MCESC
MONTGOMERY COUNTY EDUCATIONAL SERVICE CENTER

BUSINESS ADVISORY COUNCIL



MCESC Business Advisory Council

2026–2027 IMPACT + Action PLAN

A Shared Commitment to *What Comes Next*

At the Montgomery County Educational Service Center, we believe our community's future begins with the opportunities we create for young people today.

That work cannot happen in isolation. Preparing students for success on the job and in life requires meaningful collaboration between educators, industry, higher education, and our community. It requires us to listen, communicate openly, and remain responsive to a workforce and economy that are constantly evolving.

Our MCESC Business Advisory Council is guided by a shared commitment to integrity, equity, innovation, diversification, collaboration, and communication. These values challenge us to ensure that every student's aspirations are respected, every pathway is valued, and every young person has access to opportunities that can help them build a future right here in our community.

Over the past year, we have continued to build momentum through strong partnerships and the voices of the students at the center of this work. Together, we are expanding the ways students can explore careers, understand the needs of our regional economy, and see clearer connections between their education and what comes next, building their Future Self Vision.

As we look ahead to 2026–2027, our vision remains clear: that every student in our member districts is career-focused and prepared to succeed on the job and in life. This Impact & Action Plan represents our shared commitment to making that vision a reality through the intentional work we will do together.

The opportunities ahead are significant, and so is our responsibility to ensure they reach the students and communities we serve. By continuing to innovate, strengthen our partnerships, and act with a shared sense of purpose, we can expand the reach of this work and create an even stronger connection between education, opportunity, and the future of our region. Thank you for being a part of this work!



Dr. Shannon M. Cox
Superintendent

MCESC
MONTGOMERY COUNTY EDUCATIONAL SERVICE CENTER

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

INTEGRITY

Our workforce must embrace personal and civic responsibility and hold strong ethical standards.

EQUITY

All students' educational needs and aspirations must be respected. Every career choice has value.

INNOVATION

The job market and employers' needs are ever-changing. Innovation is a constant and requires life-long skill development.

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.

COLLABORATION

Industry leaders and educators must work together to create a cohesive and sustainable system that builds a highly skilled and adaptable workforce.

COMMUNICATION

Clear and proactive feedback is a prerequisite for successful partnerships.

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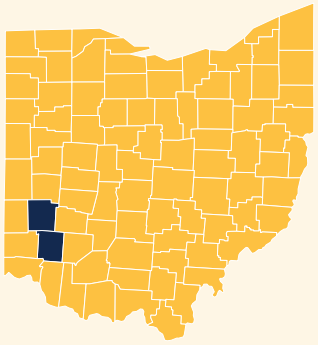
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MCESC *Business Advisory Council*

Montgomery County ESC Business Advisory Council
Ensuring our workforce can compete by enhancing partnerships between schools, higher education, non-profits, and employers



The 2026–2027 school year marks an exciting step forward for our region's Business Advisory Council (BAC) with the launch of our brand-new Higher Education subcommittee. As our K–12, industry, and community partners continue to build robust support systems for students across our 19 partner school districts in Montgomery and Warren Counties, this new subcommittee will ensure our reach extends beyond K–12 education to support postsecondary journeys. Anchored by a shared commitment to student success and talent development, our regional collaboration remains stronger than ever across southwest Ohio.

Our work has evolved from serving targeted student groups to driving a comprehensive regional system of career-connected learning that engages students in meaningful, real-world experiences. This progress relies on deep partnerships among educators, employers, higher education leaders, and community organizations—all aligned to expand workforce readiness throughout K–12 education.

We are proud to earn a four-star rating from the Ohio Department of Education and Workforce for the fourth consecutive year, alongside state recognitions for partnership building, professional skill development, and career development coordination. These honors reflect our entire network's dedication and the high standards we set for our work.

Looking ahead to the 2026–2027 school year, our priorities include expanding authentic work-based learning (WBL), widening access to industry-recognized credentials, and broadening early career exposure. We remain focused on advancing tech initiatives, growing entrepreneurship opportunities, and piloting innovative approaches like simulated WBL. Furthermore, our region will continue leveraging YouScience data and local Career Navigator insights to connect students with targeted career pathways.

This plan outlines how we will build on our momentum, refine established programs, and deliver on our core mission: expanding opportunities for students while strengthening our regional workforce.

The Business Advisory Council is:

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



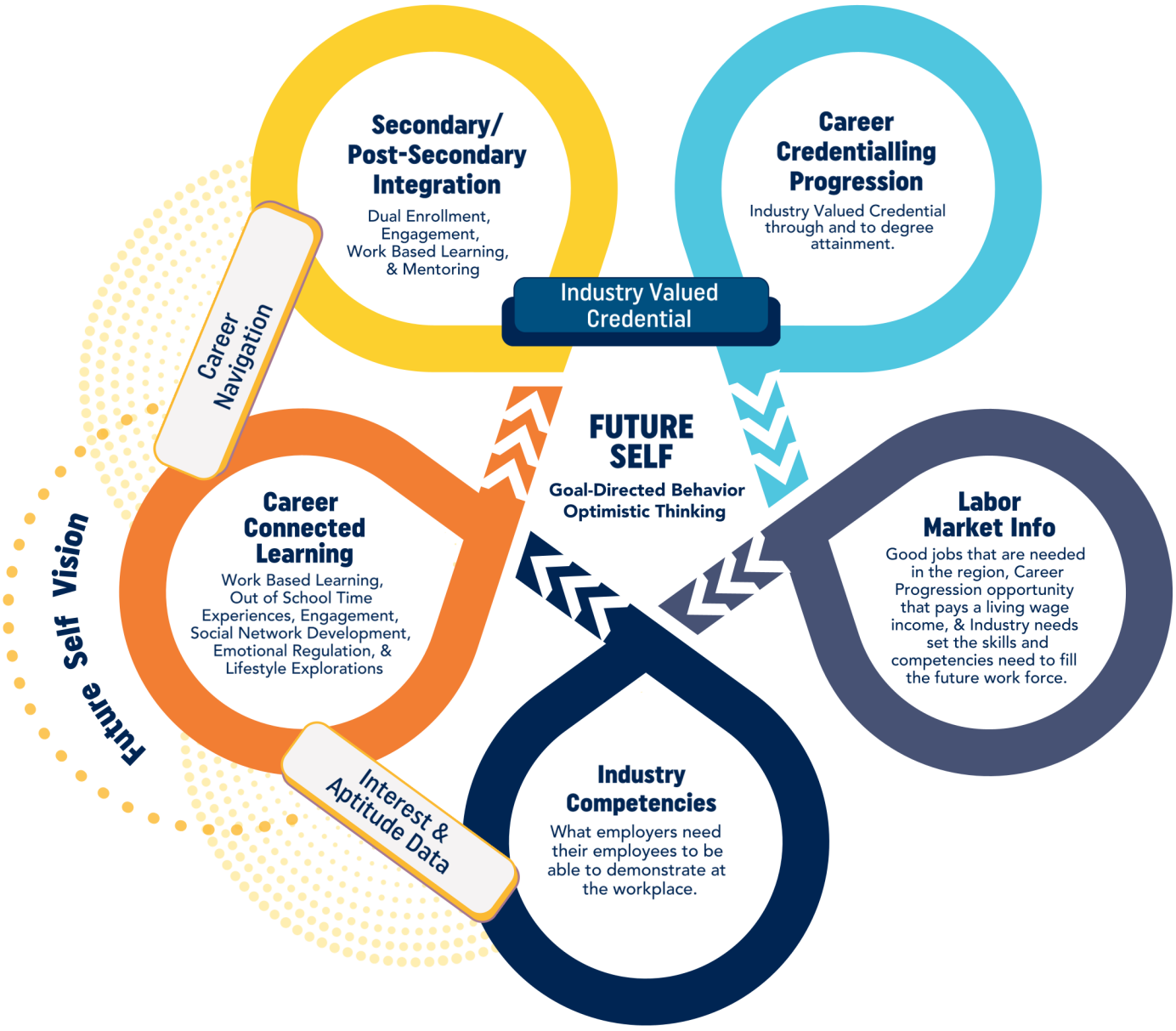


Tom Jenkins
Director of Career Connected Learning and Workforce
Thomas.Jenkins@MCESC.org

MCESC Montgomery County Educational Service Center — Business Advisory Council

Conceptual Career Pathway Framework

Our Career Pathway Framework provides a shared vision for connecting students to meaningful opportunities beyond the classroom. By bringing together career-connected learning, aptitude and interest data, industry competencies, labor market information, and opportunities to earn valued credentials, we can help students better understand their strengths and build a path toward their future. This framework guides our work with schools, industry, and community partners to ensure students have the experiences, information, and support they need to make informed decisions about what comes next.





How we *Work Together*

Our Business Advisory Council is built on collaboration. By uniting educators, industry, higher education, and community partners, we create a system that connects students to real opportunities and strengthens our regional workforce.



MCESC BAC Steering Committee

The Plan was established at this level and continues to be reviewed and updated based on feedback, then resubmitted to the Ohio Department of Education and Workforce and the Governor's office as required by Ohio Revised Code. The Steering Committee comprises Pathways to Prosperity Institute Attendees, Subcommittee Co-Chairs, and community stakeholders. Co-Chairs host the Annual BAC Dinner and facilitate three other MCESC BAC At-Large Quarterly Meetings. The Steering Committee also convenes at least twice per year.



Members of Goal Sub-Committees

Each BAC member organization is expected to have representation on at least one BAC subcommittee. Each of the 6 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 6 Goals (pages 9-20). Each subcommittee meets regularly. Updates are documented for use at MCESC BAC quarterly meetings.



Stakeholders

Stakeholders include Industry Partners, Higher Education Institutions, School Districts, and Business/Government Networks.

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

Stakeholders 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 representatives on the BAC subcommittee(s) to inform the ongoing plan.

"*Together* we can do so much." – Helen Keller

Save these Dates

2026-2027 Business Advisory Council Calendar

MAIN MEETINGS AT MCESC GENERAL ASSEMBLY

TUESDAY	MONDAY	THURSDAY	SUNDAY
SEPT. 22	**NOV. 9***	**FEB. 18**	**APR. 29***
9:00 am–10:30 am	9:00 am–10:30 am	In person only	9:00 am–10:30 am
		ANNUAL DINNER	

*Followed by Steering Committee Meeting until 12:00 pm

WORKING GROUP MEETINGS

BAC Industry Engagement (Virtual Meeting)

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

September 15 3:00 pm–4:00 pm | **November 9** 3:00 pm–4:00 pm | **April 12** 3:00 pm–4:00 pm

BAC Student Engagement (Board Room at MCESC)

Co-Chairs: Stephanie Hinds (Brookville Local Schools) & Aubri Dancek (Kettering Health)

September 21 9:00–10:30 am | **December 1** 9:00–10:30 am | **March 16** 9:00–10:30 am

BAC Parent & Community Engagement

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

September 15 9:00–10:30 am SOITA | **November 24** 9:00–10:30 am Board Room at MCESC | **March 2** 9:00–10:30 am Board Room at MCESC

BAC Educator Engagement (Board Room at MCESC)

Co-Chairs: Nicole Will (Kettering City Schools) & Dave Richardson (Local Ironworkers 290)

September 23 1:00 pm–2:30 pm | **December 9** 1:00 pm–2:30 pm | **April 21** 1:00 pm–2:30 pm

BAC Policy & Advocacy (Virtual Meeting)

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

October 7 1:00 pm–2:00 pm | **November 18** 1:00 pm–2:00 pm | **March 10** 1:00 pm–2:00 pm

BAC Higher Education (Virtual Meeting)

Co-Chairs: Liz Cicchetti (Sinclair College), Ashley Overman (MCESC) & Dr. Tom Lasley (MCESC)

September 18 9:00 am–10:30 am | **November 10** 9:00 am–10:30 am | **March 11** 9:00 am–10:30 am

Tom Jenkins | Director of Career Connected Learning and Workforce
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MCESC Montgomery County Educational Service Center

Learn to Earn Dayton

CAREER CONNECTIONS

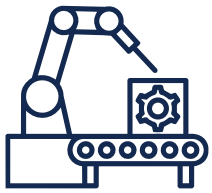
Months of Action

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

MCESC Montgomery County Educational Service Center — Business Advisory Council

#MCESCBAC | #CareerConnections

MCESC.org | Get social with us @MCESCohio

Empowering Students to Shape Their Future



For many reasons, the path to college can often feel overwhelming. For Mary Ely-Holden, a current college student and former member of the MCESC Student Advisory Delegation, there was a time when she had "a different idea every five seconds" about what she wanted to pursue after high school. She knew she needed guidance, but more than that, she wanted the opportunity to hear different perspectives and talk through her options with people who had been there before. That opportunity came in high school, through a college and career readiness session, when Mary met College Access Supervisor Ashley Overman. Connecting with Ashley—an active member and contributor to the MCESC Business Advisory Council—was the beginning of a chain of opportunities and moments that helped Mary turn uncertainty into a plan for her future.

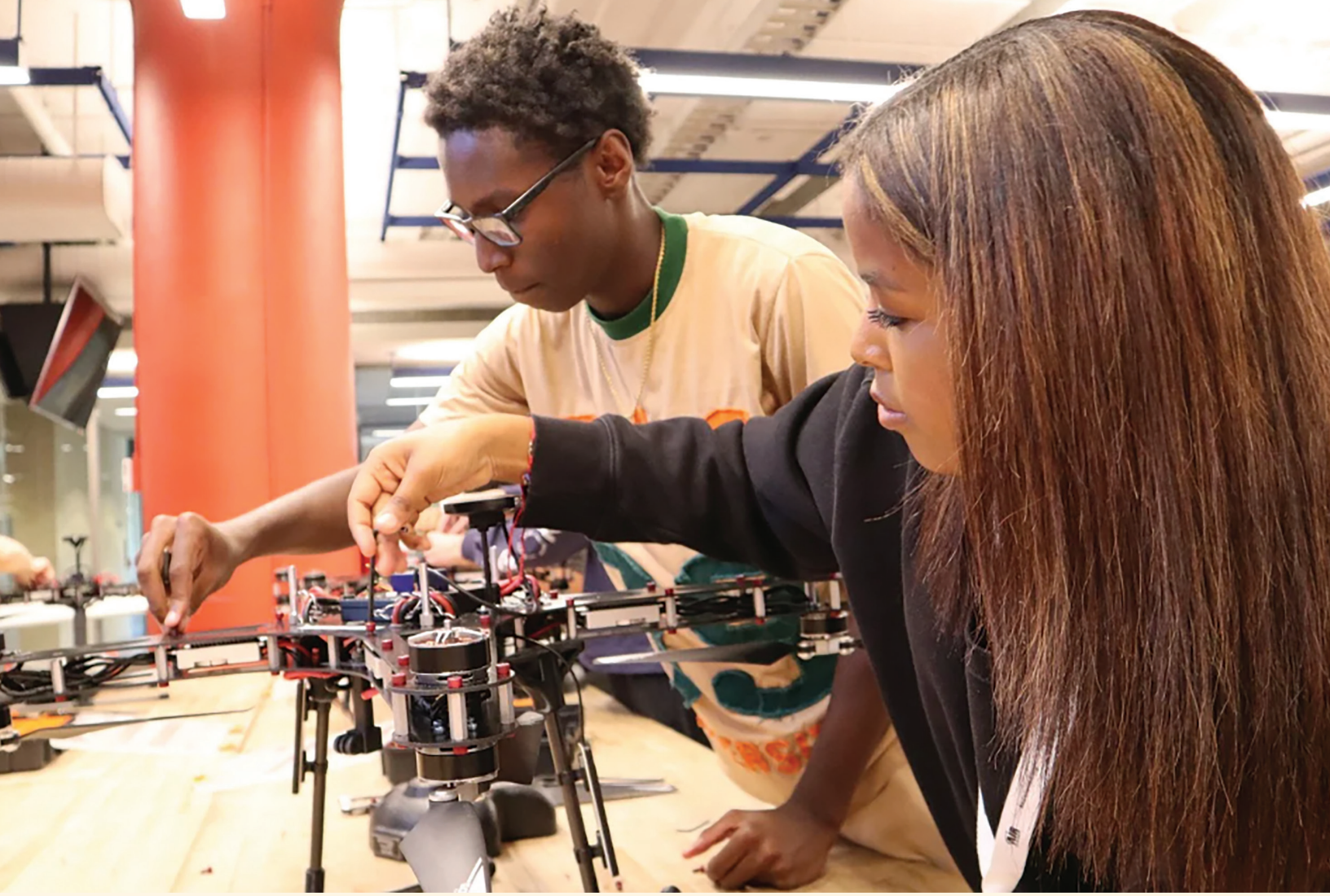
The Student Advisory Delegation, now in its sixth year during the 2026–27 school year, brings together juniors and seniors from Montgomery County high schools to learn about Ohio's education system and build the knowledge and confidence to become voices for students in their own schools. Delegates meet throughout the year with educational and community leaders, providing direct feedback on how the education system can better prepare students for the future. "We have a unique opportunity to have this smaller group of students who we hope will be advocates for students back in their school," said Dr. Jen Johnson, MCESC Director of Instructional Services. "Our hope is that we can open their eyes, help them gain an understanding of the resources available, and take that back to their school." For Mary, the experience did exactly that. "My experiences with MCESC in general, they've helped me become more social, get out of my shell more, as well as just have a greater understanding of the school system and the college process," she said.

But the value of student voice became even more personal as Mary began working with Ashley to navigate her own next steps. Ashley's role was not simply to help Mary complete a college application; she took the time to understand Mary, her long-term goals, and the challenges she was facing, bringing those pieces together to create a plan that was right for her. Mary describes Ashley as "an angel in disguise," crediting her with helping her through the college application process and connecting her with opportunities she may not have found on her own. One significant scholarship Mary ultimately received was an opportunity Ashley encouraged her to pursue—support that helped make college financially possible. "I wouldn't be able to afford college otherwise," Mary said.

Today, Mary is studying Communications at Sinclair College and is part of the UD Sinclair Academy, living at the University of Dayton. Both institutions are important partners in the BAC's work to strengthen connections between education, career pathways, and opportunity for students across the region. Mary is also a Kessler Scholar at UD and participates in Bottom Line, a college access program that provides individualized advising to help first-generation students succeed through high school, college, and into their first careers. She is also a recipient of the SchoolHouse Connection Youth Leadership & Scholarship Program, which provides financial assistance, case management, peer support, and leadership opportunities for students who have experienced homelessness.

Mary's story is a powerful example of what can happen when students are given both a voice and the support to use it. Rather than simply preparing students to graduate, MCESC helps them understand the systems around them, identify opportunities, advocate for themselves, and confidently take ownership of what comes next. "We've really just seen some of these delegates take what we've given them as a foundation and really run with it and be able to do quite amazing things," Dr. Johnson said. That is at the heart of the Business Advisory Council's commitment to future-ready students: connecting education to the experiences, relationships and resources students need to succeed beyond high school. Through the Student Advisory Delegation and the many partnerships surrounding it, students are not only being prepared for their futures, but also empowered to help shape them.

Meet Mary



Expanding Access to Career and College Pathways

The Business Advisory Council's workforce development efforts, led by the Montgomery County Educational Service Center, are committed to ensuring students with disabilities have meaningful opportunities to explore careers, build skills, and prepare for life after high school. At Learning Center North, staff work closely with high school students to identify their strengths, interests, and goals, using tools like YouScience to help inform individualized career and college planning.

That preparation extends into real-world experiences. Through a partnership with the Miami Valley Career Technology Center, students have access to Career Technical Education, while partnerships with The Abilities Connection and the Strategic Ohio Council for Higher Education (SOCHE) provide work-based learning opportunities. Students also build practical independence through financial literacy experiences, including setting up bank accounts with a local financial institution.

Looking ahead, MCESC is expanding those opportunities through its first annual Accessibility Career Fair, planned for fall 2026 in partnership with Wright State University, the Career Pathways Support Network, and BAC partners. Designed specifically for students with disabilities, the regional career fair is being developed collaboratively by industry partners, MCESC intervention specialists, Wright State University staff and preservice educators, who are working together to modify and adapt the traditional booth experience to meet students' unique needs. With dozens of employers representing a wide range of industry clusters and hundreds of students expected to participate, the event will create new opportunities for students to connect with employers, explore careers and envision themselves in the workforce.

2026-27 Business Advisory Council *Plan Goals*

This is where our shared vision becomes action.

The following goals provide the framework for the Business Advisory Council's work throughout the 2026–2027 school year. Each goal outlines the strategies, actions, and shared responsibilities that guide collaboration between schools, industry, and community partners.

Just as important, each goal identifies the measures we use to track progress and understand our impact over time. Together, these priorities create a clear path forward—turning collaboration into meaningful opportunities for students and strengthening the connection between education and our region's workforce.

These goals are not simply what we hope to achieve. They are the work we have committed to doing together.



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		• Utilize feedback from students (Inside Dayton, Student Advisory Delegation, Chief Science Officers) to inform communication and 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	• Student Engagement • Parent & Community Engagement • Educator Engagement • County Communications Collaborative • All districts
		• Provide info/photos/etc for social media engagement • Resource career activities (speakers, tours, WBL, etc)	• Local chambers of commerce • Industry Groups • DDC
2. Promote the intentional and strategic use of student aptitude and interest data		• Utilize YouScience results in programmatic decision making and marketing opportunities • Support districts in understanding their aggregate and individual student assessment results	• MCESC • All Districts
		• 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	• Local chambers of commerce • Industry Groups • DDC
3. Implement more robust K-5 career awareness outreach		• Promote and expand best practices of career awareness programs and activities	• MCESC/All Districts
		• Resource career activities (speakers, tours, in-class demonstrations, etc)	• 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

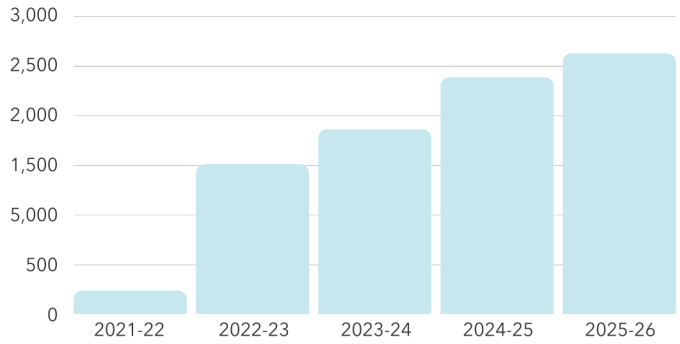
# of students enrolling in post-high school training/education

# 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.

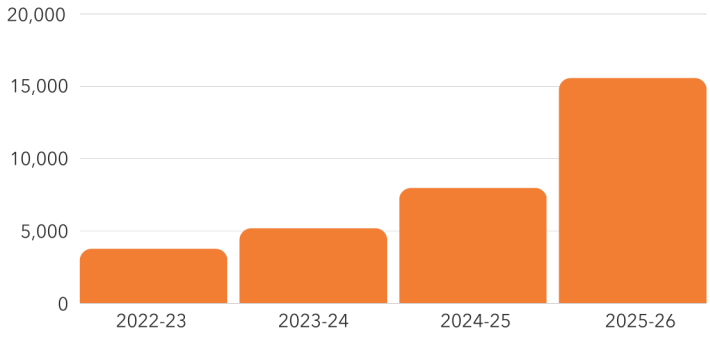
Key Outcome Measures By Subcommittee

of career connections activities offered across BAC districts



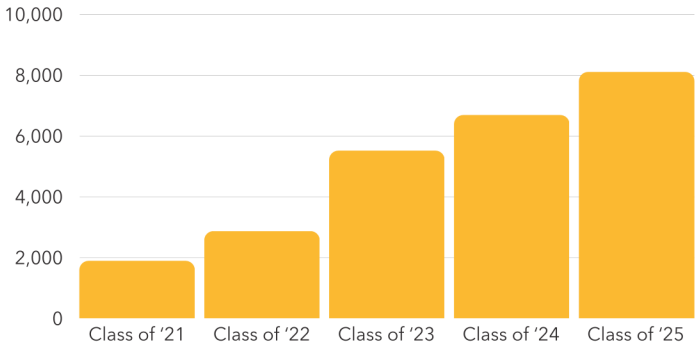
Source: District self-reporting

of students completing YouScience



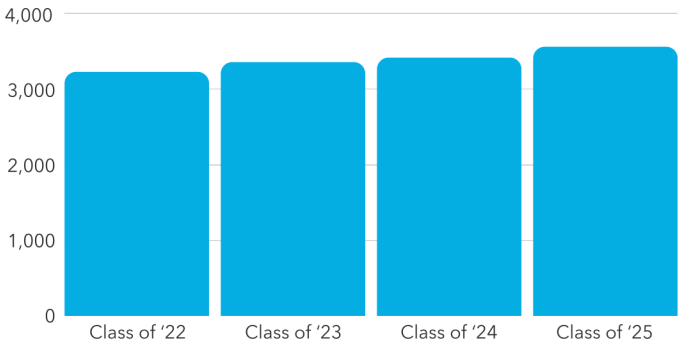
Source: YouScience Clusters Alignment

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



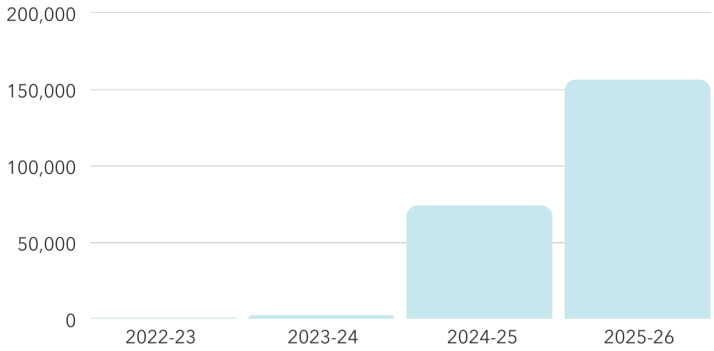
Source: Ohio Department of Education and Workforce Report Portal, Industry Recognized Credentials

of students enrolling in post-high school training/education



Source: Ohio School Report Cards, District CCWMR Data 2023-2026

of career connected learning student participations



Source: District self-reporting

*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		• 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	• All Districts • MCESC • County • Communications • Collaborative
		• Provide career connections content and list of non-profit partners to engage	• 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		• 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	• All Districts • MCESC • County Communications Collaborative • DO STEM
		• 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	• Industry Groups • Think TV • Local chambers of commerce • DDC
3. Research and promote best practices for engaging families and community in career connections work		• Align Career Navigators & College Access work to the overall BAC goals • Utilize parent connections to increase participation of industry partners in districts	• All Districts • MCESC • Higher Ed Partners
		• Provide videos, events, and other resources	• Industry Groups • Think TV • Local chambers of commerce • DDC
4. Expand partnerships with community organizations to further embed career connections in the community		• 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	• All Districts • MCES • Higher Ed Partners
		• Provide necessary information for outreach communications	• 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

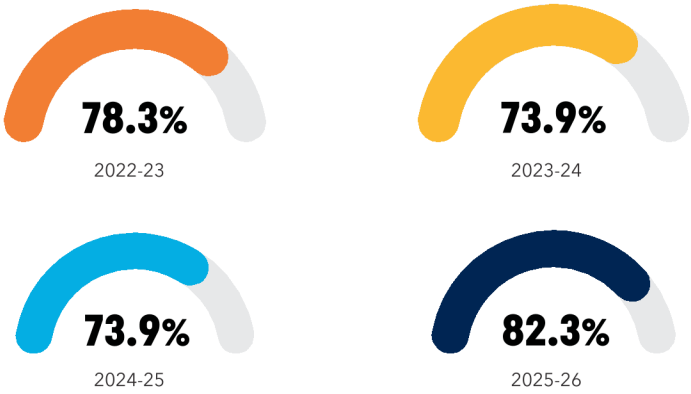
% of partner districts highlighting alumni and recent graduates

# 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.

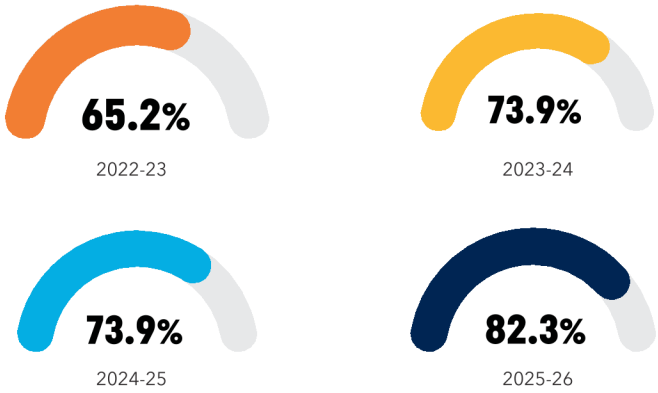
Key Outcome Measures By Subcommittee

% of districts sharing career connections content targeting families/caregivers



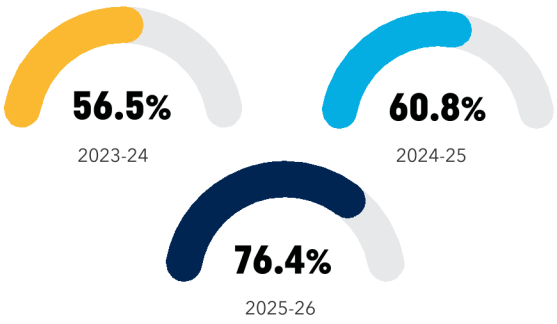
Source: District self-reporting

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



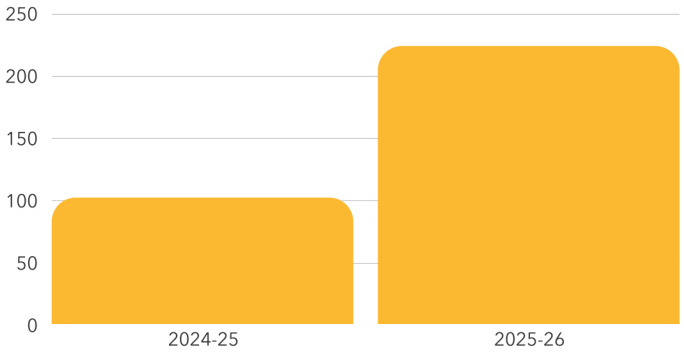
Source: District self-reporting

% of partner districts highlighting alumni and recent graduates



Source: District self-reporting

# of community partners engaged in career connections activities



Source: District self-reporting

Industry 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 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		• Organize Industry-specific College & Career Fairs & other career connection activities	• MCESC • All Districts
		• Work with trade associations to engage with schools to build career awareness capacity	• Industry Groups & Business Organizations • SOCHE
2. Raise awareness about the value of work-based-learning (WBL) for both students and industry		• Engage students and recent graduates to develop messaging on why WBL matters • Define examples of quality work-based learning amongst BAC districts	• MCESC • All Districts
		• Engage industry partners to develop messaging and highlight success stories	• Industry Groups & Business Organizations • SOCHE
3. Increase WBL opportunities within key industry sectors		• 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	• MCESC • All Districts
		• Industry groups to utilize the new Employer Engagement Menu to encourage increased access to Work Based Learning	• 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

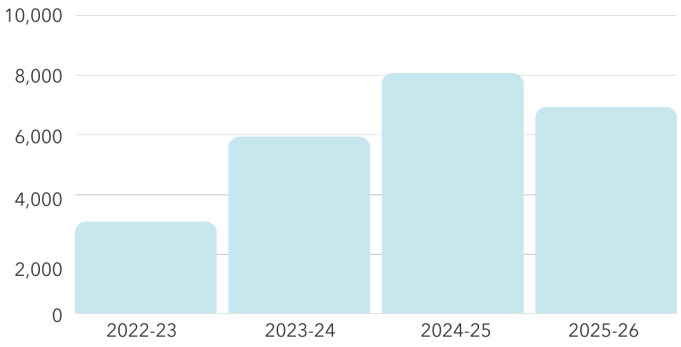
# of business partners accepting students into work-based learning opportunities

% 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.

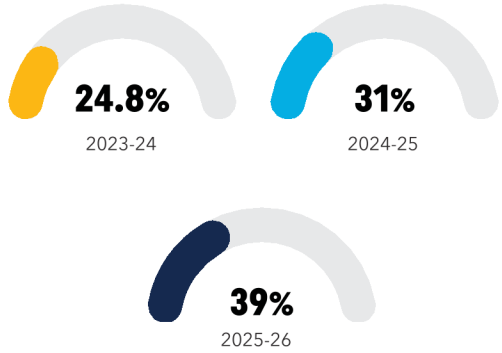
Key Outcome Measures By Subcommittee

of students engaged in work based learning



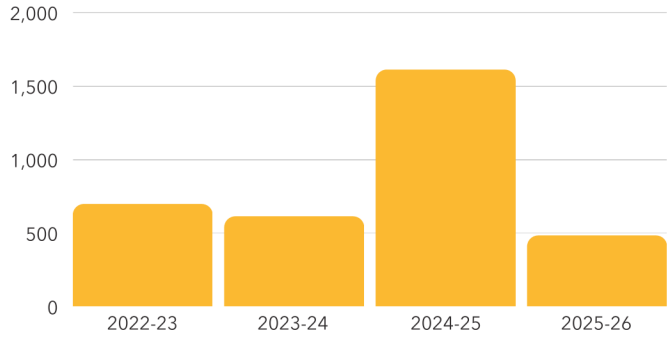
Source: District self-reporting

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



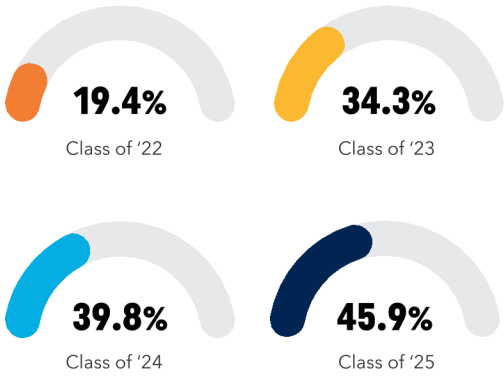
Source: District self-reporting

of business partners accepting students into work-based learning opportunities



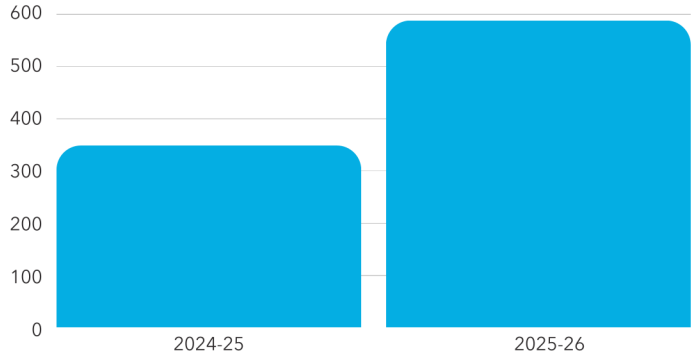
Source: District self-reporting

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



Source: Ohio Department of Education and Workforce Report Portal

of industry partners supporting career activities across partner districts



Source: District self-reporting

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		• 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	• Educator Engagement Subcommittee • Industry Engagement Subcommittee
		• Partner with schools to help plug identified gaps with industry-relevant opportunities (speakers, tours, lunches, projects, etc)	• Industry Groups
2. Utilize data to drive decision and increase career readiness across the educational continuum		• Share Learn to Earn Indicators, Career Readiness Survey Data, and Snapshot Data with Career Champions, Counselors, Building Admin, MVRCD, Teachers	• MCESC • L2ED
		• Meet with ten districts to review their career connections related data and brainstorm potential areas of collaboration	• Educator Engagement Subcommittee
3. Expand authentic experiences and activities connected to careers		• 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	• All districts • MCESC
		• Attend focus groups to develop career activity ideas and identify career alignment with content standards • Host Teacher Industry Tours and Experiences	• Local chambers of commerce • Industry Groups
4. Create plug and play structural course alignment options for workforce sectors		• Host Career Pathway Labs	• MCESC • L2ED • Educator Engagement Team
		• Partner with schools in Career Pathway Lab Process	• Local Chambers of Commerce • Industry Groups

Subcommittee Metrics

of BAC pathways implemented across BAC districts

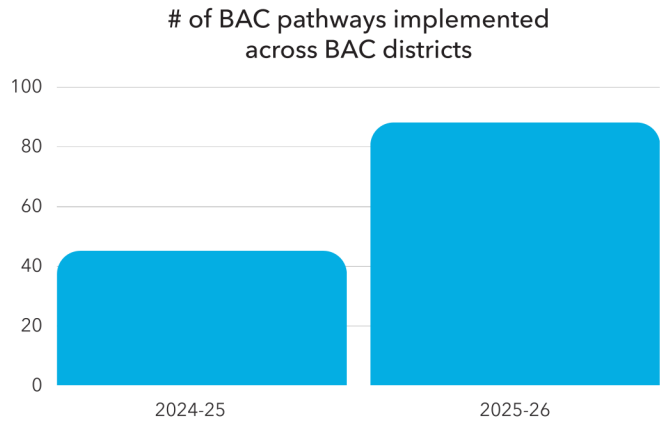
# of students in BAC Pathways across BAC districts

# of career-centered professional development opportunities offered

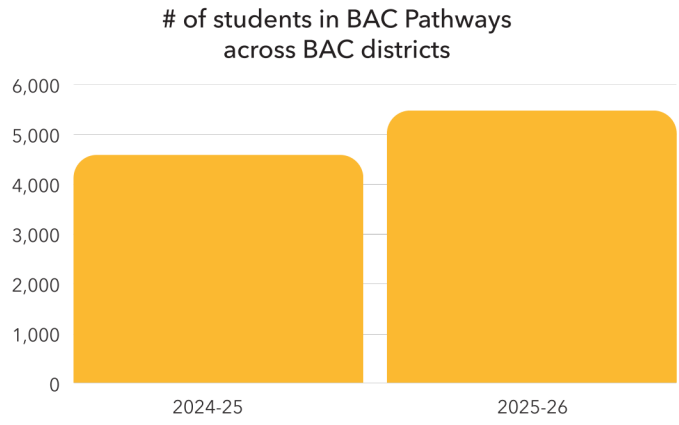
# of educators impacted by professional development opportunities

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

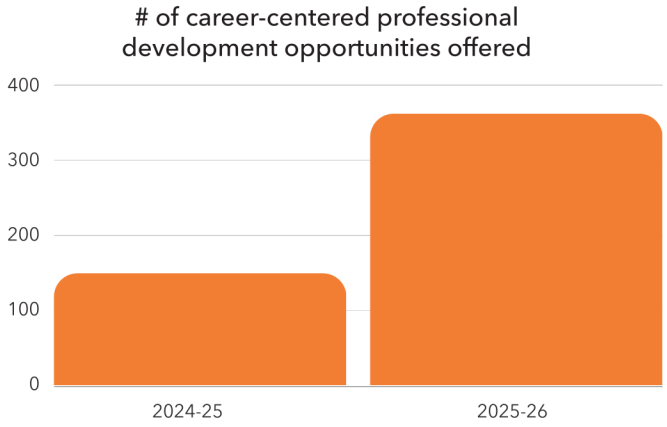
Key Outcome Measures By Subcommittee



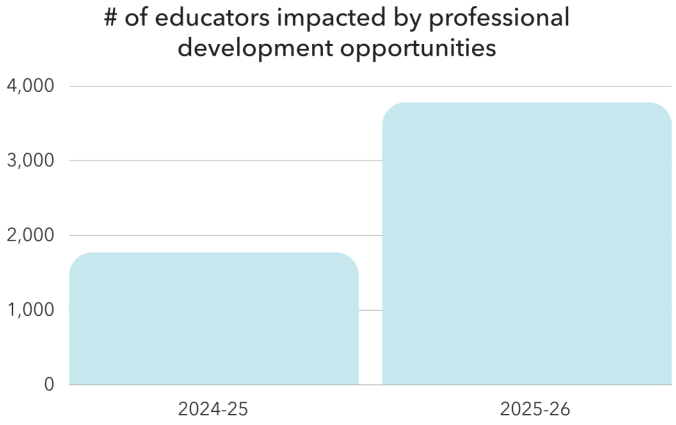
Source: District self-reporting



Source: District self-reporting



Source: District self-reporting



Source: District self-reporting

Higher Education

Establish seamless pathways between MCESC-affiliated school districts and regional higher education institutions to help students pursue and secure high-value licenses, certificates, and degrees.

Schools must cultivate strong, collaborative relationships with regional higher education partners, ensuring educators are fully aware of available pathways and can effectively connect students to postsecondary opportunities.

Higher education must design transparent, accessible communication channels that guide students through every stage of their journey—building early exposure to pathways, reinforcing student retention, and connecting individuals to critical academic and financial supports.

STRATEGY		ACTIONS	RESPONSIBILITY
1. Data-Driven Design Align labor market data with student interest and aptitude data to identify high-value credentials and design relevant high school experiences.		• Ensure that all students complete their YouScience assessment relative to their interests and abilities • Provide students with the support and guidance needed to understand and interpret their YouScience results • Support all students in developing a comprehensive career plan aligned with their interests, strengths, and postsecondary goals	• Counselors and career navigators • School administrators
		• Partner with schools to ensure that middle and high school students have access to the dual enrollment options that are part of defined career pathways • Design and host targeted career-pathway invitational events for high school students that strategically align with student aptitude in the field	• IHE POCs that work with schools • IHE admissions administrators
2. Institutional Alignment Develop Memorandums of Understanding (MOUs) between K-12 and higher education partners that define program elements and help students secure workforce credentials of value with minimal debt.		• Provide students with the support, resources, and experiential learning opportunities needed to apply their knowledge and skills in real-world settings • Help students acquire the competencies that they need for college and career success	• Counselors and career navigators • Industry partners in defined career areas
		• Meet with school districts to ensure alignment between what is taught in the K-12 classrooms and what is expected in post-secondary settings • Ensure that courses offered in schools satisfy program requirements while minimizing students' overall postsecondary education costs	• IHE leaders who work with schools to provide appropriate dual enrollment offering
3. Seamless Transitions Establish robust, proactive student support connections prior to and during enrollment to ensure a seamless transition from K-12 to postsecondary institutions.		• Ensure that students have access to appropriate career-focused coursework • Provide students with the opportunities that they need in order to fully develop their competencies and technical skills • Establish formal partnerships with postsecondary institutions to map, integrate, and actively deploy higher-education resources for student success	• All schools and staff • Selected industry partners
		• Create, in collaboration with K-12 schools, "bridge programs" that help increase the program completion rates for all students • Support students with onsite academic advising to align to both high school and post secondary pathway plans • Host open houses for students to have early exposure to post-secondary settings • Provide academic and developmental support (transition advising) to students	• College admissions staff • Senior level IHE administrators • Higher education partners

4. Continuous Improvement Track retention and completion outcomes using National Student Clearinghouse (NSC) and other state data systems to identify strengths, weaknesses, and opportunities for program implementation and redesign.		• Establish data analytics teams to regularly review student matriculation and completion data and develop recommendations for continuous program improvement based on identified trends and findings • Publish and share with stakeholders data related to student post-secondary success • Review data to explore differences in self-reported v NSC-reported data in addition to longitudinal trends present at postsecondary institutions	• School-based data analytics teams
		• Develop stronger connections with K–12 schools to increase student access to and success in postsecondary education • Review data and coordinate with high school partners to determine trends and ways to better support students or districts	• All IHEs that serve regional students

Subcommittee Metrics

of BAC districts with executed pathway agreements

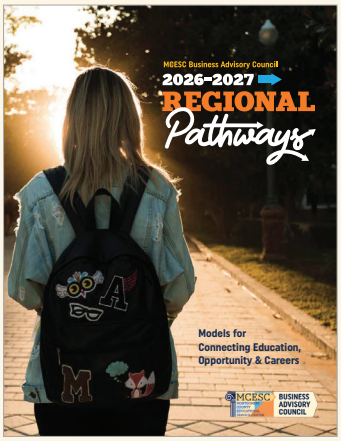
# of executed pathway agreements between regional higher education institutions and BAC districts

# of college-hosted YouScience aptitude-driven invitational events such as Entrepreneurship Day or Career Craze

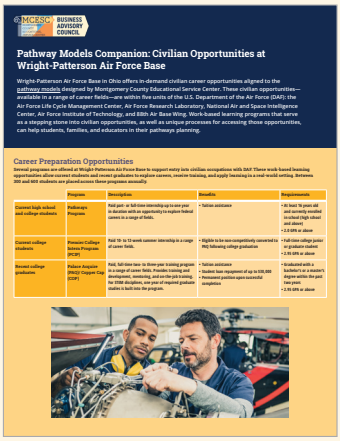
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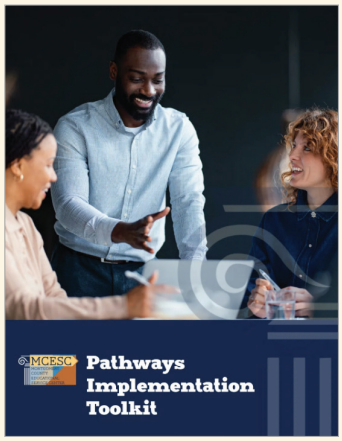
Resources

Scan the QR code to access our Business Advisory Council Resources









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		• Provide feedback on barriers to implementation of career connections work	• All districts
		• Provide feedback on workforce needs and possible policy and legislative changes • Help educate local employers on policies that work to support the future workforce	• Chamber • Industry Groups • BBB • DDC
2. Provide real-world and school-based examples of success stories to support policies		• Document local best practices to feature high-quality work-based learning and career connections experiences	• All districts
		• Identify pragmatic incentives and policies to increase employers participation in work-based learning and career connections opportunities	• Chamber • Industry Groups • DDC
3. Ensure stakeholder access to community workforce data		• Define what data is available and can be used to support continued advancement of opportunities for students	• All districts
		• Explore available data and help identify strategies to close gaps in awareness and access to opportunities for students	• Chamber • Industry Groups • DDC

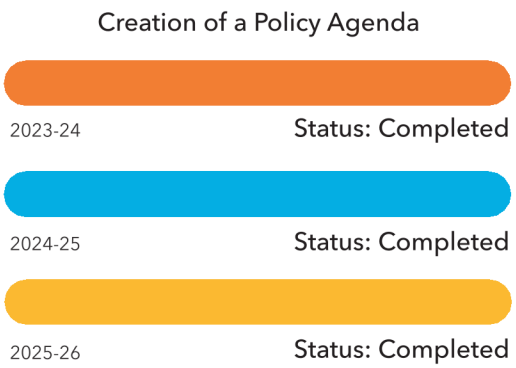
Subcommittee Metrics

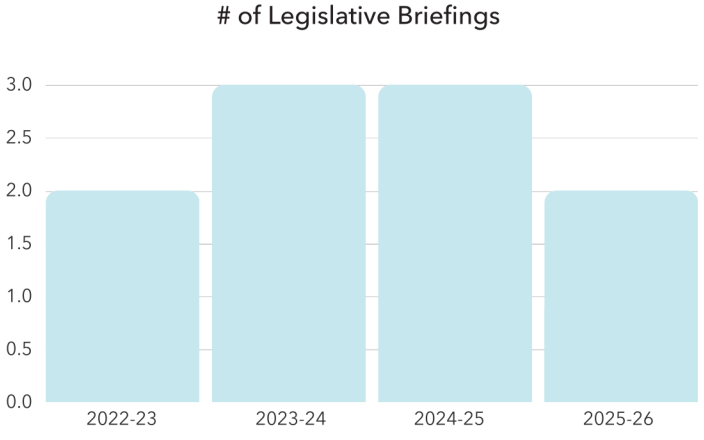
Creation of policy agenda

# 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





Source: MCESC

Engaging National Partners

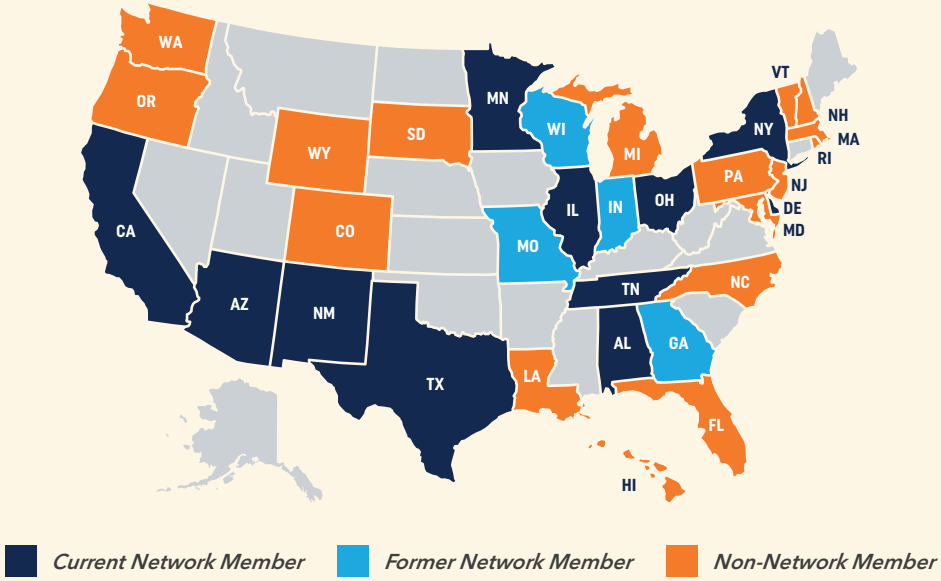
Pathways to Prosperity Coalition

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 2026, 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.

Pathways to Prosperity Coalition Members



Industry Pathway Models

Stemming from our Pathways to Prosperity work, we partnered with Sinclair College, Wright State, University of Dayton, 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.

This year, Jobs for the Future worked with regional industry partners and higher education institutions to update our Information Technology/Computer Science and Health Science pathways. They also collaborated with MCESC Career Connected and Learning & Workforce staff to develop the MCESC Pathways Implementation Toolkit, and hosted a train-the-trainer session in Dayton to help our region's career navigators implement it across local school districts.

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.

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

Associated Builders and Contractors, Ohio Valley

Better Business Bureau

Bottom Line

Brookville Local Schools

CareSource

Carlisle Local Schools

Centerville City Schools

Construction Builders Association

CRG, Inc.

Dayton Area Chamber of Commerce

Dayton Area Electrical JATC

Dayton Area Logistics Association

Dayton Business Committee

Dayton Children's Hospital

Dayton Development Coalition

Dayton Metro Library

Dayton Public Schools

Dayton Region Manufacturers Association

Expedient Technology Solutions

GE Aerospace

Greater Dayton Area Hospital Association

Hobart Institution of Welding Technology

Huber Heights City Schools

Jefferson Township Local Schools

Junior Achievement of OKI Partners

Kettering City Schools

Kettering Health Network

Learn to Earn Dayton

Mad River Local Schools

Mercy Health

Miami Valley Apprenticeship Coordinators Group

Miami Valley Career Technology Center

Miami Valley Child Center

Miami Valley HR Association

Miami Valley Urban League

Miamisburg City Schools

Midwest Microelectronics Consortium

Montgomery County

Montgomery County Educational Service Center

New Lebanon Local Schools

Northmont City Schools

Northridge Local Schools

NuVasive

Oakwood City Schools

Ohio Regular Army and Army Reserve

Omega CDC

PSA Airlines

QQE

Shook Construction

Sinclair College

Southwestern Ohio Council for Higher Education

Springboro Community City School District

Taxley

Technology First

The Entrepreneurs' Center

Trotwood-Madison City Schools

U.S. Army

Valley View Local Schools

Vandalia-Butler City Schools

Wayne Local Schools

West Carrollton City Schools

Wright-Patt Credit Union, Inc.

Wright-Patterson Air Force Base

Yaskawa Motoman

YMCA of Greater Dayton