



Business Advisory Councils

2023-2024 Plan Template

Identify the Structure and Name of the Business Advisory Council:
(School District, Educational Service Center, Joint Vocational School District or Independent Collaborative)

List all member districts Represented by the Business Advisory Council:
Dr. Shelly Dason – MAWAC School-Business Liaison
Marcia Pitts – MAWAC Director
Contact – mawacmade@gmail.com

District	District Primary Contact and Role	Primary Contact Email	District Secondary Contact and Role	Secondary Contact Email
ELGIN LOCAL	LAYNE WARNER - SUPERINTENDENT	WARNER_L@ELGINSCHOOLS.ORG	CAITLYN GRACEY CAREER PATHWAYS COORDINATOR	GRACEY_C@ELGINSCHOOL.S.ORG
MARION CITY	OLYMPIA DELLA FLORA - SUPERINTENDENT	ODELLAFLORA@MCSPRESIDENTS.ORG	MARCIA PITTS COLLEGE & CAREER PATHWAYS SUPERVISOR	MPITTS@MCSPRESIDENTS.ORG
PLEASANT LOCAL	TOM MCDONNELL - SUPERINTENDENT	TOM.MCDONNELL@PLEASANTSTAFF.ORG	SHELLY DASON DIRECTOR OF STUDENT SERVICES	S.DASON@PLEASANTSTAFF.ORG
RIDGEDALE LOCAL	ERIKA BOWER - SUPERINTENDENT	ebower@ridgedaleschools.org	KYLE BURRIS ASSOCIATE PRINCIPAL OF COLLEGE	KBURRIS@RIDGEDALESCHOOLS.ORG

			& CAREER READINESS	
RIVER VALLEY LOCAL	ADAM WICKHAM - SUPERINTENDENT	awickham@rvk12.org	DON GLIEBE DIRECTOR OF INSTRUCTION & ASSESSMENT	DGLIEBE@RVK12.ORG
TRECA DIGITAL ACADEMY	ADAM CLARK – EXECUTIVE DIRECTOR	ACLARK@TRECA.ORG		
TRI-RIVERS CAREER CENTER	CHUCK SPEELMAN - SUPERINTENDENT	cspeelman@tririvers.com	MARTIN DZUGAN DIRECTOR OF CTE	MDZUGAN@TRIRIVERS.COM

Note: Add cells as needed

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

Business Advisory Council Member	Title	Email	Industry
Luanne Cook	Lieutenant Governor's Office Regional Liaison	Luanne.cooke@governor.ohio.gov	Government Office
Gus Comstock	Marion CAN DO!	gusc@marioncando.com	Economic Development
Greg Harville	International Paper	greg.harville@ipaper.com	Manufacturing - Packaging
Ryan McCall	Marion Technical College	mccallr@mtc.edu	Higher Education
Greg Rose	Ohio State University Marion	rose.9@osu.edu	Higher Education
Matt Carbary	Sims Brothers	mattcarbary@simsbros.com	Recycling
Marianne Haught	OhioHealth	Marianne.Haught@ohiohealth.com	Healthcare
Frank Gibson	NCO Workforce Alliance	fjgibson68@gmail.com	North Central Ohio Region Industry Manufacturers Workforce Alliance
Andrew Cole	Sika	cole.andrew@us.sika.com	Chemical Manufacturing
Kim Niedermier	Graphic Packaging	Kimberly.Niedermier@graphicpkg.com	Manufacturing - Packaging
Jennifer Schneider	ArcelorMittal	Jennifer.schneider@arcelormittal.com	Manufacturing - Steel
Aaron Rollins	POET	Aaron.Rollins@POET.COM	Biofuel

Tami Galloway	America's Workforce Development Capital Program Manager	gallowayt@mtc.edu	Workforce Development
Heidi Jones	Marion Area Chamber of Commerce	hjones@marionareachamber.org	Chamber of Commerce
Natalie Longmeier	Marion Matters	ern.marionmatters@gmail.com	Employee Resource Network
Michelle Roberts	Goodwill Industries	mroberts@mariongoodwill.org	Workforce Development for Individuals with Disabilities
Ron Meade	Marion County Job & Family Services	Ronald.Meade@jfs.ohio.gov	Workforce Development
Tola Sanusi	Central Region College Tech Prep	sanusia@mtc.edu	Ohio College Tech Prep
Leslie Schneider	United Way of North Central Ohio	leslie@unitedwaynco.org	Charitable Organization
Maggie Breeding	Boys & Girls Club	maggie@bgcmarion.org	Youth Services
Holly Dawson	Junior Achievement	holly.dawson@ja.org	Youth Non-profit focusing on work readiness, entrepreneurship and financial literacy

Note: Add cells as needed

Schedule of Meetings

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

Quarter 1 Meetings: August 30, 2023 – Whole Board September 27, 2023 – Whole Board October 25, 2023 – Whole Board	Quarter 2: Committee meetings in November & December with a Zoom check-in week of Dec. 4th January 24, 2023 – Whole Board
Quarter 3 Meeting: Committee meetings in February March 27, 2023 – Whole Board	Quarter 4: Committee meetings in April May 22, 2023 – Whole Board

Note: Some business advisory councils may choose to meet more frequently; include the planned dates for those meetings in the schedule.

Business Advisory Council Mission and Vision for the 2023-2024 School Year:
MAWAC provides an integrated opportunity for education and industry to interact to advance workforce preparedness and economic development in the Marion area.

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

Describe how the business advisory council plans to **Develop Professional Skills for Future Careers** for the 2023-2024 school year.

- Describe the plan, including initiatives, project or events. Include specific districts impacted by initiative(s) and list all businesses involved.
- Use the template as a guide to list all initiatives, projects and events used to develop professional skills for future careers (include business input in curriculum alignment with skills needed for in-demand professions, educator engagement and development, employers in classroom involvement). Also include existing programs and how they will be sustained and scaled.

Initiative 1: All districts will focus on providing career exploration activities which focus on awareness for in-demand jobs and the development of employability skills as identified by MAWAC business partners.

What collaborative action steps are required to facilitate achieving outcomes?

- MAWAC has designated contacts for each district/employer to coordinate site visits, guest speakers (career cafes/lunch & learn), job shadowing, and work-based learning.
- YouScience aptitude & career discovery will be utilized by students and staff to develop graduation plans, transition plans, and for selecting exhibitors to visit at the Careers Made in Marion Expo.
- Manufacturing Teacher Boot Camp is a week-long summer professional development opportunity for area educators
- Careers Made in Marion Expo for Seniors- Oct. 17, 2023
- Transition Fair at TRCC for Students with Disabilities on Oct. 25, 2023

List all districts impacted.
All districts will be impacted

List all businesses involved.
All MAWAC business partners have agreed to participate in the above activities.

List all related timelines for each phase of plan development and associated deadlines.
The Careers Made in Marion Expo will take place October 17, 2023.
Transition Fair- Oct. 25, 2023
The site visits will be ongoing throughout the year and documented by member schools.
Guest speakers and job shadowing will also be ongoing and based on student interest and job demand.
Work-based learning opportunities will be documented using the WBL agreement developed by ODE.

List the resources needed for implementation (funding, manpower, tools, etc.).
Time allocated within school schedules, funding for transportation, coordination of availability with business partners, chaperones for visits, space for guest speakers

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?
Availability of business partners to host students or to come onto school sites to speak (MAWAC will work with partners to explore virtual options, having businesses designate a single point of contact to coordinate activities)

Transportation – all districts are experiencing issues with bus driver shortage (MAWAC will work with partners to establish times which are flexible to avoid high demand travel times (beginning/end of school day)

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

23-24 school year:

The Careers Made in Marion on Oct. 17 and Transition Fair on Oct. 25th will have survey data as an exit ticket from each student that participated.

The Teacher Bootcamp survey data helps drive the next annual boot camp event.

YouScience reports can be pulled once student surveys are complete, these will be completed throughout the year.

Initiative 2: Partner schools will work with the Career Tech Expansion Committee to research and plan for expansion of career tech offerings within their schools.

What collaborative action steps are required to facilitate achieving outcomes?

The committee is currently gathering programming information from all partner schools (courses and credential opportunities) to explore options for sharing resources/personnel. During the 2023-2024 school year, Ridgedale will be partnering with a local school to implement an N0 and N1 with CTE-Information Technology. Students will all begin with the same prerequisite classes of Informational Technology, Web Design, and Web Programming. Once they have completed those three classes, they can choose between N0 or N1 pathway. N0 pathway would require the students to take Computer Software class, and then an IT Capstone to finish the pathway. The N1 pathway would require students to take Animation and Games, Digital Graphics, Multimedia, and then an IT Capstone to finish this particular pathway. This year we got a late start to implementing the program, but they were still able to get students enrolled in the pathway and start the Informational Technology class this fall.

Pleasant is exploring the creation of an early childhood education pathway which will benefit students and employers as well as the community as a whole. See details in later sections regarding the issue of childcare in our community.

Marion City added a robotics course for the 23-24 school year with the intent to submit a CTE-26 for a robotics program to start in the 24-25 school year.

List all districts impacted.

All member schools will be impacted

List all businesses involved. (All partners listed above)

As pathways are created or expanded, MAWAC business partners will advise in regard to in-demand jobs and the skills needed to be addressed within the pathways.

Business partners will be asked to assist with any grant submissions relevant to their respective career fields.

Future opportunities for job shadowing, tours, and work-based learning will be part of the process.

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

Exploration/Recruitment will occur from August-May

Credential testing will be administered when students have mastered the content needed to be assessed.

The Ridgedale Pilot will be monitored this year with possible expansions to MAWAC partner school districts next year.

CTE-26 submissions will be due in March, but support sessions are offered several times prior to the deadline. RFPs for CTE grants are due to be released in October.

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

Personnel, funding for curriculum, supplies, and equipment.

<p>Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges? Finding qualified staff; money to purchase curriculum, supplies and equipment; classroom/lab space to house new programs. The committee will be researching grant funding opportunities which may be needed in order to create or expand current career tech options within the districts. The governor’s budget includes extensive funding for career technical program creation and expansion. We will look at the upcoming grant opportunities in October.</p>
<p>Identify existing data and set measurable outcomes to achieve the plan. If data is unavailable, identify steps being taken to acquire this data.</p> <p>Data will come from the successful credentials earned from the pilot program, creation of new programs and enrollment in each.</p>

Describe how the business advisory council plans to **Build Partnerships** for the for the 2023-2024 school year.

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

<p>Initiative 1 – Collaboration with MTC/OSU for articulated credit and College Credit Plus opportunities for in-demand jobs.</p>
<p>What collaborative action steps are required to facilitate achieving outcomes? *Marion City Schools is partnering with Marion Technical College (MTC) to offer a semester course for STNA (State Tested Nurse Aide) on-site at Marion Harding. MTC will provide the instructor and Harding will provide the lab space/equipment. Course creation, student recruitment and application (GPA and Accuplacer testing), compliance requirements (vaccines, BCI background checks) *MTC is working with partner schools with identified career pathways and performing curriculum crosswalks in order to identify opportunities for College Credit Plus/articulated credit. This involves MTC professors and high school instructors reviewing standards, course requirements and outcomes and determining any gaps which may need to be addressed. This will give students the opportunity to explore pathways while in high school and possibly earn credentials/degrees earlier than the traditional track. *MTC is actively pursuing the opportunity to offer LPN programming to high school students. The hope is to offer as early as Fall of 2024 and no later than Fall of 2025 contingent upon state and ODHE approval.</p>
<p>List all districts impacted. All – Elgin, Marion City, Pleasant, Ridgedale, River Valley, Treca Digital, and TriRivers</p>
<p>List all businesses involved. Ohio State Marion Marion Technical College OhioHealth</p>

<p>List all related timelines for each phase of plan development and associated deadlines.</p> <p>Summer 2023</p> <ul style="list-style-type: none"> • Lab at Harding inspected by MTC Nursing Technologies professor (determined maximum number of students to be 8) • Director of Engineering Tech worked with Advanced Manufacturing instructor at Harding to review MSSC (Manufacturing Skill Standard Council) Certified Production Technician curriculum. Determination to offer articulated credit at MTC for successful completion of course at Harding. Identified gap of OSHA 10 completion (required for MTC course but not present in current high school course) <p>Fall 2023</p> <ul style="list-style-type: none"> • College & Career Readiness Advisors and MTC’s Director of College Credit Plus will work on student recruitment, application, and course requirements • MTC provides OSHA 10 seats for Harding students to complete with potential for credential attainment. <p>Spring 2024</p> <ul style="list-style-type: none"> • MTC instructor will teach one section of STNA on the Harding campus. Will utilize YouScience data as well as healthcare Lunch & Learn events to recruit students for Fall of 2024 in hopes of offering more than one section. <p>2024-25 school year</p> <ul style="list-style-type: none"> • Opportunities for work-based learning will be planned for students who successfully completed last year’s STNA course and are still enrolled in high school. <p>For additional pathways, such</p>
<p>List the resources are needed for implementation (funding, manpower, tools, etc.).</p> <p>Professor time from MTC, lab space and equipment for the class, time out for clinical and business partners willing to host students (OhioHealth)</p>
<p>Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?</p> <p>Student scheduling conflicts can be an issue, but the partners can work on this when determining times for course offerings. Ensuring students are able to complete clinical hours, the BAC will work with the college and OhioHealth to ensure students have met requirements to be in the hospital setting.</p>
<p>Identify existing data and set measurable outcomes to achieve the plan. If data is unavailable, identify steps being taken to acquire this data.</p> <p>Currently, there are no Harding students enrolled in the STNA course at MTC. For the 2024 spring semester, 8 students will complete the MTC STNA course. We will aim for 100% to earn the STNA credential. For the 24-25 school year, we will offer 2 sections of the STNA course each semester.</p> <p>Currently there are no schools offering education or early childhood education pathways.</p>

<p>Initiative 2 The business recruiting committee will focus on engaging on current partners and recruiting additional partners from underrepresented career fields.</p>
<p>What collaborative action steps are required to facilitate achieving outcomes?</p> <p>The committee is contacting current partners who have not been as engaged as we would like. MAWAC will work collaboratively to determine the partner’s needs and how to make the partnership beneficial to all. In doing so, a barrier for our partners’ present workforce has been identified as a lack of childcare in Marion County.</p>

<p>MAWAC' developed a sub-committee in collaboration with United Way of North Central Ohio (UWNCO) to focus on the childcare barriers for the present and future workforce within Marion County.</p> <p>Goal 1- Marion will ensure pathways to childcare careers are available and utilized Goal 2- Marion will have streamlined access to childcare points of entry for families. Goal 3- Marion will ensure childcare is affordable to families by leveraging available resources.</p>
<p>List all districts impacted.- Elgin, Marion City, Pleasant, River Valley, Ridgedale, TRCC and TRECA</p> <p>(All school districts within our BAC) Chronic Absenteeism is an issue throughout the state. It has been determined when working with students through the attendance mediation plans, that the students are at home taking care of their siblings so parents can work.</p>
<p>List all businesses involved.</p> <p>All BAC business partners on subcommittee and UWNCO</p>
<p>List all related timelines for each phase of plan development and associated deadlines.</p> <p>Goal 1- May 2027 Goal 2- May 2027 Goal 3- December 2024</p>
<p>List the resources are needed for implementation (funding, manpower, tools, etc.).</p> <p>Goal 1- School Districts and Higher Ed / Ohio Means Jobs developing Childcare pathways Goal 2- Website to capture centers and licensed in-home providers. Goal 3- Child Care Share grants</p>
<p>Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?</p> <p>Our challenge was identifying one of the root causes for the diminished workforce applicant pool. The BAC identified a subcommittee to work on this workforce barrier.</p>
<p>Identify existing data and set measurable outcomes to achieve the plan. If data is unavailable, identify steps being taken to acquire this data.</p> <p>Goal 1- Pre 2024 and post (2027) surveys with school districts on pathway development Goal 2— Annually, website traffic will increase 5% by May 2027 Goal 3- 5 employers will participate in Child Care Share by Dec. 2024</p>

Describe how the business advisory council plans **Coordinate Experiences** for the 2023-2024 school year.

- Describe how the business advisory council will connect students to experiential learning to show competency of skills learned through hands-on demonstration (for example, internships, problem-based learning, pre-apprenticeships and apprenticeships).

<p>Initiative 1: Increase Work-Based Learning opportunities</p>
<p>What collaborative action steps are required to facilitate achieving outcomes? A committee has been established to educate members on the requirements of work-based learning. Review the “Employer Guide to Work-Based Learning” created by ODE with BAC partners</p>

<p>Network and find current employers/schools nearby who have established successful WBL opportunities for students and invite them to present at a MAWAC meeting or a committee meeting.</p>
<p>List all districts impacted. ALL</p>
<p>List all businesses involved. ALL We need all partners to be willing to provide and support WBL opportunities for the students in Marion County</p>
<p>List all related timelines for each phase of plan development and associated deadlines. September – Committee formed October – Committee members will review the support materials on their own then determine best way to share with partners outside committee. Members will also reach out to connections in districts/areas with successful WBL programs (i.e. ESC of Central Ohio). Need to specifically address age barriers brought up by manufacturing employers. November-May: Set up opportunities and make sure successful experiences are highlighted and promoted throughout the districts, within MAWAC and in the community</p>
<p>List the resources are needed for implementation (funding, manpower, tools, etc.). Willing partners, scheduling flexibility, transportation</p>
<p>Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges? The challenge is getting the doors open for our students. The entire initiative is about overcoming these challenges.</p>
<p>Identify existing data and set measurable outcomes to achieve the plan. If data is unavailable, identify steps being taken to acquire this data. Data shared regarding our low numbers of WBL experience is the existing data. We will track using the WBL agreement provided by ODE and if ready/available the dashboard program being developed by the vendor hired by TriRivers.</p>

<p>Initiative 2 Utilizing the microfarm at Harding to increase agriculture awareness and to provide experiential learning.</p>
<p>What collaborative action steps are required to facilitate achieving outcomes? The microfarm at Harding will be used as a site for experiential learning. United Way employs a microfarm coordinator who can supervise students who select the farm as their SAE project for the Agribusiness Pathway, this can be a site not only for Harding students but any student from member schools who have Agriculture Pathways (Elgin and Ridgedale). River Valley has their own microfarm available to their Agribusiness students. Visits to elementary classes which will focus on using literature to introduce concepts about farming and agriculture.</p>

<p>Establish field trips for elementary students to come to the microfarm to increase agriculture awareness and the many career paths available. Summer Farm Camp for 5th graders to allow students to explore the world of agriculture a bit deeper. Submit grant applications to seek funding to expand the awareness activities to all member schools.</p>
<p>List all districts impacted. For the 23-24 school year, the awareness will focus on Marion City Schools with hopes of seeking funding to expand classroom visits and field trips to other member schools.</p>
<p>List all businesses involved. Ohio State Marion OSU Extension United Way POET Marion CAN DO! We are seeking to diversify and add more partners from the Agriculture career field to our BAC.</p>
<p>List all related timelines for each phase of plan development and associated deadlines. October 2024 – classroom visits using literature to bring awareness October 2024 – Farmer’s Market selling crops from the microfarm Field trips will begin in spring of 2025 (during and after planting) Summer 2024 – Farm camp September 2023-Summer 2024 – Experiential learning opportunities can be provided throughout the year (heated greenhouse) as needed for students</p>
<p>List the resources are needed for implementation (funding, manpower, tools, etc.). Supplies for crops and maintenance of microfarm Literature for classroom reading Funding for coordinator Time/manpower for harvesting Social media page is managed by coordinator to share happening on microfarm Transportation</p>
<p>Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges? Transportation, funding to continue the work We have a microfarm task force that meets weekly to discuss what’s happening on the microfarm, to troubleshoot any issues, and to plan/explore funding sources needed to sustain the future of the microfarm</p>
<p>Identify existing data and set measurable outcomes to achieve the plan. If data is unavailable, identify steps being taken to acquire this data. 2022-23 school year: 10 students in Agribusiness pathway at Harding (0 WBL) 2023-24 school year: 40 students in Agribusiness pathway (students have been using the microfarm as a lab space for learning course standards; this will transition to opportunities for WBL) Summer 2023 – 45 fifth grade student attended the farm camp</p>

Ohio' Business-Education Leader Awards for Excellent Business Advisory Councils Overview

The Ohio Business-Education Leader Awards for Excellent Business Advisory Councils recognize educators, business partners, staff, schools, businesses, educational service centers, joint vocational school districts and communities who come together to create dynamic, career-focused learning environments for students.

Selected business advisory councils demonstrate excellence in ensuring Ohio students are prepared for successful career paths, including college, industry credentials, apprenticeships, military enlistment or a combination of these. Business advisory councils pursuing this recognition will be considered for awards of excellence and star ratings.

SELECTION CRITERIA

- **Enrollment Eligibility:** Business advisory councils seeking the award must submit their annual plans and required addendum using the approved template in the Ohio Department of Education's Forms Submission Application by **Sept. 30**.
- **Data Considerations:** Data metrics can include, but are not limited to, trend data on previous school-year graduation cohorts earning the OhioMeansJobs-Readiness Seal, completing work-based learning and earning industry-recognized credentials.
- **Conditional Selection:** The award is subject to the Ohio Department of Education's review of the accuracy of the business advisory council's submission. The award review committee will consist of Department staff and business and education leaders.
- **Awards:** In addition to a star rating, state business and education leaders will select the following:
 - Excellence in Developing Professional Skill for Future Careers
 - Excellence in Building Partnerships
 - Excellence in Coordinating Experience

QUALITY PRACTICES

The business advisory council award is based on implementation of the following quality practices. During the recognition year, the business advisory council, in consultation with the local governing board, should:

1. **Develop Professional Skills for Future Careers** – Work together to delineate key professional skills needed for the future job market. Develop a curriculum that instills these skills while advising on changes in the economy and job market.
2. **Build Partnerships** – Develop and increase collaborative relationships among businesses, labor and education personnel. Partnerships should align with in-demand industries in region.
3. **Coordinate Experiences** – Create environments that allow students to demonstrate proficiency in critical professional and specialized skills that will aid in future employment.

In addition to the addendum to the Business Advisory Council Plan, the following information is requested from the submitting organization to qualify:

- A link to the previous year's joint statement or a copy of the joint statement.

- <https://americaswdc.com/mawac/>
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 - Local data measuring the implementation of the Quality Practices. Data may be obtained from the school counselor, administration, career navigators, etc.
 - If the business advisory council represents multiple school districts, specify initiatives and objectives for each district and provide data for each district served.
 - Responses to the following questions:
1. How has the business advisory council helped students prepare and successfully enter the local workforce?
 - a. Include any curriculum changes influenced by the business advisory council (state-specific initiatives, include outcomes and data).
 - i. In years past, member schools were using a variety of programs for career awareness or nothing at all. 5 of the partner schools are now using the YouScience platform for aptitude and career discovery. The surveys are being utilized to assist with individual graduation plans as well as transition plans for students with disabilities. Students are able to explore careers they may have never considered. The information gathered is also used for arranging career activities to be discussed in later questions.
 - ii. Ohio State Marion has announced the creation of their College Credit Plus Teaching & Learning Pathways for primary and middle school education. As a result, partner schools are exploring options for aligning their opportunities with Ohio State Marion. This is a direct result of the teacher shortage affecting school districts in our county and throughout the state.
 1. Additionally, Ohio State Marion works with partner schools to place pre-service teachers in the districts for field experiences.
 - b. Include how the business advisory council is preparing students with skills needed to address local business needs (technical and professional skills).
 - i. Member districts work with the council to determine best ways to implement awareness, exploration and planning of career pathways within courses or programs offered at their schools.
 - ii. Participants in the Teacher Boot Camp 1.0 and 2.0 use their experience to plan lessons for implementing what they've learned within their classes or buildings.
 2. How has the business advisory council and its members supported students in work-based learning (internships, apprenticeship and pre-apprenticeship) opportunities? (Career exploration activities such as job shadowing, mock interviews and mentoring should not be included in data.)
 - a. How many students have been placed in work-based learning experiences?
 - i. Tri-Rivers had 35 students
 - ii. Harding had 6 students
 - iii. Ridgedale had 9 students
 - b. What are some examples of high-quality work-based learning supported by your business advisory council?
 - i. Project Search- Member School Districts identified 6 students who fit the disability criteria with a deferred diploma for Project Search, supported by our member business partner, Ohio Health. Project search allows our students with intellectual disabilities to continue working on their transition goals in a real-world work setting at Ohio Health.

- c. How many of your business partners have accepted students into work-based learning experiences?
- One- Ohio Health with Project Search.
 - None of our other current business partners have accepted. We have a high concentration of manufacturing partners who are still hesitant to have minors on-site for experiences. We are working on educating them in regard to exemptions for Career Technical Education as well as other assurances for students placed into work-based learning experiences. is a goal of ours for the current school year.
- d. How has work-based learning benefited students and employers?
- Two of the construction students who completed experiences with a contractor over the summer were able to learn skills beyond the curriculum in the classroom. They were able to complete a sidewalk project which involved concrete (not currently taught in their construction pathway). The students were highly engaged and took pride in the job they were doing. The employer was impressed by their work ethic and noted that the students were not even tempted to be on their phones (an issue he sees with adult workers). This benefits the employer as he sees the potential for workers coming from our construction program.
 - An exercise science student was able to gain hands-on experience by working side by side the athletic trainer during summer practices. This opportunity allowed the student to learn practical applications of the skills learned in the classroom. This benefits OhioHealth by having extra hands for the trainer which is usually a solitary job at the high school level.
 - Project Search has a mutually beneficial component between the students and the workplace.
3. How has the business advisory council supported mentorship programs and/or provided networking opportunities for students and professionals?
- What career activities have been influenced by the business advisory council? (Include districts involved and data on students involved in each activity.)
 - We are approaching our 5th year for the Made in Marion Expo. Initially the focus was on Manufacturing in Marion but this year we have renamed it to Careers Made in Marion Expo. We have expanded beyond manufacturing and will have representation from other employment sectors as well. Originally the event was targeted toward 7th and 9th graders throughout the county. After much reflection and discussion (based on surveys and feedback from industry partners), it was decided to shift the focus to 12th grade students. This allows them an opportunity to explore a variety of pathways and to network with potential employers (for those going straight to the workforce or those seeking employment while pursuing post-secondary options). All partner schools have attended this event in the past and are committed to attending this year. Last year's attendance data (October 18, 2022) is as follows:
 - Harding – 350 (9th grade)
 - River Valley – 173 (9th grade), 150 (7th grade)
 - Pleasant – 108 (9th grade), 104 (7th grade)
 - Elgin – 80 (9th grade), 87 (7th grade)
 - Ridgedale – 106 (no grade level breakdown)

- ii. We held Empowered with Diversity Expo which focused on showcasing employees from underrepresented groups. This was a result of feedback from the Made in Marion Expo which was lacking in diversity. Students of color were given priority for attendance.
 - 1. Harding – 90 students
 - 2. Pleasant – 14 students
 - 3. Elgin – 20 students
 - 4. Ridgedale – 7 students
 - iii. Silverline Windows & Doors (now Cornerstone Building Brands) approached MAWAC about wanting to get back to providing tours to students of all ages(post-COVID).
 - 1. Marion City – Harding (110 students) Taft Elementary (113 students)
 - 2. Other Districts – 177 students (Ridgedale & Elgin)
 - iv. Business partners (OhioHealth, Graphic Packaging, and ArcelorMittal) participated in mock interviews for students and provided feedback on resumes and face-to-face interviews. May 2023
 - 1. Harding – 30 students participated
 - v. Career Cafes, Lunch & Learn, Future Ready Fridays (Guest speakers/panels come to the schools to share their career pathways and hold Q&A with students. Students elect to come based on their career interest and aptitudes.
 - 1. Pleasant held 4 Future Ready Fridays – 80 students
 - 2. Harding held 6 Lunch & Learn - 155 students
 - 3. Ridgedale held 5 Career Cafes – 100 students
 - 4. Elgin held 3 Career Cafes – 20 students
 - vi. Transition Night held Oct. 27th, 2022- The focus was on students with disabilities transitioning to life after graduation with a focus on education, work and independent living skills
 - 1. All partner school districts participated
 - 2. 100 students/families attended
 - 3. 25 exhibitors including MAWAC partners (Goodwill, Marion Matters, OMJ, United Way, OSU, MTC)
- b. What professional development opportunities are available through the business advisory council for teachers? (Include teacher bootcamps, externships and tours.)
- i. In the summer, the 2nd Teacher Manufacturing Boot Camp was organized by one of our advisory members, Tami Galloway (America’s Workforce Development Capital Program Manager). This 4-day boot camp focused on 6 local manufacturers (POET, Sakamura, STAR, Whirlpool, Wilson Bohannon and Graphic Packaging). The 5th/6th days were utilized for participants to present how each will incorporate their learning into this year’s lessons. Partner schools were represented by the following: 20 participants from all 6 member schools (TriRivers-3, Harding-7, Elgin-3, Pleasant-3, Ridgedale-3, River Valley-1) and 5 from non-member schools were in attendance. The participants included elementary teachers, high school career technical teachers, core content teachers, building and district administrators, and intervention specialists.
 - 1. See Appendix B for flyer and video
 - 2. The first Boot Camp 2.0 was also held and had 7 participants who attended last year’s camp. Participants went to 6 new employers in Marion County.
 - ii. SuccessBound: All partner schools were informed of the 2023 Central Region SuccessBound Conference and all had representatives in attendance.
 - iii. Ohio Technology Summit - www.ohiosummit.org
MAWAC members can register for free. Use promo code MAWAC

4. What major decisions has the business advisory council influenced for the member school districts and how have decisions impacted students?
 - a. Ridgedale is exploring the addition of an education pathway to meet the demand for teachers. Pleasant is exploring an early childhood education pathway not only for teacher demand but also due to the lack of childcare providers in the area. This has been identified by employers as a barrier for potential employees.
 - b. Harding has added a robotics course this school year with the intent to submit a CTE-26 to make it a pathway.
 - c. Harding added exploration courses for 9th/10th graders in construction and engineering in order to increase student exposure to these in-demand career fields.
 - i. They also moved two CTE programs (Welding & Construction) which were housed on a separate campus back to the Harding campus. This removes a scheduling barrier which prevented several students from enrolling in the programs.
 - d. River Valley and Harding have both constructed high tunnels for microfarms on their properties to support their Agribusiness programs.
 - i. The Harding microfarm was funded through a grant that evolved from a task force of several MAWAC partners.
 1. Two River Valley staff members enrolled in the Harding microfarm training program which they utilized to start their own microfarm.
5. How are the members of the business advisory council representative of the job market of the area you serve? (Specify industries represented on the business advisory council reflective of in-demand occupations in the area.)* Manufacturers make up the majority of our council members which is directly reflective of our in-demand jobs (according to the OhioMeansJobs website, manufacturing jobs posted within 50 miles of Marion, Ohio are in abundance). OhioHealth being a member is necessary due to the demand of healthcare workers not only in Marion but throughout the state. We have representatives from the Chamber of Commerce, economic and workforce development, and higher ed who all help us to keep a pulse on today's job market.
6. How is the business advisory council collecting, implementing and responding to feedback? Include samples of feedback (business, educator and student)?
 - a. We have a partnership survey for business partners to complete
 - i. [Partnership Survey](#)
 - b. We gather student survey data after the Made in Marion Expo and after awareness activities such as "Career Cafes", "Lunch & Learns", "Future Forward Fridays"
 - i. <https://forms.gle/mbRXCvfkviNWkQ878>
 - ii. See Appendix A for example of student survey responses
 - c. We gathered student/educator/business feedback after the Made in Marion Expo
 - i. See Appendix C for survey responses
7. What barriers has your business advisory council encountered in implementing these quality practices? Coordinating experiences beyond employers coming to the school or students taking tours has been a challenge, specifically getting our partners to agree to work-based learning experiences. We need to diversify our representation to include sectors such as Construction and Information Technology.
 - a. How has it overcome these barriers or what needs to occur to overcome these barriers? We have established a committee specifically work on establishing work-based learning opportunities for students with our business partners. The focus will be on educating partners as to the various models which qualify as work-based learning. We hope to network with nearby advisory councils, schools, or employers who are successfully implementing work-based learning opportunities.

- i. As far as diversifying, we have created a member recruitment committee that will work to keep current members engaged as well as reach out to new members. We will devise plans to market our work with the broader community in order to attract new members.
8. What additional information would you like to share about how the business advisory council develops professional skills for future careers? Please provide any details on how the work of the business advisory council is shared within the community. We utilize our website in order to promote and share information (<https://americaswdc.com/mawac/>). The Marion Chamber of Commerce also highlights our work in their newsletter. Marion CAN DO! (economic development) shares spotlights about our team on their website and shares on their social media accounts as well. Students at member schools have been encouraged to complete the Ohio Means Jobs Readiness Seal and industry credentials if available.
 - a. 2022-23 Harding had 95 seniors earn the seal
 - b. 113 Harding students earned industry credentials with the following breakdown:
 - i. 18 students earned AWS Welding qualification industry credentials (10 earned a total of 18pts and 8 earned 9pts)
 - ii. 7 students earned the CompTIA ITF+ industry credential worth 6pts
 - iii. 1 student earned the SACA Certified Industry 4.0 Basic Operations worth 3pts
 - iv. 21 students earned the CPR credential 1 pt
 - v. 2 students earned the AMCA: Physical Therapy Technician Certification credential 12pts
 - vi. 21 students earned the Certified Production Technician Safety credential 3pts
 - vii. 2 students earned the Certified Production Technician Process and Production credential 3pts
 - viii. 2 students earned the Certified Production Technician Quality Practices & Measurement credential 3 pts.
 - ix. 5 students earned the Certified Logistics Technician credential 12pts
 - x. 10 students earned the Lean Six Sigma Yellow Belt credential 3 pts
 - xi. 21 students earned the RiseUp Retail Industry Fundamentals credential 6 pts
 - xii. 3 students earned the RiseUp Customer Service & Sales credential 6 pts
 - c. 2022-23 River Valley had 53 seniors earn the OMJ seal
 - d. 45 River Valley students earned the industry credential seal, but we do not have specific information regarding which credentials were earned
 - e. 2022-23 Pleasant had 8 seniors earn the OMJ seal
 - f. 4 Ridgedale students earned the RiseUp Retail Industry Fundamentals AND the RiseUp Customer Service & Sales credentials for a total of 12pts
9. What additional information would you like to share on how your business advisory council works collaboratively on initiatives to build partnerships and enhance experiences for students? TriRivers has contracted with a vendor, New Bridge, to create a digital to track work-based learning and credential attainment. They've invested \$40,000.00 to get this up and running and plan to do more. It will integrate to school SIS and create a dashboard. All school counselors now have access to this. Once the pilot is complete and ready to market, MAWAC partner schools will be given opportunity to purchase at a discounted rate. This type of tracking is beneficial to both the educational partners as well as the business partners who are providing work-based learning opportunities. It will save time and resources that are currently being used with less efficiency. This is a step toward making experiences and the required tracking easier for all.
10. What additional information would you like to share about how career readiness experiences are coordinated? How have these experiences benefited students and employers?*

Appendix A:

Current Grade Level	As a result of today's lunch & learn, do you have an interest in a career in healthcare?	What was the most beneficial part of today's presentation?	Do you have any suggestions that would make the lunch & learn more useful to you?	If you answered yes, please explain how we could improve the lunch & learn?	If you were to attend another lunch & learn, what career field would you like to hear about?	Please list any questions about today's presentation you may have thought of after the lunch & learn.	If yes, please list what area of healthcare you are interested in.
10th	Yes	Learning about chelseys experiences and what her days look like on a daily basis. I love how she provided information of finances and things we wouldn't expect.	No		Ultrasound technician	Do you use a lot of math in radiology?	
12th	Yes	Speaking to someone in the field	No				
12th	Yes	I learned a lot about the responsibilities and different procedures. I enjoyed listening to her experience.	No		Sonography and Dental Hygiene		
11th	Yes	How she was straight forward about what classes to take and what to expect from them.	No		nursing	Can you change your mind about what position you want for radiology (in the hospital)	
11th	No	Able to learn many jobs I didn't knew were so important	No	None	Ems, or something around that kind of field	I don't have any	None
11th	Yes	I loved the glimpse in to many healthcare job in OhioHealth.	No		I would love to hear also about Business and Marketing.		I'm really interested in the lab the surgeon assistant.
11th	Yes	learning ab all the different careers	No		not sure		travel RN
10th	Yes	They mentioned that they were unsure of their career path and said they switched career paths.	No		The surgery field	How can I go watch them at the hospital to see what happens on a daily basis?	Surgery

Appendix B: Teacher Boot Camp Video
<https://youtu.be/u9wRFHrCvA4>

Appendix C



Manufacturing Day 2022

Manufacturing Day is an initiative of The Manufacturing Institute, supported by the National Association of Manufacturers (NAM) created to showcase the types of careers available in modern manufacturing by encouraging companies around the nation to open their doors to students, parents, teachers and community leaders.

We're looking forward to seeing you!

PARTICIPANT INDEMNITY AND RELEASE AGREEMENT

In consideration of receiving permission from Cornerstone Building Brands ("CBB") to enter its manufacturing operations, each of the undersigned on their own behalf, and on behalf of any minor accompanying them, does hereby:

- Agree to fully and completely observe and abide by the rules stated below and all instructions and directions given by CBB agents and employees during the tour; and to ensure such compliance by any minor child accompanying the adult.
- Acknowledge I am aware of the risks and hazards inherent in manufacturing areas, including the risk of injury or damage to personal property, and voluntarily assume such risks and hazards.
- Represent to CBB that I do not have any infirmity or impairment that would prevent me from observing and abiding by all necessary rules and precautions for my safety while participating in the tour.
- Release CBB and its affiliates, subsidiaries, agents, officers, directors, insurers, and employees of and from any liability, claims, demands and causes of action whatsoever arising out of or related to any loss, damage or injury that may be sustained by me while participating in the tour of CBB's manufacturing operations.

By submitting this form, I hereby authorize and grant to CBB a worldwide unrestricted right in perpetuity to photograph, film, draw, videotape and/or audiotape my person, my name, my statement, my voice and/or my property, as obtained during today's Manufacturing Day event (hereinafter "Subject Matter"), and to use the Subject Matter, whether currently existing or created in the future, for any and all reasonable business-related purposes including, without limitation, for print, publication, radio and television, broadcasting, live distribution and stock footage.

SAFETY

I, the undersigned, acknowledge by my signature that I have read, understand and agree to comply with the Event Safety Rules and Regulations.

Participant Name (Print)	School Name	Email Address	Parent/Guardian	Date



Teacher Manufacturing Boot Camp

Marion County - 2023

About this experience...

This summer, fifteen teachers and school counselors from districts in Marion and surrounding Counties will have the opportunity to participate in the “Teacher Manufacturing Boot Camp” being organized by America’s Workforce Development Capital, Marion Technical College, Ashland University and The Ohio State University at Marion.

This program will show teachers what really goes on behind the scenes in the manufacturing industry. Participants will gain first-hand experience about the rewarding careers available in manufacturing companies in Marion County and the skills students need to obtain and retain these positions.



The schedule for the five-day Boot Camp experience includes:

Day 1 (**June 12**) – Orientation: 8:30 a.m. – noon

The Ohio State University at Marion, Maynard Hall Room 220

1:00 – 4:00 p.m. Tours of Marion Technical College and Ohio State Marion, TRCC/Ramtec

Day 2 (**June 13**) – Interactive tours of two different manufacturing companies

8:00 a.m. – 4:00 p.m.

Day 3 (**June 14**) – Interactive tours of two different manufacturing companies

8:00 a.m. – 4:00 p.m.

Day 4 (**June 15**) – Interactive tours of two different manufacturing companies

8:00 a.m. – 4:00 p.m.

Day 5 (**June 23**) – Wrap Up/Presentations: 8:00 a.m. – 4:00 p.m.

The Ohio State University at Marion, Maynard Hall Room 220

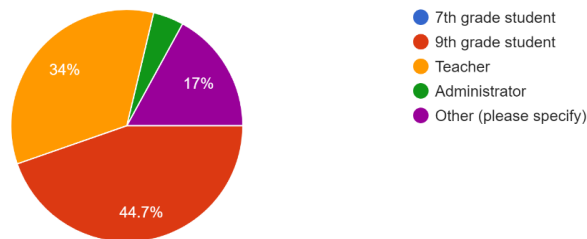
Additional opportunity: As part of this program, educators will have the opportunity to attend a ½ day session July 27 in the MTC Engineering labs to gain exposure to what Smart Manufacturing is all about, understand how it is used in industry, hear from students currently enrolled in the program and carry out hands-on activities related to this field.

Appendix D

Made in Marion Education Survey 2022 (47 Responses)

Question 1:

I am a:
47 responses



Question 2:

The Made in Marion Event was designed to showcase Marion County Manufacturers. What did you like about this event?

- I loved how each of the exhibitors were ready to talk to the students.
- I liked that the Manufacturers were all engaged and seemingly enjoyed giving their company info each time. They were all great.
- Great event. My students were reluctant, at first. They quickly realized the information was relevant and important to their lives.
- The engagement activities that showcased the products the companies made. Letting students feel, touch, slam a pen into sealed compound, etc. helped them understand how the product worked and what it did.
- I like the amount of different businesses that attended and the hands on activities they had for the students.
- It was very well organized. The stations were the perfect length.
- The hands on activities and visual aids for the students
- The interaction the kids were able to do with some of the stations.
- I like having the students see what jobs are available to them in Marion County. They do not have to leave where they grew up to find a good paying job.
- the groups were monitored and small easier to manage small group
- I liked the variety of manufacturers/presenters there. I thought there was a lot of good info given to the kids.
- I liked that the students were able to see what is available to them when they graduate.
- Small groups
- I liked that there were a variety of local businesses and resources exhibiting.

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Made in Marion Company Survey 2022 (17 Responses)

Question 1:

What did you like about the Made in Marion Event?

- Many local organizations presenting themselves to students in the area.
- Sharing our Company with the community
- Getting to network with surrounding companies and seeing what they did.
- The opportunity to share a little bit about our company with Marion's youth
- It was a great experience to get our company name out to the public and also teach the children that there are so many opportunities available after graduation for employment.
- I enjoyed seeing all the different companies and schools from Marion County
- Program was well organized and open to local school students
- The pace at which we seen the students. It kept everything moving along very nicely.
- Seeing what each company manufacturers
- All of the vendors had good information for the students to hear and lots of things to see.
- Exposure to students on options of Marion Manufacturing Employment
- Student interaction with Industry
- The diversity of the businesses and the ability to physically see what everyday things are made here. Some students know about the different facilities but may not know all that goes into production of these.
- I liked the ability to show our youth the opportunities they have right here in town.
- I appreciated how much freedom each exhibitor had to showcase their company. I liked how many kids were able to participate. The organization of how to rotate was well planned as well.
- The amount of business that were there and the children who were eager to interact. I did like to see the all the different companies that are in Marion. It is an incredible way
- Connecting with future workforce showcasing career opportunities.

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