

Business Advisory Councils



2025-2026 Plan Template

Ohio law requires all school districts to submit a business advisory council plan for each academic year. Each district must submit plans to the Ohio Department of Education and Workforce via [OH|ID](#) by September 30. The Department strongly recommends using this template to capture accurately the plans for the 2025-2026 academic school year. Councils may use the data template section to capture accomplishments of the 2024-2025 academic year. Feel free to add extra space to include initiatives that demonstrate implementation of each quality practice and add extra rows if necessary to the tables to include more than two initiatives for each quality practice.

- Name of business advisory council:** Marion Area Workforce Acceleration Collaborative (MAWAC)
- Identify the structure of the business advisory council** (school district, educational service center, joint vocational school district, or independent collaborative):
Independent collaborative
- [JobsOhio Region](#) in which business advisory council operates:** Central Region

District	District Primary Contact and Role	Primary Contact Email	District Secondary Contact and Role	Secondary Contact Email
Elgin Local Schools	Lane Warner Superintendent	warner_l@elgin.schools.org	Caitlyn Gracely Career Coordinator	gracely_c@elgin.schools.org
Marion City Schools	Brian Murphy Superintendent	bmurphy@mcs.presidents.org	Danielle Emans	demans@mcs.presidents.org
Pleasant Local Schools	Tom McDonnell	tom.mcdonnell@pleasantstaff.org	Steve Ringer HS Principal	Steven.ringer@pleasantstaff.org

	Superintendent			
Ridgedale Local Schools	Erika Bower Superintendent	ebower@ridgedaleschools.org	Jacob Neutzling Principal	jneutzling@ridgedaleschools.org
River Valley Local Schools	Adam Wickham Superintendent	awickham@rvk12.org	Tad Douce Director of Educational Technology and Communication	tdouce@rvk12.org
Tri-Rivers Career Center	Aaron Stewart Interim Superintendent	astewart@tririvers.com	James Ruble CTE Director	jruble@mytririvers.org
TRECA Digital Academy	Adam Clark Executive Director	aclark@treca.org	Jen Haberman-Boleyn	Jhaberman-boleyn@treca.org

Note: Please add rows as needed.

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

Business Advisory Council Member	Title	Email	Industry
Ronald Meade	Workforce Dev. Adm	ronald.meade@jfs.ohio.gov	Job and Family Services
	Director	Search is in process	Can Do (Economic Development)
Tracy Schilling	Donor Experience Specialist	schilling.201@osu.edu	Ohio State University Marion
Aaron Rollins	Plant Manager	aaron.rollins@poet.com	POET (Agriculture)

Mike Augenstein	Director of Workforce Solutions	augensteinm@mtc.edu	Marion Technical College
Emily Erwin	Director of Human Resources	emilye@starturbine.com	STAR Turbine
Michelle Roberts	President and CEO	mroberts@goodhappenshere.org	Goodwill Inc.
Angie Voll	Chief Development Officer	angie@unitedwaynco.org	United Way
Josh Gay	Training and Development Lead	joshua_r_gay@whirlpool.com	Whirlpool
Tami Galloway	Programs Manager	GALLOWAYT@mtc.edu	AWDC (Workforce)
Tola Sanusi	Tech Prep Consultant	sanusia@mtc.edu	Ohio College Tech Prep
Heidi Jones	President	hjones@marionareachamber.org	Chamber of Commerce
Naomi Taniguchi	Human Resources	naomi@sakamura.net	Sakamura
Andrew Cole	Human Resources Manager	cole.andrew@us.sika.com	Sika
Emily Groves	Human Resources	emily.groves@arcelormittal.com	ArcelorMittal
Frank Gibson	Intermediary for Career Connections	fjgibson68@gmail.com	NCO Workforce Alliance
Marianne Haught	Human Resources Business Partner	Marianne.Haught@ohiohealth.com	OhioHealth
Leslie Schneider	Regional philanthropy manager	lschneider@bgccentralohio.org	Boys and Girls Club
Kimberly Niedermier	Human Resources	Kimberly.Niedermier@graphicpkg.com	Graphic Packaging
Natalie Longmeier	Executive Director	natalie@marionmatters.org	Marion Matters
Jake Hayes	Program Manager	jake.hayes@ja.org	Junior Achievement

Todd Martin	Assistant Superintendent NCOESC	tomartin@ncoesc.org	NCOESC
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Note: May add cells as needed.

Schedule of Meetings

5. **Planning meetings for the 2025-2026 school year include:** Note: Some business advisory councils may choose to meet more frequently; please include any planned meetings in the schedule.

August 27th 2025 at North Central Ohio Educational Service Center
September 24th 2025 at Graphic Packaging
October 22nd 2025 at Tri-Rivers Career Center
November 19th 2025 at River Valley High School
December 17th 2025 at TBD (Industry Partner)
January 28th 2026 at Ridgedale Local School District
February 25th 2026 at TBD (Industry Partner)
March 25th 2026 at Elgin Local School District
April 22nd 2026 at Ohio State University at Marion/Marion Technical College
May 27th 2026 at TBD (Industry Partner)
June 24th 2026 at TBD

Business Advisory Council Mission and Vision for the 2025-2026 School Year

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

DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS

Describe how the business advisory council plans to **Develop Professional Skills for Future Careers** for the 2025-2026 school year.

- Describe the plan, including initiatives, projects, or events. Include specific districts, number of students and grade bands 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' involvement in classrooms, etc.). Be sure to include existing programs and how they will be sustained and scaled.
- When describing initiatives, please connect them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1 Increase Number of Career Exploration Activities Across All Grades

Describe, in detail, the plan associated with implementing this quality practice.

MAWAC members (both business and educational) will increase the number of career exploration activities across grade levels K-12. Activities will include students going on site visits to business partners and business partners coming to schools.

- Each district will increase the number of career awareness activities for their middle grades (6-8) students in which students will interact with employees representing a range of career fields, including:
 - Discovery/Exploration Classes for CTE Pathways (including Tech, Ag, and Healthcare)
 - Career Exploration Day (set up like a professional development conference, where students rotate between activities with career professionals representing the areas they have both an interest and aptitude for)
 - Participating in Junior Achievement's Inspire event(s)
- Each district will administer a career interest inventory (via either OMJ Backpack, YouScience or Schoolinks) to all HS students which will be utilized by staff to create or revise graduation plans, transition plans, and for selecting the focus for activities mentioned throughout this section
- Careers Made in Marion Expo will give employers opportunities to interact with high school seniors from all districts as prospective employees
 - Students interested in employment will have resumes on hand for employers
 - New this year, students will be provided questions to consider asking during their interactions
- Transition Fair for students with disabilities
- 8th and 10th grade students from all districts will visit TriRivers Career Center in order to see the career path opportunities offered
- 8th grade students from all districts will either tour their own high school's pathway programs or students from the programs will go to the middle school to promote their respective pathways

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

All districts (Elgin, Pleasant, Marion City, Ridgedale, River Valley, and TRECA) will participate in this initiative. In consideration of absenteeism and the number of students with alternative schedules (Work-Based Learning and College Credit Plus), we aim to interact with at least 60% of each school's student population.

List all businesses and specify industries involved. What role does the business play in implementation?

Business:	Industry:	Role(s):*
ArcelorMittal	Manufacturing	CC, LL, CED, MI
Boys & Girls Club	Human Services	WBL
Goodwill Industries	Marketing	CC, LL, CED, OST, JS, I, WBL
Graphic Packaging	Manufacturing	CC, LL, OST, JS, MI, AI
Marion Chamber of Commerce	Business	CC
Marion Matters	Human Services	CED
Marion Technical College	Education	CC, LL, OST
Ohio State University at Marion	Education	CC, LL, OST
OhioHealth	Health	CC, LL, CED, OST, JS, AI
POET Bioprocessing	Agriculture	CC, LL, CED, OST, JS, MI, AI
Sakamura	Transportation	JS, I, AI
Star Turbine	Distribution	CC, LL, CED, OST, JS, MI, AI
Whirlpool	Manufacturing	OST, I

*CC = Career Cafe Presenter; LL = Lunch & Learn Presenter; CED = Career Exploration Day Presenter; MI = Mock Interviews; OST = On Site Tours; JS = Job Shadow Host; I = Internships; WBL = Work Based Learning; AI = Actual Interview (to hire students upon graduation)

How does this initiative help support or teach relevant, in-demand technical and professional skills for students and educators?

This initiative directly supports the development of in-demand technical and professional skills by providing students and educators with hands-on, experiential learning opportunities aligned to current workforce needs. Through site visits, business partnerships, and structured career exploration activities across K-12, students gain early exposure to real-world work environments and professional expectations.

Middle school initiatives such as Career Exploration Days and Discovery/Exploration classes introduce students to high-demand pathways like technology, agriculture, and healthcare, allowing them to explore interests and begin building foundational knowledge in these fields. Career inventories like those in YouScience and

Schoolinks help students make data-informed decisions about their educational and career paths, leading to more intentional skill development throughout high school.

Events like Junior Achievement’s Inspire and the “Careers Made in Marion Expo” connect students with employers, fostering professional communication skills and allowing students to present themselves as future employees. By equipping students with guided questions for professional conversations, these activities also strengthen students' soft skills such as critical thinking, active listening, and effective communication.

Additionally, visits to career centers and high school CTE programs allow students to explore technical pathways in a practical setting, while specialized events like the Transition Fair ensure that students with disabilities receive additional access to career planning and skill-building opportunities tailored to their needs.

Overall, the initiative creates a robust pipeline from education to employment, fostering both technical competency and professional preparedness.

What skills gap or talent pipeline challenge does this initiative address to help your area/region? What data supports the identified skill gap or pipeline challenge?

This initiative addresses a critical awareness and alignment gap in the local talent pipeline. Specifically, students often lack early exposure to the variety of in-demand career pathways available in the region, including technical, agricultural, and healthcare fields. Without this exposure, many students either remain unaware of viable local career opportunities or fail to connect their education to career goals, which leads to mismatches between student interests, employer needs, and workforce readiness.

By introducing structured career exploration activities across K-12 (especially middle grades), the initiative ensures that students begin to understand their own interests and aptitudes in relation to regional career opportunities. Business and education partners working together to facilitate site visits, career days, expos, and skill-building events helps bridge the divide between classroom learning and workforce expectations. Furthermore, tailored tools like career interest inventories (OMJ Backpack, YouScience, or Schoolinks) help staff guide students toward relevant pathways, graduation plans, and eventual employment.

The initiative proactively builds the workforce pipeline by creating meaningful connections between students and high-demand careers earlier in their academic journey, reducing the misalignment between education and employment that often leads to skill gaps, low postsecondary attainment, and underemployment.

Several sources of data support the need for this initiative:

- Employer feedback from MAWAC consistently highlights difficulty in finding local candidates who are not only technically prepared, but also aware of and

interested in these career fields

- Statewide reports from the Ohio Department of Job and Family Services identify middle-skill jobs as the fastest-growing segment of the economy, yet these positions often go unfilled due to a lack of awareness and preparedness among students.
- Career interest inventory data (e.g., YouScience) from participating districts often reveals a misalignment between student interests and the careers most in demand in the region. These tools also highlight underrepresented populations in certain fields, particularly women and students with disabilities.
- Postsecondary enrollment and persistence data suggest that many students either do not pursue further education after high school or struggle to complete a program, underscoring the importance of meaningful career exploration and planning before graduation.
- Student engagement and participation surveys from past events like Career Exploration Day and Junior Achievement Inspire demonstrate that students are more likely to consider local careers after participating in these events

How does this initiative impact students with disabilities?

All activities will be promoted and offered to all students and we ask districts to make a concerted effort to include all students. Ensuring that our students with disabilities explore the college and career opportunities within our county will help them to plan not only their pathway to graduation but what lies beyond that. Transition plans must be approached with intention and move beyond mere compliance.

Initiative 2 Expand Teacher Manufacturing Boot Camp

Describe in detail the plan associated with implementing this quality practice.

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

This series shows 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.

What started with a singular experience evolved to include a 2.0 experience last year; this year there is now a 3.0 experience for those educators that have participated in both the original and 2.0 experiences.

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

All school districts (Elgin, Marion City, Pleasant, Ridgedale, River Valley, and TRECA) have and will continue to participate. These bootcamps have the capacity to accept a total of 45 teachers, with each teacher having the capacity to impact approximately 175 students, for a sum potential of 7,875 students across all districts.

List all businesses and specify industries involved. What role does the business play in implementation?

Business:	Industry:
ArcelorMittal	Manufacturing
Ashland University	Education
Graphic Packaging	Manufacturing
Marion Technical College	Education
Ohio State University at Marion	Education
OhioHealth	Healthcare
POET Bioprocessing	Agriculture
Sakamura	Transportation
Sika	Manufacturing
Whirlpool	Manufacturing

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

The Teacher Manufacturing Boot Camp series equips educators (teachers and school counselors) with direct, first-hand knowledge of the skills, technologies, and career pathways currently in demand within the local manufacturing industry. Through immersive, on-site experiences hosted by manufacturing partners in Marion County, participants gain a deeper understanding of industry expectations, workplace environments, and the technical and soft skills students need to succeed in these careers.

By embedding this real-world exposure into their teaching and advising practices, educators are better prepared to align instruction with workforce needs, guide students toward relevant career pathways, and integrate work-based learning into curriculum planning. The tiered structure of the program, now expanded to include 1.0, 2.0, and 3.0 levels, ensures that participants can continue to deepen their industry knowledge over time, building lasting partnerships between schools and employers.

Ultimately, this initiative strengthens the talent pipeline by ensuring that students are being prepared not only academically, but also with the job-specific competencies required by local industries—fostering a more skilled, informed, and employable future workforce.

What skills gap or talent pipeline challenge does this initiative address to help your area/region? What data supports the identified skill gap or pipeline challenge?

This initiative addresses two interrelated challenges:

- a persistent talent pipeline shortage in the local manufacturing sector, and
- a disconnect between K–12 education and the current skill requirements of industry

Employers in Marion County and surrounding areas report increasing difficulty in attracting qualified candidates for high-demand roles in advanced manufacturing due to a lack of awareness, outdated perceptions of the industry, and limited alignment between classroom instruction and real-world workforce expectations.

By providing educators with first-hand exposure to modern manufacturing environments, the initiative ensures that teachers and counselors are better equipped to inform and guide students toward relevant, high-skill, high-wage career pathways, ultimately helping to close the gap between education and employment.

How does this initiative impact students with disabilities?

This initiative is offered to all teachers in each of the districts, including those that work most closely with students with disabilities. Ensuring that our students with disabilities explore the college and career opportunities within our county will help them to plan not only their pathway to graduation but what lies beyond that.

Note: Please add space/rows as needed.

BUILD PARTNERSHIPS

Describe how the business advisory council plans to **Build Partnerships** for the 2025-2026 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, OhioMeansJobs Centers, industry sector partnerships, higher education, etc.
- Use the template as a guide to list all initiatives, projects, and events used to build partnerships. Include information on partnership alignment, effectiveness, and initiatives spearheaded by these collaborations. Demonstrate cooperative efforts between districts and partners to benefit students and businesses.
- When describing initiatives, please connect them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1 Expanding Business Sector Representation

Describe in detail how the business advisory council plans to strengthen and expand business and industry representation and partnerships. Describe how the council identifies new industry and business partners to address the talent pipeline business skills gap.

MAWAC is well-represented by its manufacturing partners. The manufacturing industry is the backbone of the Marion area economy. Because of this, the focus of the council has shifted to recruiting businesses in other sectors. The areas of finance, construction, retail, healthcare, and agriculture have been identified as key by the BAC. In the past year, Star Turbine (a previous partner who had re-engaged), Heller (healthcare), and Sika (chemical manufacturer) have forged partnerships with the BAC.

MAWAC partners with these companies to host meetings and provide input to the partner schools for the needed student skills. Schools regularly schedule student tours of workplaces to drive interest in the industry. Schools will also periodically invite businesses to visit and discuss opportunities and career paths with students.

MAWAC utilizes a recruitment committee to identify area businesses and recruit them to attend the monthly BAC meeting. The recruitment committee will use a one-page infographic about MAWAC (created by a high school marketing student) to share with prospective members. The committee will collaborate with high school students to update the MAWAC website and showcase the successes resulting from our work.

We will leverage existing groups to network and find new members. These include the Marion Rotary Club, Marion Area Chamber of Commerce, Manufacturing Career Connections, and Marion CAN DO! Economic Development.

How will the council draw feedback from business and industry to inform decision-making?

The council will host monthly meetings to which our business and industry partners are invited to attend. At these meetings, businesses will inform school districts of needed skills and industry credentials. Monthly meeting minutes are kept for reference so districts can refer to past meetings.

What is the business advisory council's plan to utilize feedback and guidance from business and industry partners to increase skills for students and educators?

The BAC regularly receives feedback (monthly meetings and regular email communication) from member businesses regarding the skills needed by students. Member schools have pledged to be receptive to area business needs. The healthcare and manufacturing industries regularly provide schools with feedback on gaps in the workforce. Examples include Ridgedale Local, River Valley Local, and Elgin Local, which are developing nursing pathways to address the nursing shortage in Marion County. Manufacturing has recently informed a partner school that forklift drivers are in great demand. In response, a school is creating a forklift certification program. Businesses have also informed schools of a recruiting shortage, prompting schools to initiate site-based and work-based learning programs, which allow companies to come to the students.

Initiative 1 Expanding Business Sector Representation

How will identified industry partners co-develop relevant in-demand skills for students and educators?

BAC member industries have shared their plans for on-the-job training of partner school graduates, for example, Ohio Health, and the nursing shortage. Ohio Health has asked that member schools work toward getting students their STNA before applying for college coursework. Three-member districts are working toward filling this need. Ridgedale is partnering with NUCOR Steel to create a technical academy, where students will enter a co-curricular agreement, where students will still attend school, but then move into paid on-the-job training. The impacted students will ultimately secure a high-paying, guaranteed job with Nucor Steel.

How will partners impact career readiness for students with disabilities?

Partners will impact career readiness for students with disabilities by partnering with businesses that have open positions that best fit students with disabilities. For example, Goodwill (member business) has regularly advertised programs and positions for local graduates with disabilities.

All member schools utilize Youscience. Students will use Youscience aptitude assessments to discover and match with industries. This data has assisted districts in guiding and consulting students and families toward matching careers. YouScience data is regularly used in special education programming and career discovery.

Initiative 2 Gap Identification

Describe in detail how the business advisory council plans to strengthen and expand business and industry representation.

The BAC has a recruitment task force chaired by Tami Galloway of Marion Technical College. This task force's sole purpose is to identify, contact, and recruit businesses to join and regularly attend meetings. This task force also consistently works to re-engage and retain businesses. (See Star Turbine)

The task force also strives to identify gaps in industry representation within the BAC. Previously identified gaps were: finance, construction, retail, healthcare, and agriculture.

Initiative 2 Gap Identification

Businesses have also supplied funding and material support. For example, Ohio Health has supplied nursing supplies (beds, etc) to schools that are starting their nursing programs.

What is the business advisory council's plan to utilize insights from business and industry to increase skills for students and educators?

The BAC at monthly meetings reserves time at every meeting to receive feedback and timely input from businesses. One of the purposes of this time is for companies to spotlight the needed skills/credentials for students. Businesses also help guide schools on how to get their teachers trained to provide these skills required for students. The BAC is also comprised of subcommittees that meet regularly to address business needs. The subcommittees are listed below:

Work-Based Learning (Don Gliebe)

CTE-Pathways (Tola Sanusi)

Business Recruitment (Natali Longmeier)

Marion Technical College also offers a yearly teacher and administrator bootcamp, which educates school districts on the constantly shifting needs of area industries.

How will identified expanded industries develop relevant in-demand skills for students and educators?

The identified industries have partnered with local partners (MTC, school districts) to consistently keep schools up to date on the shifting landscape of industry needs. Regular business tours, business tours of schools, and rotating meeting sites (schools, businesses) give members up close awareness of in-demand job skills. Businesses also share at monthly meetings current staffing issues and predicted future hiring needs. Schools have also utilized existing staffing with real-world credentials and experience (Ridgedale school nurse, Marion City business exploration teacher, MBA) to take advantage of the CTE alternative pathway for industry experts to participate in school programming.

Initiative 2 Gap Identification

How will partners impact career readiness for students with disabilities?

Partners will enhance career readiness for students with disabilities by collaborating with businesses to gather feedback on current and future staffing needs. The school will utilize its knowledge of students to match student interests and competencies to industry needs.

All member schools utilize Youscience. Students will use Youscience aptitude assessments to discover and match with industries. This data has assisted districts in guiding and consulting students and families toward matching careers. YouScience data is regularly used in special education programming and career discovery.

Note: Please add space/rows as needed.

COORDINATE EXPERIENCES

Describe how the business advisory council plans to **Coordinate Experiences** for the 2025-2026 school year.

- Describe how the business advisory council will connect students to experiential learning to show competency of skills learned through hands-on demonstration and experiences (for example, internships, problem-based learning, state-approved [pre-apprenticeships](#), and registered state [apprenticeships](#)).
- When describing initiatives, please connect them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1 Dedicated Work-Based Learning Committee

Describe in detail how the business advisory council plans to increase [Work-Based Learning](#) for students.

Our BAC developed a dedicated WBL committee at the end of the 24-25 academic year that meets monthly and then reports out at our monthly BAC meetings. The committee started with 4 individuals, all from school districts, and the goal is to expand this to 8 individuals, with 4 of them representing local business and industry partners.

List all school districts and number of students that will benefit from this initiative.

All Marion County school districts (Elgin Local Schools, Marion City Schools, Pleasant Local Schools, Ridgedale Local Schools, River Valley Local Schools, and TRECA Digital Academy) will participate. Our goal for this coming year is to have 80 students benefit from this initiative with representation from at least 50% of the school districts, which will be considerable growth from 44 last academic year at one district and over the year prior to that, which had very few or no WBL experiences offered by the school districts.

List all businesses and industries that will be involved.

Last year, 14 businesses provided WBL experiences. This prompted our BAC to develop a dedicated WBL committee that now meets monthly. With the intention of maximizing benefits for all parties, we hope to have all MAWAC businesses involved in the development of WBL opportunities.

What role does business play in planning and implementation?

Business representatives that serve on the WBL committee will:

- Meet monthly to share out opportunities and local practices
 - From this, we will identify a WBL opportunity to spotlight at our monthly BAC meeting
- Create a central bank of opportunities for school districts to reference

Initiative 1 Dedicated Work-Based Learning Committee

- Develop a tracking sheet for districts to record these activities
- Review and approve all local WBL agreements using the form developed by the Ohio Department of Education and Workforce (ODEW)

Initiative 2 Informing and Empowering CTE Instructors, Counselors, and Advisors

Describe in detail how the business advisory council plans to increase [Work-Based Learning](#) for students.

We aim to inform and empower the CTE instructors, school counselors, career advisors and administrators with a clear understanding of the benefits and opportunities of Work-Based Learning (WBL), including:

- Providing CTE instructors time to attend professional development and networking opportunities (like the SuccessBound Conference, Ohio ACTE Conferences, and local cross-collaboration planning meetings with their respective counterparts in other school districts);
- Committing school district counselors to regularly attend ODEW school counselor meet-ups;
- Utilizing the WBL resources provided by ODEW

List all school districts that will benefit from this initiative.

All Marion County school districts (Elgin Local Schools, Marion City Schools, Pleasant Local Schools, Ridgedale Local Schools, River Valley Local Schools, Tri-Rivers Career Center, and TRECA Digital Academy) will participate.

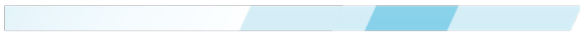
List all businesses and industries that will be involved.

All current BAC businesses and industries (22 total) will be involved.

What role does business play in implementation?

Utilizing Ohio's WBL Pathway Options (document), business and industry partners will provide creative opportunities to address barriers to student participation.

Note: Please add space/rows as needed.



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, educational service centers, joint vocational school districts, and communities who come together to create dynamic, career-focused learning environments for students.

The awards recognize business advisory councils that demonstrate excellence in ensuring Ohio students are prepared for successful career paths, including college, industry credentials, apprenticeships, military enlistment, or any combination of these. Business advisory councils that choose to pursue this recognition will be considered for awards of excellence and star ratings.

Councils are encouraged to submit the award addendum and a link to the joint statement for the 2025-2026 school year to be considered as a high-performing council for the Business-Education Leader Award for Excellent Business Advisory Councils.

SELECTION CRITERIA

- **Enrollment Eligibility:** Business advisory councils must submit their annual plans, joint statement, and required addendum using the approved template from the Department's Microsoft Forms by **September 30, 2025**.
- **Data Considerations:** Data metrics may 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 Department'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 one or more councils from the following award categories based on the submission materials provided:

- Excellence in Developing Professional Skills for Future Careers
- Excellence in Building Partnerships
- Excellence in Coordinating Experiences

QUALITY PRACTICES

The business advisory council award is based on the 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 define 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 the 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 for the submitting organization to qualify:

- A link to the previous year’s joint statement or a copy of the joint statement.
- Local data measuring the implementation of the quality practices for the prior school year. Data may be obtained from the school counselor, administration, career navigators, work-based learning tracker, data identified by district, or other sources.
- 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 your business advisory council helped students prepare and successfully enter the local workforce?
 - a. Include any curriculum changes influenced by your business advisory council (state-specific initiatives, outcomes, and data).
 - b. Include how your business advisory council is preparing students with both technical and professional skills needed to address local attainment and talent pipeline needs.
 - c. How has your business advisory council and its members supported students in work-based learning (i.e., internships, apprenticeships, and pre-apprenticeships) opportunities? (*NOTE: Career exploration activities such as job shadowing, mock interviews, and mentoring should not be included in data.*)
 - d. What process has been established by your business advisory council to approve work-based learning in compliance with the [College, Career, Workforce, and Military Readiness measure \(ORC3302.03\)](#) for the district report card?

- e. What are some examples of high-quality, [work-based learning](#) supported by your business advisory council? How many of your business partners have accepted students into work-based learning experiences?
 - f. How has work-based learning benefited students and employers?
 - g. What percentage of students have earned an in-demand, [Industry-Recognized Credential](#) because of the work-based learning experience with employers within your business advisory council?
2. How has your business advisory council supported mentorship programs and/or provided networking opportunities for students and professionals on a regular basis?
 3. What career activities have been influenced by your business advisory council? Include districts involved and data on students involved in each activity.

The BAC has influenced Ridgedale Local to partner with Junior Achievement to have monthly career speakers speak to Ridgedale students at the monthly Fueled Up Friday event at the high school. This partnership has impacted over 350 students in the building. Ridgedale has also leveraged its membership on the BAC to build out site-based/work-based learning hours for students. Ridgedale now regularly has businesses on site, challenging our students to work on real-world projects based on industry issues.

River Valley Local Schools also developed a partnership with Junior Achievement, taking all 150 8th grade students to the Inspire event, where students interacted with dozens of businesses that provided hands-on, interactive activities demonstrating the types of work they do on a daily basis. The BAC industry partners also proved invaluable when River Valley held a Career Cafe that involved all 9th grade students (142 total) rotating through a series of table-top discussions with local businesses that represented all 16 national career clusters. Last but not least, MAWAC representatives also supported the Career Exploration Day that served all students grades 6-8 (451 total) at River Valley Middle School.

4. What professional development opportunities are available through your business advisory council for teachers? Include teacher bootcamps, externships, tours, and other opportunities.
5. What major decisions has your business advisory council influenced for its member school districts, and how have decisions impacted students, educators, and curriculum?

6. How are the members of your business advisory council representative of the job market in the area you serve? Specify industries represented on your business advisory council reflective of in-demand occupations in the area.
7. How is your business advisory council collecting, implementing, and responding to feedback and industry trends in the region in which it operates? Include samples of feedback (business, educator, and student).
8. What barriers has your business advisory council encountered in implementing these quality practices?
 - a. How has your business advisory council overcome these barriers or what needs to occur to overcome these barriers?
9. What additional information would you like to share about how your 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.
10. 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?
11. What additional information would you like to share about how career readiness experiences are coordinated? How have these experiences benefited students and employers?
12. Which business partner has been the most influential on your business advisory council and why?

Data templates should be used to track data reflective of accomplishments over the 2025-2026 academic year.

Quality Practice I: Develop Professional Skills for Future Careers

Career Awareness/Exploration	Grades Impacted	Number of Students	Districts Impacted
Professional Development	Offerings (industry tours, teacher bootcamp, etc.)	Number of Educators	Districts Impacted

Quality Practice II: Build Partnerships

Partnerships Represented	Industry	What initiatives have they contributed to through the business advisory council?
		How many partners have hired students?

Quality Practice III: Coordinate Experiences

Internships/Industry	Districts	Percentage of Students Placed	Paid or Unpaid
Registered Pre-apprenticeships	Districts	Percentage of Students Placed	Paid or Unpaid
Registered Apprenticeships	Districts	Percentage of Students Placed	Paid or Unpaid

District	Percentage of Students with Student Success Plans Completed

District	Percentage of Students with Graduation Plans Completed

Note: Please add space/rows as needed.