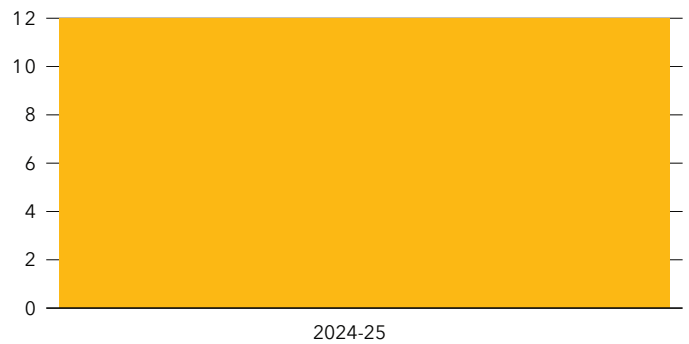
Source: District self-reporting

% of partner districts highlighting alumni and recent graduates



Source: District self-reporting

of community partners engaged in career connections activities



Source: District self-reporting

*This data was not collected in previous years.

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



Schools must provide flexibility in schedules to allow students to participate in career experiences.



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

| Strategy | | Actions | Responsibility |
|--|-----------------|--|---|
| 1. Develop partnerships to provide increased opportunities for career activities | Schools | <ul style="list-style-type: none"> Organize Industry-specific College & Career Fairs & other career connection activities | <ul style="list-style-type: none"> MCESC All Districts |
| | Industry | <ul style="list-style-type: none"> Work with trade associations to engage with schools to build career awareness capacity | <ul style="list-style-type: none"> Industry Groups & Business Organizations SOCHE |
| 2. Raise awareness about the value of work-based-learning (WBL) for both students and industry | Schools | <ul style="list-style-type: none"> Engage students and recent graduates to develop messaging on why WBL matters. Define examples of quality work-based learning amongst BAC districts | <ul style="list-style-type: none"> MCESC All Districts |
| | Industry | <ul style="list-style-type: none"> Engage industry partners to develop messaging and highlight success stories. | <ul style="list-style-type: none"> Industry Groups & Business Organizations SOCHE |
| 3. Increase WBL opportunities within key industry sectors | Schools | <ul style="list-style-type: none"> Develop instructions on a district-by-district basis for opportunities for students to engage with WBL opportunities Update to our BAC's Employer Engagement Menu | <ul style="list-style-type: none"> MCESC All Districts |
| | Industry | <ul style="list-style-type: none"> Industry groups to utilize the new Employer Engagement Menu to encourage increased access to Work Based Learning | <ul style="list-style-type: none"> Industry Groups & Business Organizations SOCHE |



Subcommittee Metrics

of industry partners supporting career activities across partner districts

of students engaged in work-based learning

% of students within the BAC that have been placed in work-based learning experience

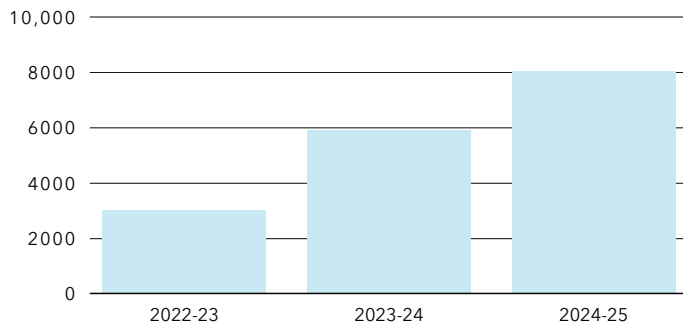
of business partners accepting students into work-based learning opportunities

% of students who have earned an in-demand industry-recognized credential

These data points will be compared to similar data points collected over time to show our BAC's longitudinal progress.

Key Outcome Measures By Subcommittee

of students engaged in work based learning



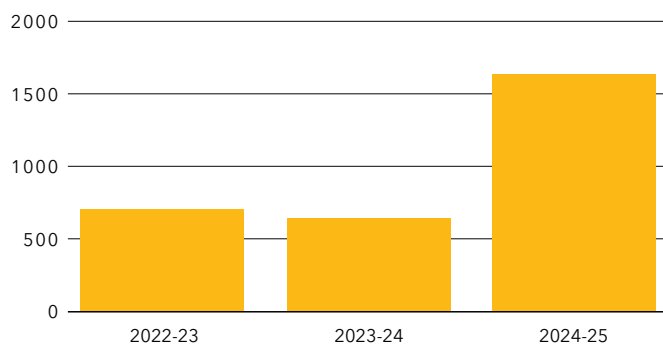
Source: District self-reporting

% of students within the BAC that have been placed in work-based learning experiences



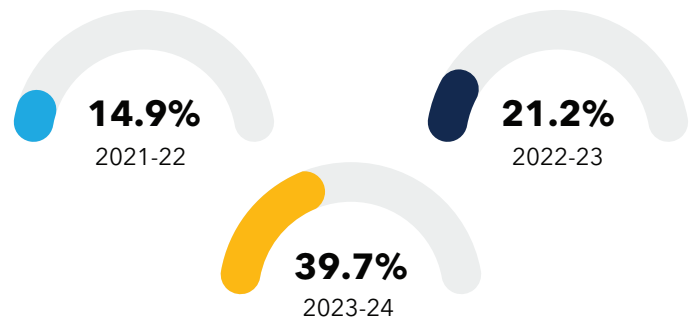
Source: District self-reporting

of business partners accepting students into work-based learning opportunities



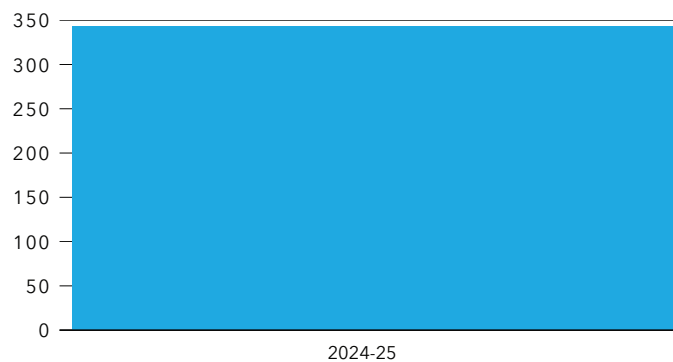
Source: District self-reporting

% of students who have earned an in-demand industry recognized credential



Source: Ohio Department of Education and Workforce Report Portal, Industry Recognized Credentials

of industry partners supporting career activities across partner districts



Source: District self-reporting

*This data was not collected in previous years.

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



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



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

| Strategy | | Actions | Responsibility |
|--|-----------------|--|--|
| 1. Provide guidance and support for work-based learning | Schools | <ul style="list-style-type: none"> Promote statewide operational definitions of work-based learning and tracking of industry recognized credentials Provide and support implementation of Work-Based Learning Resources (guidance documents, OMJ readiness seals, pre-apprenticeships, job, shadowing, etc) Design & pilot WBL toolkit | <ul style="list-style-type: none"> Educator Engagement Subcommittee Industry Engagement Subcommittee |
| | Industry | <ul style="list-style-type: none"> Partner with schools to help plug identified gaps with industry-relevant opportunities (speakers, tours, lunches, projects, etc) | <ul style="list-style-type: none"> Industry Groups |
| 2. Utilize data to drive decision and increase career readiness across the educational continuum | Schools | <ul style="list-style-type: none"> Share Learn to Earn Indicators, Career Readiness Survey Data, and Snapshot Data with Career Champions, Counselors, Building Admin, MVRCD, Teachers | <ul style="list-style-type: none"> MCESC L2ED |
| | Industry | <ul style="list-style-type: none"> Meet with ten districts to review their career connections related data and brainstorm potential areas of collaboration | <ul style="list-style-type: none"> Educator Engagement Subcommittee |
| 3. Expand authentic experiences and activities connected to careers | Schools | <ul style="list-style-type: none"> Learn and promote career activities and tasks that align with content standards (technical and employability skills) Promote careers with each Industry Cluster, by generating resources and activities for one week's worth of programming for each cluster Host quarterly Career Champions/Counselors Meetings with Industry Tours Host Teacher Industry Experiences Partner with higher-ed institutions to leverage existing community events | <ul style="list-style-type: none"> All districts MCESC |
| | Industry | <ul style="list-style-type: none"> Attend focus groups to develop career activity ideas and identify career alignment with content standards Host Teacher Industry Tours and Experiences | <ul style="list-style-type: none"> Local chambers of commerce Industry Groups |
| 4. Create plug and play structural course alignment options for workforce sectors | Schools | <ul style="list-style-type: none"> Host Career Pathway Labs | <ul style="list-style-type: none"> MCESC L2ED Educator Engagement Team |
| | Industry | <ul style="list-style-type: none"> Partner with schools in Career Pathway Lab Process | <ul style="list-style-type: none"> Local Chambers of Commerce Industry Groups |



Subcommittee Metrics

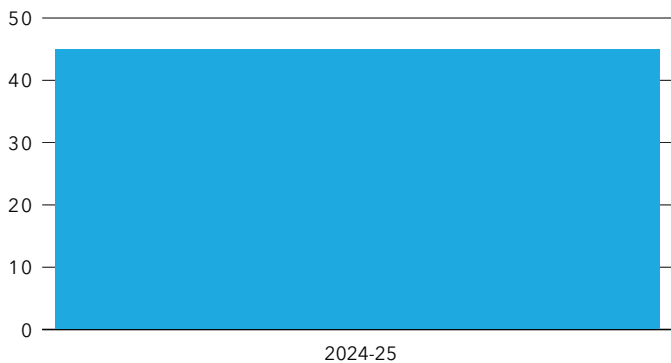
- # of BAC pathways implemented across BAC districts
- # of students in BAC Pathways across BAC districts
- # of career-centered professional development opportunities offered
- # of educators impacted by professional development opportunities

These data points will be compared to similar data points collected over time to show our BAC’s longitudinal progress.



Key Outcome Measures By Subcommittee

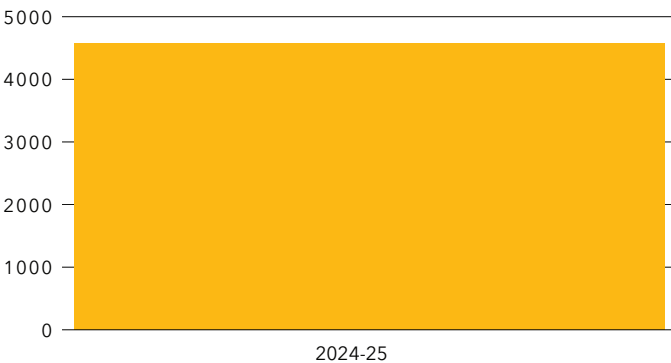
of BAC pathways implemented across BAC districts



Source: District self-reporting

*This data was not collected in previous years.

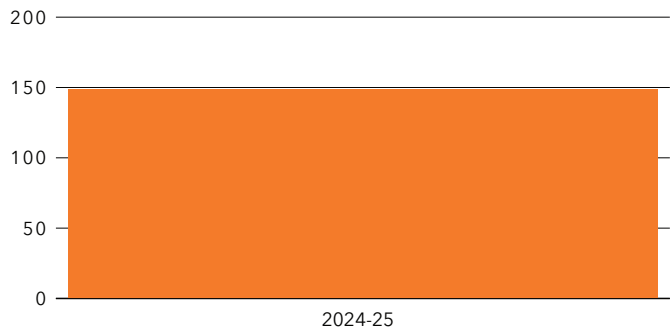
of students in BAC Pathways across BAC districts



Source: District self-reporting

*This data was not collected in previous years.

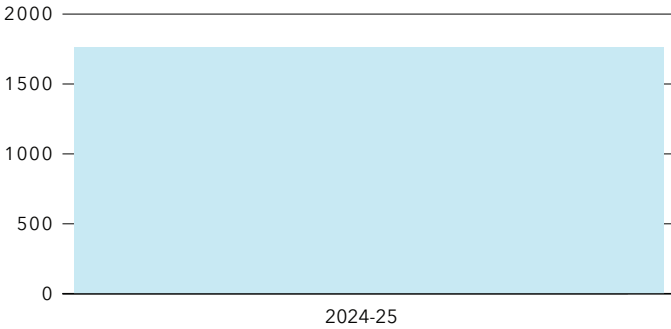
of career-centered professional development opportunities offered



Source: District self-reporting

*This data was not collected in previous years.

of educators impacted by professional development opportunities



Source: District self-reporting

*This data was not collected in previous years.

Policy & Advocacy

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



Schools must inform policymakers on the needs and challenges of K-12 partners.



Industry must inform policymakers on the specific needs of our future workforce.

| Strategy | | Actions | Responsibility |
|--|-----------------|---|--|
| 1. Advocate for policies that support the work of all BACs | Schools | <ul style="list-style-type: none"> Provide feedback on barriers to implementation of career connections work | <ul style="list-style-type: none"> All districts |
| | Industry | <ul style="list-style-type: none"> Provide feedback on workforce needs and possible policy and legislative changes Help educate local employers on policies that work to support the future workforce | <ul style="list-style-type: none"> Chamber Industry Groups BBB DDC |
| 2. Provide real-world and school-based examples of success stories to support policies | Schools | <ul style="list-style-type: none"> Document local best practices to feature high-quality work-based learning and career connections experiences | <ul style="list-style-type: none"> All districts |
| | Industry | <ul style="list-style-type: none"> Identify pragmatic incentives and policies to increase employers participation in work-based learning and career connections opportunities | <ul style="list-style-type: none"> Chamber Industry Groups DDC |
| 3. Ensure stakeholder access to community workforce data | Schools | <ul style="list-style-type: none"> Define what data is available and can be used to support continued advancement of opportunities for students | <ul style="list-style-type: none"> All districts |
| | Industry | <ul style="list-style-type: none"> Explore available data and help identify strategies to close gaps in awareness and access to opportunities for students | <ul style="list-style-type: none"> Chamber Industry Groups DDC |



Subcommittee Metrics

Creation of policy agenda

of Legislative Briefings

These data points will be compared to similar data points collected over time to show our BAC's longitudinal progress.



Key Outcome Measures By Subcommittee

Creation of a Policy Agenda



2023-2024

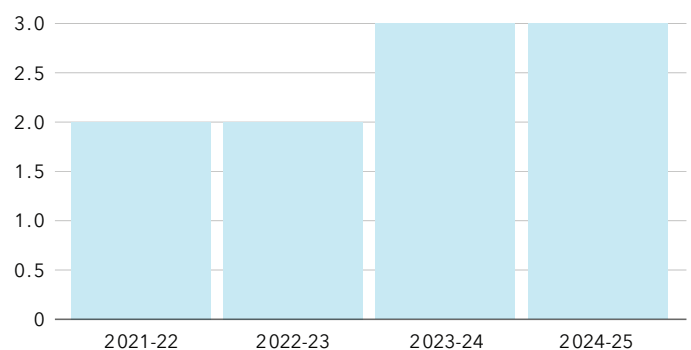
Status: **Completed**



2024-2025

Status: **Completed**

of Legislative Briefings



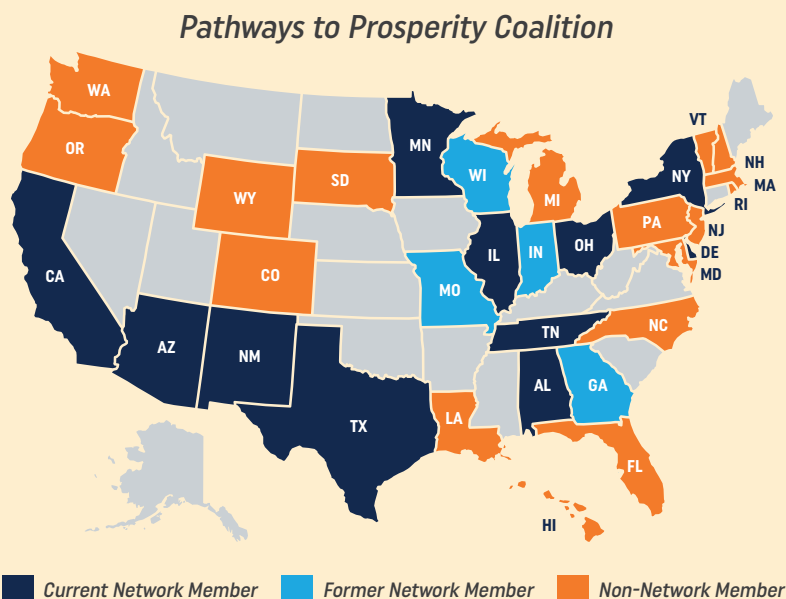
Source: District self-reporting

Engaging National Partners

Pathways to Prosperity Coalition

Since 2018, our BAC has been a member of the Pathways to Prosperity Coalition, an initiative of Jobs for the Future. Pathways to Prosperity's data-driven work is aligned with our BAC work, focused on creating meaningful career pathways for students who are eager to complete high school and earn a high-value credential or degree.

In Fall 2025, a working group will attend the annual Fall Pathways to Prosperity Institute. Our group will consist of superintendents, staff from Learn to Earn Dayton, as well as economic development and industry professionals. After the Fall Institute, we convened for a series of follow-up meetings with BAC leaders and our Pathways to Prosperity support staff to continue mapping our way forward.



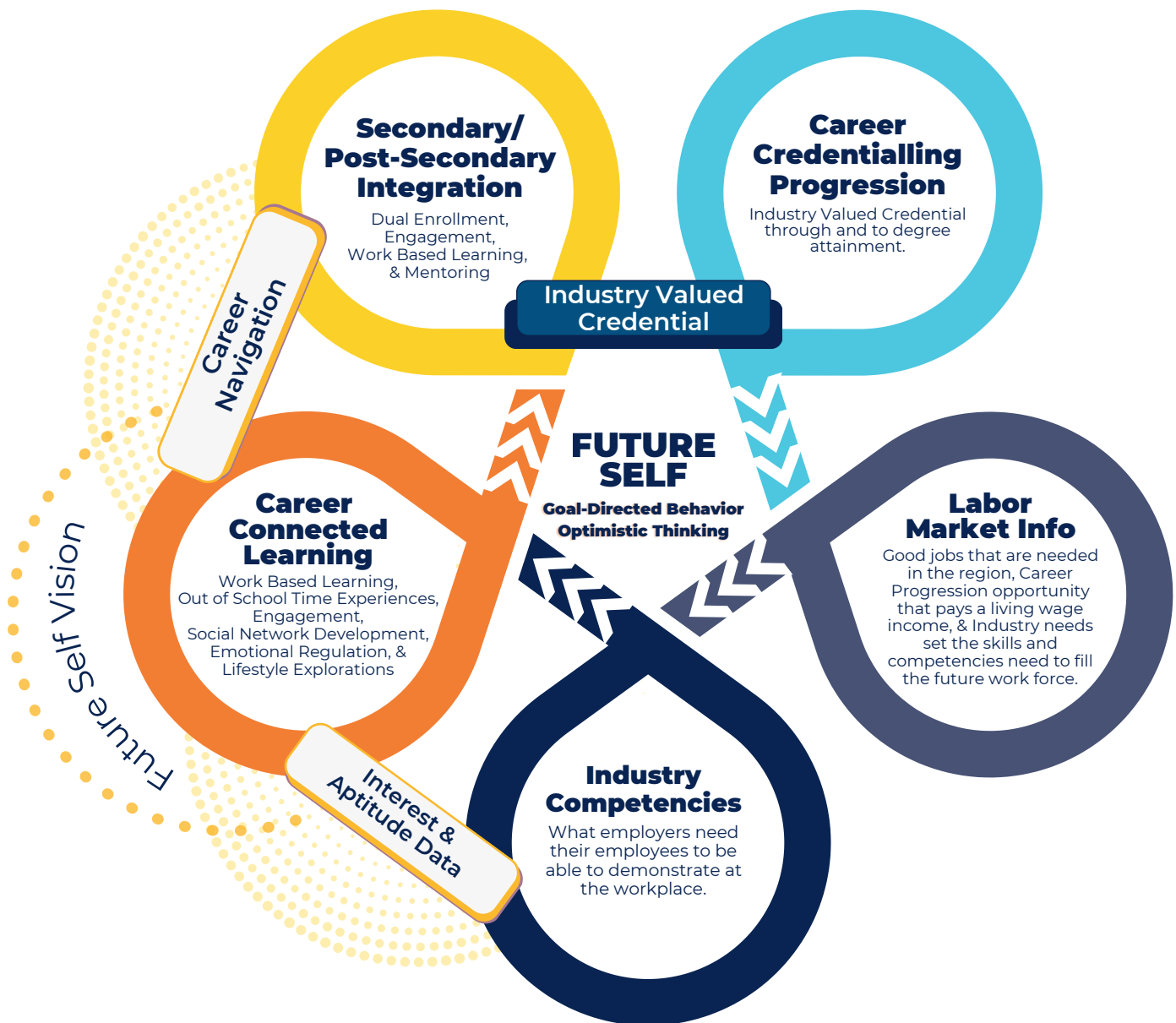
Industry Pathway Models

Stemming from our Pathways to Prosperity work, we partnered with Sinclair College, Wright State, Clark State, industry partners, and various stakeholders in the region to develop pathway models in health science, computer science, advanced manufacturing, elementary education, aerospace and aviation, and business and management. The regional pathway models are intended to support more seamless transitions from high school to college to career. Pathway models demonstrate the full vision of pathways, beginning with identifying high-demand jobs, and then backward mapping to educational opportunities that will prepare young people for these jobs, including potential postsecondary programs, high school coursework, and college and career preparation activities. These in-demand pathways demonstrate the different positions available in these industries and the varying income levels associated with each position. In recognition of the importance of Wright-Patterson Air Force Base as the largest single-site employer in the State of Ohio and a major contributor to our local economy, a Wright-Patt companion document was developed to help students understand the unique positions and considerations needed to access jobs at the base.

Additionally, Jobs for the Future is supporting the MCESC BAC by redesigning our Employer Engagement Menu to help outline how employers can meaningfully contribute to career-connected learning in our BAC districts. They are also evaluating our Career Navigation framework to determine best practices and support scaling of the services so more districts can be supported.

The Jobs for the Future partnership continues to help inform our work and connect us to a national network of best practices and innovative technical assistance that continually advances the work of the BAC.

MCESC Conceptual Career Pathway Framework



BAC Resources



Scan the QR code to access our Business Advisory Council Resources

| Employer Engagement Menu | | | | |
|--------------------------|---|---|--|--|
| Supporter (Hours) | Partner (Days) | Leader (Weeks) | Champion (Months) | |
| CAREER AWARENESS | Classroom Speaker 0.5-1.5 hours per visit Employers visit a classroom to talk to students about a job, business, or industry; a personal career journey; job duties and responsibilities; skills and knowledge needed; or a specific curricular topic. | Field Trip 1-2 hours per visit Employers host tours of their facilities and operations, highlighting careers within the organization, a typical work day, student opportunities for engagement, or a curricular connection to a career-specific topic. | Touch-A-Truck 2-4 hours Employers from various industries that use specialty vehicles display the vehicles, discuss their industries' operations, and provide additional information about their industries. | Annual CTE Programs Support 2-4 hours Attend a local school district's federally required career and technical education program annual update and feedback session. |
| | Power Lunches 1-2 hours Employers host conversations at tables in school cafeterias during lunch hours to promote their industries and share information about current jobs and emerging trends in their career fields. | Career Fair 2-4 hours Employers staff a booth or meet with a group of students to share information about careers, including a look at roles and responsibilities, advice on how to pursue a career in a particular field, and information about the skills and expertise required for certain jobs. | Job Shadow 4-8 hours Employers provide opportunities for students to observe, discuss, and participate in daily routines and activities of a particular job. | Industry Project 8-15 hours Employers collaborate with teachers to integrate specific, authentic industry tasks into course curricula. |
| CAREER PLANNING | Teacher Externship 15-60 hours Employers provide teachers with on-site opportunities to learn about an organization, an industry, and the needs of the regional economy. | School-Based Enterprise 15 hours Employers help prepare students for the transition from school to employment or postsecondary education by providing work experience, typically in programs that take place on school grounds. | Work-Based Learning 6-8 weeks Employers provide professional work experiences (such as internships, practicums, pre-apprenticeships, apprenticeships, or youth apprenticeships) that support classroom learning and promote skill-building. | Mentorship/Coaching 15 hours per semester Employers offer support, guidance, motivation, and assistance to students as they explore careers; this may occur in face-to-face, virtual, and/or asynchronous settings. |
| | Informational Interview 15-15 hours Employers answer students' questions about careers, professions, or other topics, either in person in one-on-one or group conversations or by phone or email. | Mock Interview 1-2 hours Employers ask students typical interview questions and provide constructive feedback about their interviewing styles and responses. | Partner for a Day 2-4 hours An employer serves as a school's "Partner for a Day," engaging in activities on site to learn about the school and connect with faculty, staff, and students. | Service Learning 2-30 hours Employers support students in designing and implementing meaningful projects at local businesses, government agencies, and nonprofits. |
| OTHER SUPPORTS | | | | |
| | | | | |


Pathway Models Companion: Civilian Opportunities at Wright-Patterson Air Force Base

Wright-Patterson Air Force Base in Ohio offers in-demand civilian career opportunities aligned to the pathway models designed by Montgomery County Educational Service Center. These civilian opportunities—available in a range of career fields—are within five units of the U.S. Department of the Air Force (DAF): the Air Force Life Cycle Management Center, Air Force Research Laboratory, National Air and Space Intelligence Center, Air Force Institute of Technology, and 88th Air Base Wing. Work-based learning programs that serve as a stepping stone into civilian opportunities, as well as unique processes for accessing those opportunities, can help students, families, and educators in their pathways planning.

Career Preparation Opportunities

Several programs are offered at Wright-Patterson Air Force Base to support entry into civilian occupations with DAF. These work-based learning opportunities allow current students and recent graduates to explore careers, receive training, and apply learning in a real-world setting. Between 300 and 600 students are placed across these programs annually.

| Program | Description | Benefits | Requirements |
|--|---|---|--|
| Current high school and college students | Pathways Program Paid part- or full-time internship up to one year in duration with an opportunity to explore related careers in a range of fields. | • Tuition assistance | • At least 16 years old and currently enrolled in school (high school and above) • 2.5 GPA or above |
| Current college students | Preceptor College Intern Program (PCIP) Paid 10- to 12-week summer internship in a range of career fields. | • Tuition assistance • Eligible to be non-competitively converted to HQ following college graduation | • Full-time college junior or graduate student • 2.5 GPA or above |
| Recent college graduates | Pulse Acquisition (PAQ) Cooper Gap (CGP) Paid, full-time two- to three-year training program in a range of career fields. Provides training and development, mentoring, and on-the-job training. For 2024 disciplines, one year of required graduate studies is built into the program. | • Tuition assistance • Student loan repayment of up to \$10,000 • Permanent position upon successful completion | • Graduated with a bachelor's or a master's degree within the past two years • 2.5 GPA or above |



Pathways Implementation in the Dayton Region

A Summary of Themes and Recommendations for Continued Growth

At a Glance
Montgomery County Educational Service Center has made significant progress in supporting school districts across the Dayton region to start and enhance pathways for students into in-demand industries. This report features themes from research about the pathways work over the past five years and recommendations for how MCESC can support districts to scale pathways going forward.

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REGIONAL PATHWAY MODELS



MCESC
MONTGOMERY COUNTY EDUCATIONAL SERVICE CENTER

BUSINESS ADVISORY COUNCIL

Notes

Montgomery County Business Advisory Council Participants

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

To join the Business Advisory Council or to learn more about how your school or business can participate, visit mcesc.org/bac

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| Associated Builders and Contractors, Ohio Valley | Miami Valley HR Association |
| Better Business Bureau | Miami Valley Urban League |
| Brookville Local Schools | Midwest Microelectronics Consortium |
| CareSource | Montgomery County |
| Carlisle Local Schools | Montgomery County Educational Service Center |
| Centerville City Schools | New Lebanon Local Schools |
| Construction Builders Association | Northmont City Schools |
| CRG, Inc. | Northridge Local Schools |
| Dayton Area Chamber of Commerce | NuVasive |
| Dayton Area Logistics Association | Oakwood City Schools |
| Dayton Business Committee | Ohio Regular Army and Army Reserve |
| Dayton Children's Hospital | PSA Airlines |
| Dayton Development Coalition | QQE |
| Dayton Metro Library | Shook Construction |
| Dayton Region Manufacturers Association | Sinclair College |
| Dayton Public Schools | Southwestern Ohio Council for Higher Education |
| Expedient Technology Solutions | Springboro Community City School District |
| GE Aerospace | Technology First |
| Greater Dayton Area Hospital Association | The Entrepreneurs' Center |
| Hobart Institution of Welding Technology | Trotwood-Madison City Schools |
| Huber Heights City Schools | U.S. Army |
| Jefferson Township Local Schools | Valley View Local Schools |
| Junior Achievement of OKI Partners | Vandalia-Butler City Schools |
| Kettering City Schools | Wayne Local Schools |
| Kettering Health Network | West Carrollton City Schools |
| Learn to Earn Dayton | Wright-Patt Credit Union, Inc. |
| Mad River Local Schools | Wright-Patterson Air Force Base |
| Mercy Health | Yaskawa Motoman |
| Miamisburg City Schools | YMCA of Greater Dayton |
| Miami Valley Apprenticeship Coordinators Group | |
| Miami Valley Career Technology Center | |