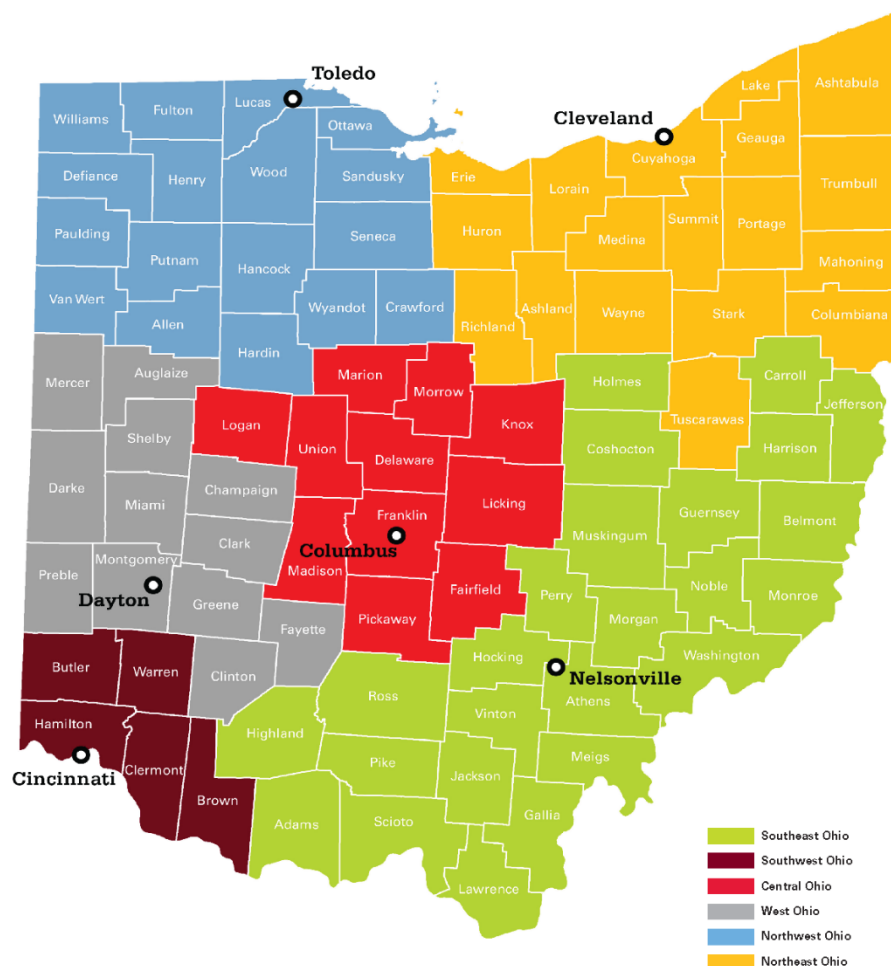


2024-2025 Business Advisory Council Plan Template

The Ohio Department of Education and Workforce recommends using this template and the optional award addendum for your Business Advisory Council plan. However, feel free to use any extra space for additional initiatives that you list based on how much space is allocated in the template. You can add extra rows to the tables to include more than two initiatives for each quality practice.

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

[JobsOhio Region](#) in which business advisory council operates:



List all member districts Represented by the Business Advisory Council:

| District | District Primary Contact and Role | Primary Contact Email | District Secondary Contact and Role | Secondary Contact Email |
|---|--|--|---|--|
| Cedar Cliff Local School District | Mr. Brian Masser, Superintendent | BMasser@ccliff.net | Rachell Tingelstad, HS Career Counselor | Rtingelstad@ccliff.net |
| Yellow Springs Exempted Village School District | Dr. Terri Holden, Superintendent | Tholden@ysschools.org | Jack Hatert, HS Principal | Jhatert@ysschools.org |
| Xenia Community City School District | Dr. Gabe Lofton, Superintendent | Glofton@xeniaschools.org | Tara Palmer, Curriculum Director | TPalmer@xeniaschools.org |
| Fairborn City School District | Mr. Gene Lolli, Superintendent | Glolli@fairborn.k12.oh.us | Amy Gayheart, Asst. Superintendent | Agayheart@fairborn.k12.oh.us |
| Greeneview Local School District | Dr. Sabrina Woodruff, Superintendent | Sabrina.woodruff@greeneview.org | Neal Kasner, HS Principal | Neal.kasner@greeneview.org |
| Bellbrook-Sugarcreek School District | Dr. Doug Cozad, Superintendent | Doug.cozad@bss.k12.oh.us | Dave Hann, HS Principal or Jeff Eckley, Business Manager | David.Hann@bss.k12.oh.us Jeff.eckley@bss.k12.oh.us |
| Greene County Career Center | Mr. Dave Deskins, Superintendent | Ddeskins@greeneccc.com | Brett Doudican, Curriculum Supervisor | Bdoudican@greeneccc.com |
| Greene County Educational Service Center | Mrs. Terry Strieter, Superintendent | Tstrieter@greeneesc.org | Amy Baldridge, Director of Instructional Support Services | Abaldridge@Greeneesc.org |
| Beavercreek City School District | Dr. Bobbie Fiori, Asst. Superintendent | Bobbie.fiori@beavercreek.k12.oh.us | Josh Baker, Curriculum Supervisor | Josh.baker@beavercreek.k12.oh.us |

List business advisory council members (business, higher education, 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 |
|----------------------------------|---|--|--|
| Mrs. Terry Graves-Strieter | Superintendent/CEO, Greene County Educational Service Center | tstrieter@greeneesc.org | Education & Training |
| Dr. Amy Baldridge | Director of Instructional Support Services, GCESC; BAC Co-Chair | abaldridge@greeneesc.org | Education & Training |
| Mr. Chad Mason | GCESC Career Connections Coordinator; BAC Co-Chair | cmason@greeneesc.org | Education & Training |
| Mr. Karl Colon | Executive Director, Greene County Public Library | kcolon@gcpl.lib.oh.us | Arts & Communication |
| Mr. Dan Driskell | Dayton Regional Development, Altafiber | dan.driskell@altafiber.com | Informational Technology |
| Mrs. Kristin Brown | Transition/Project Life Coordinator | kbrown@greeneesc.org | Education & Training |
| Mr. Jeff Eckley | Business Manager, Bellbrook-Sugarcreek Schools | jeff.eckley@bss.k12.oh.us | Business Administration |
| Mrs. Amy Gayheart | Assistant Supt. Fairborn City Schools | agayheart@fairborn.k12.oh.us | Education & Training |
| Mrs. Anne Gerard | Greene Giving Board of Directors & Realtor | annielgerard@gmail.com | Human Services & Business Administration |
| Ms. Brittany O'Diam | Attorney & Partner, O'Diam & Estess Law Group | brittany@oslawgroup.com | Law & Public Safety |
| Ms. Amy McKinney | Administrator - OhioMeansJobs Greene County | Amy.McKinney@jfs.ohio.gov | Govt. & Public Administration |
| Mr. Gabe Lofton | Supt. Xenia Community City School District | glofton@xeniaschools.org | Education & Training |
| Mr. Gene Lolli | Supt. Fairborn City Schools | glolli@fairborn.k12.oh.us | Education & Training |
| Dr. Doug Cozad | Supt. Bellbrook-Sugarcreek Schools | doug.cozad@bss.k12.oh.us | Education & Training |
| Mr. Josh Baker | Curriculum Supervisor, Beavercreek City Schools; Co-Chair Bvcrk BAC | josh.baker@gocreek.org | Education & Training |
| Mr. Joseph Harmon | Chief Executive Officer, Toward Independence | joseph-harmon@ti-inc.org | Education & Training/Human Services |
| Ms. Melissa Howell | Greene County Health Commissioner | mhowell@gcph.info | Health Science & Govt. & Public Administration |
| Mr. Paul Otten | Supt. Beavercreek City Schools | Paul.Otten@beavercreek.k12.oh.us | Education & Training |
| Dr. Bobbie Fiori | Asst. Supt. Beavercreek City Schools | bobbie.fiori@beavercreek.k12.oh.us | Education & Training |
| Dr. Sabrina Woodruff | Supt. Greeneview Local Schools | sabrina.woodruff@greeneview.org | Education & Training |
| Mr. Neal Kasner | HS Principal, Greeneview Local | neal.kasner@greeneview.org | Education & Training |
| Dr. Dusty Columbia | Associate Professor, Teacher Education, Wright State University | dusty.columbia@wright.edu | Education & Training |
| Mr. Erik Eppers | President of GCESC Governing Board & Vice-President of Sales – Wireless Infrastructure, Carrier & OEM, Alliance Corp. | eeppers@greeneesc.org | Government & Public Administration, Marketing |
| Mrs. Pat Phipps | GCESC Governing Board | pphipps@greeneesc.org | Govt. & Public Administration |

| | | | |
|------------------------|--|-------------------------------------|------------------------------------|
| Mr. Eric Henry | Assistant City Manager, Xenia Ohio | eric.henry@greenecountyohio.gov | Govt. & Public Administration |
| Dr. Susan Edwards | President, Wright State University | susan.edwards@wright.edu | Education & Training |
| Dr. J.D. Jones | Provost and Vice President of Academic Affairs, Wilberforce University | jjones@wilberforce.edu | Education & Training |
| Mrs. Sandy Brubaker | Program Partnership/Fiscal Director of Greene County Juvenile Court | sandy.brubaker@greenecountyohio.gov | Finance, Law & Public Safety |
| Mr. Jackson Mescher | Greene Giving Community Foundation Intern through UD | mescherj2@udayton.edu | Business Administration |
| Mr. Aaron Lumpkin | Executive Director/Community Director Midwest Region @ JP Morgan Chase | aaron.lumpkin@chase.com | Finance |
| Mrs. Stephanie Warner | Biomedical Engineer, Naval Medical Research Unit, Dayton | stephanie.warner.3@us.af.mil | Engineering and Science Technology |
| Mrs. Liz Betz | GCESC Governing Board | EBetz@greeneesc.org | Education & Training |
| Mrs. Judy Lowstetter | GCESC Governing Board | JLowstetter@greeneesc.org | Education & Training |
| Mrs. Rhea Young | GCESC Governing Board | RYoung@greeneesc.org | Education & Training |
| Dr. Cassie Barlow | President, Southern Ohio Council for Higher Education (SOCHE) | cassie.barlow@soche.org | Education & Training |
| Dr. Jim Denniston | Founding Dean of the College of Health, Education, and Human Services, WSU | James.denniston@wright.edu | Education & Training |
| Mr. Tom Kelley | President and CEO of United Way of Greater Dayton | tomk@dayton-unitedway.org | Human Services |
| Mrs. Kelly Gaudette | Career Based Intervention teacher, Fairborn High School | kgaudette@fairborn.k12.oh.us | Education & Training |
| Mrs. Amanda Taylor | Advanced Placement Environmental & Earth Science Teacher and Dayton Regional DoD STEM Ambassador | ataylor@fairborn.k12.oh.us | Education & Training |
| Ms. Melissa Cutcher | Executive Director, Technology First | mcutcher@technologyfirst.org | Informational Technology |
| Mr. Doug Van Dyke | Business Owner | dvandyke@vanmartinroofing.com | Construction Technologies |
| Mr. Ryan Kelly | President and CEO, QQE | rkelly@qqe.com | Manufacturing |
| Ms. Rosie Matthies | Tech Prep Coordinator, Clark State | matthiesr@clarkstate.edu | Education & Training |
| Mr. Max Blitz | Intern through Greene Giving | biltz.8@wright.edu | Govt. & Public Administration |
| Ms. Suzette Castonguay | Chief Human Resources Officer, Antioch University | scastonguay@antioch.edu | Education & Training |
| Mrs. Karen Chicketti | Principal of Fairborn High School | kchicketti@fairborn.k12.oh.us | Education & Training |
| Mr. David Hann | Principal of Bellbrook High school | david.hann@bss.k12.oh.us | Education & Training |
| Mr. Jack Hatert | Principal of McKinney Middle School and Yellow Springs High School | jhatert@ysschools.org | Education & Training |
| Ms. Joy Feola | Assistant Principal of McKinney Middle School and Yellow Springs HS | jhatert@ysschools.org | Education & Training |

| | | | |
|------------------------|--|---------------------------------------|--|
| Ms. Rebecca Cantrell | Director of the Greene County United Way of Greater Dayton | RebeccaC@dayton-unitedway.org | Human Services |
| Dr. Terri Holden | Superintendent of Yellow Springs Exempted Village School District | tholden@ysschools.org | Education & Training |
| Mr. David Deskins | Superintendent of Greene County Career Center | ddeskins@greeneccc.com | Education & Training |
| Dr. Sue Brackenhoff | Director of Curriculum | sbrackenhoff@fairborn.k12.oh.us | Education & Training |
| Mr. Brett Doudican | Supervisor of Curriculum, Greene County Career Center | bdoudican@greeneccc.com | Education & Training |
| Mr. Rick Mack | Work-Based Learning Coordinator, Greene County Career Center | rmack@greeneccc.com | Education & Training |
| Mrs. Emily Morgan | Moonshot Ohio Coordinator for the Afterschool Network | emily@oanohio.org | Education & Training |
| Mr. Zachary Wilson | Public Affairs Officer, Naval Medical Research Unit, Dayton | zachary.wilson.39@us.af.mil | Arts and Communication |
| Mrs. Mary Grech | Owner, Francis Kennels | Caps_ot@yahoo.com | Business Administration |
| Mr. Nathan Opicka | Supervisor of Student Affairs | nopicka@greeneccc.com | Education & Training |
| Mr. Brian Roos | President and CEO of Morris Bean & Company | BRoos@morrisbean.com | Manufacturing |
| Ms. Allison Steele | Director and CEO, The Trades Institute | Allison.steele@thetradesinstitute.org | Education & Training Manufacturing |
| Mr. Josh Baker | Curriculum Supervisor, Beavercreek City Schools | joshua.baker@beavercreek.k12.oh.us | Education & Training |
| Mr. Brian Masser | Superintendent, Cedar Cliff Local School District | bmasser@ccliff.net | Education & Training |
| Mrs. Rachel Tinglestad | Academic Career Counselor, Cedar Cliff Local School District | rtingelstad@ccliff.net | Education & Training |
| Ms. Donna Shaw | Gifted Coordinator and Intervention Specialist, Xenia City Schools | dshaw@xeniaschools.org | Education & Training |
| Mrs. Tara Palmer | Curriculum Director, Xenia City Schools | tpalmer@xeniaschools.org | Education & Training |
| Mr. Cole Hetman | Economic Development Coordinator, Department of Development, Greene County | cole.hetman@greeneconomyOhio.gov | Government and Public Administration |
| Ms. Mikaa Veal | Academic Partnership Manager, Premier Health | mtveal@premierhealth.com | Health Science Business Administration |
| Mr. Dale Wren | Principal Beavercreek High School | dale.wren@beavercreek.k12.oh.us | Education & Training |
| Mr. Chad Haemmerle | Principal, Cedar Cliff Middle and HS | chaemmerle@ccliff.net | Education & Training |
| Ms. Rose King | Human Resources Generalist, Quality Quartz Engineering (QQE) | rking@qqe.com | Manufacturing Engineering and Science Technology |
| Mr. Adam Cassada | Plant Manager, Quality Quartz Engineering (QQE) | acassada@qqe.com | Manufacturing Engineering and Science Technology |
| Mr. Brandon Myers | Plant Manager, Morris Bean & Co | bmyers@morrisbean.com | Manufacturing |
| Mr. Chad Mason | Greene County ESC Career Coordinator, Co-Chair BAC | CMason@greeneesc.org | Education & Training |
| Mr. Todd Whalen | Principal, Xenia High School | twhalen@xeniaschools.org | Education & Training |

| | | | |
|---------------------------|--|---------------------------|---------------|
| Ms. Kaitlin Quellhorst | Program Manager, Dayton Regional Manufacturing Association | KQuellhorst@daytonrma.org | Manufacturing |
|---------------------------|--|---------------------------|---------------|

Schedule of Meetings

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

| | |
|-------------------------------------|-------------------------------------|
| Quarter 1 Meeting: October 9, 2024 | Quarter 2 Meeting: December 4, 2024 |
| Quarter 3 Meeting: February 5, 2025 | Quarter 4 Meeting: April 2, 2025 |

Note: Some business advisory councils may choose to meet more frequently; Please include any planned meeting in the schedule.

Business Advisory Council Mission and Vision for the 2024-2025 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 2024-2025 school year.

- Describe the plan, including initiatives, projects, 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, etc.). Be sure to include existing programs and how they will be sustained and scaled.
- When describing initiatives, please tie them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

Employability Training for College Credit:

The Greene County School Districts have partnered with Clark State Community College for **all** students in Greene County to benefit from an articulation agreement. This agreement would allow **every** student in Greene County, regardless of CCP status, to obtain college credit equal to one credit hour specific to college and career training.

This allows all students to meet the criteria for credit for **CSEBE 1000—Employability Skills**.

Topics in this course include:

- Resume Building
- Interview Preparation
- Career Exposure/Investigation
- Job Skills needed for success
- Soft Skills Development
- Job Search Skills
- Career Communications

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

Cedar Cliff Local School District (100% of secondary students)
Beavercreek City School District (100% of secondary students)
Xenia Community City School District (100% of secondary students)
Fairborn City School District (100% of secondary students)
Bellbrook-Sugarcreek School District (100% of secondary students)
Yellow Springs Exempted Village School District (100% of secondary students)
Greene County Career Center (100% - all of their students are secondary students)
Greene County ESC Alternative Programming (100% of secondary students)
Greeneview Local School District (100% of secondary students)

List all businesses involved.

Clark State Community College

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

- This plan was developed over the 2023-2024 academic school year.
- At the beginning of the 2024-2025 school year (August), the articulation agreement was finalized and signed by all Superintendents, as well as the Academic Administration from the Clark State Community College.

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

- No funding needed
- District representation as well as College representation is required for communication of granting coursework credit.
- District staffing is required to ensure all students adequately complete required portfolio materials and completion of activities with fidelity.
- HS Counselors / District representatives will need to submit a list of all Graduating Seniors who completed the necessary work and provide the materials to the Clark State representative at the conclusion of the students' senior year.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

The largest hurdle was developing the curriculum/mandates to achieve credit for EBE-1000 credit.

Once the items were developed for students to complete, the next obstacle was the communication piece between all districts and the college.

These challenges have been addressed and the initiative is now in place for this current academic school year.

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

Currently, no data exists to support a baseline of the number of students who have achieved credit through this articulation agreement since it was just formalized with all districts; however, as this is open to each and every student in every district in Greene County, roughly 2,000 high school seniors have the potential to receive training and instruction in the employability areas outlined in the agreement.

At the conclusion of the 2024-2025 school year, data will be collected via the College coordinator to determine the exact number of HS seniors who obtained this course credit.

How does this initiative help to develop relevant in-demand skills for students and educators.

This course is a required course for many college and university students. This course prepares students for the skills necessary to obtain employment upon leaving the college and entering the workforce. By beginning this work at the HS level, this provides an opportunity for students to obtain these skills who choose to defer college and enter the workforce upon HS graduation.

All students, regardless of academic standing, benefit from job and career exploration and preparedness.

How does this initiative help to develop relevant in-demand skills for students and educators.

*The course **CSEBE 1000—Employability Skills** directly impacts the BAC's efforts to support development of relevant, in-demand skills for students in any/all careers they pursue*

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

Students with disabilities are provided the opportunity to engage with highly relevant employability content. Students with disabilities are able to access this college course in order to strengthen their transition plans beyond high school; also, Clark State is known for its dedication to instructing and including students with disabilities.

**NOTE: Clark State Community College has cultivated partnerships with The Abilities Connection (TAC) to help lift barriers for students with disabilities. In 2023 Clark State was named a finalist for the American Association of Community Colleges Awards of Excellence in the category of Outstanding College/Corporate Partnership for its alliance with The Abilities Connection (TAC)*

By choosing not to align this initiative with College-Credit Plus (CCP) programming, ALL students are afforded the opportunity to benefit from the material and training outlined in the course syllabus – not just a select few.

This includes all students with special needs throughout the county—including students with disabilities, and students enrolled in alternative programming through the Greene County Educational Service Center.

The ability to reach all students was a primary focus from the initial formation of the agreement structure and it is believed this is a unique aspect of this initiative.

Initiative 2

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

Expanded CTE Exposure, Experiences and Programs:

Five districts in Greene County have instituted new CTE programming for the 2024-2025 school year. Examples of these new programs include the following:

- Cybersecurity
- Biomedical
- Engineering
- Manufacturing Training
- Strengthened Career-Based Intervention Program

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

- Beavercreek School District (100%)
- Xenia City School District (100%)
- Fairborn City School District (100%)
- Bellbrook-Sugarcreek School District (100%)
- Greene County Career Center (100%)

List all businesses involved.

Creek Technologies

Kettering Hospital

Greene County Career Center

Dayton Regional Manufacturing Association

The Trades Institute

Advisory groups representing every CTE program at the Greene County Career Center

NAMRU, Dayton (Naval Medical Research Unit)

Morris Bean and Co.

QQE

Premier Health, Jamestown Learning Institute/Clinical Education

Cedarville Township Volunteer Fire Dept and Emergency Service

Greene County Sheriff's Office

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

The timelines vary with each respective site and by program.

Phases would include the determination of a specific career field need; then seeking funding and instructors competent to manage the program; verifying the funding sources to pay for the industry equipment; and the registration processes.

**Generally, it is far more complicated to navigate the process of instituting CTE programs in traditional comprehensive high schools than in career and technical sites, where such content and processes are already commonplace and known.*

List the resources needed for implementation (funding, manpower, tools, etc.). Funding includes materials for training and study, as well as monetary resources for staffing compensation.

Needs:

- Curriculum resources and materials
- Competent staff from the industry sector for instruction at the school level
- More opportunities for career exposure at the industry level (Internships/Pre-apprenticeships/Etc.)
- More supplies and industry-grade equipment

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Challenge—Securing opportunities for students to obtain real-world exposure.

The exposure can be made possible via Internships, Job Shadowing opportunities, pre-apprenticeship programs, speakers to classrooms, and/or expertise for student work review and presentations.

**BAC membership provides an opportunity for districts to network and solicit expert input for all areas listed. Also, GCESC has participated in hiring student interns from SOCHE, and has promoted SOCHE's internship model within the BAC and throughout the local school districts through county Admin meetings..*

Challenge—Provision of ongoing materials/equipment to carry out the programmatic objectives

**BAC members have donated and/or provided at a minimal cost materials and equipment for student use while in CTE Programming; further, they have provided consultation and time. These vital resources help determine the success both on a short-term and long-term basis.*

More resources will be needed to properly expand CTE exposure and learning experiences. Hands-on business and industry equipment for CTE programming is extremely costly and prohibitive for most comprehensive school districts without a large percentage of weighted funding to offset costs.

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

Various data were examined to determine both industry/employment needs in the Dayton region, as well as student interest/skill levels to ensure continued success of the program.

*The Greene County ESC provided every Greene County school district with multi-year access to a robust Career Exploration/Career Development platform, **Pathful Explore**, through the Extended Learning ESSER grant. This digital platform is a personalized computer-based program that features multiple student career interest surveys, hundreds of career vignettes, a college portal where students can directly apply to a variety of college and career training centers, and a trademarked Career aptitude assessment for students 16+ years old. The data from the student surveys was aggregated to identify collective trends, interests, and CTE needs.*

*Beavercreek City Schools uses a different platform (**YouScience**), but this platform also provides specific largescale data metrics reflecting aggregate student strengths and key areas of interest for Beavercreek students.*

Collectively, CTE programs emerged across the local Greene County districts as an area of interest and need for Greene County comprehensive school districts. Embedding more CTE programming also has the power to satisfy our regional business and industry partners' needs for a pipeline of multiple skilled employees – in addition to the students that the career and technical sites can serve. It is a numbers issue – there are understandably caps on student numbers for each of their programs, limiting the number of students who will be accepted into certain programs; to be more inclusive, traditional schools MUST be permitted and supported with technical and financial resources in their efforts to expand and embed more CTE pathways in their own districts – not in competition with the Career and technical schools, but in collaboration with them to serve more students and to increase the skilled employee pipeline for our business and industry partners.

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

Expansion of CTE programming is beneficial in a multitude of ways for students across the county. The expansion of CTE focused programs supports students' transition from school to college, military, or addl. post-secondary training through increased relevant, hands-on learning experiences. These programs strengthen students' skills and provide a context for how their academic courses fit into practical real-world applications.

In expanded CTE programming, students are given the skills necessary for employment and/or further training in their selected field of study. The programmatic CTE career fields were chosen based on both student population size, interest, and employment needs in the region. Student instruction is done in conjunction with industry partners, including several BAC colleagues, to assure the training meets current standards in the field.

Lastly, when embedding CTE programs in comprehensive schools, students can access CTE programming without having to leave their home high school. Remaining in their own home school districts was identified as a priority for a large number of students who felt connected to their high schools and did not want to leave in order to access CTE opportunities. Embedding and expanding CTE content in school districts allows students to have the choice to remain integrated in their own high schools.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

Collectively, the expansions of CTE programming countywide opens up more opportunities for all students, including students with disabilities, to have access to more hands-on, relevant learning experiences which supports successful transitions to post-secondary careers or continued training.

One CTE program, Career Based Intervention (CBI), is designed for students with special needs as the target population for worked-based experiences and training.

Expanding and embedding more CTE programs in comprehensive schools provides more touch points for developing pathways that support all students, including students with disabilities (SWD). SWD can access the support of an IS in their own setting, which may incentivize taking a risk to try CTE pathway courses and CTE programs.

The Pathful Explore career Exploration/Career Development platform, as a component of CTE, county-wide expansion engages all students in first-person video vignettes that align with their particular career fields of interest and aptitude, and generated digitally from personal survey and career assessment inventories. *For students with special needs, exposure to hundreds of job videos that match their specific aptitudes equates to opening up a multitude of **opportunities and possibilities** – Particularly since Pathful Explore features jobs in a tiered manner; meaning that they demonstrate how a given job may “look” from a very basic entry level with only a diploma, and how that job appears when growing in complexity and in salary with new credentials earned, and with advanced degrees. *This is far less intimidating and allows all students to see themselves in scores of the career videos, rather than assuming that their disability will automatically exclude them from having so many choices to consider in the selection of their future career.

The alignment of an individual’s strengths directly to specific career fields and particular jobs showcases a **strengths-based approach** to career exploration and career development, which is critically important for students with disabilities who too often contend with messages of deficits and weaknesses.

BUILD PARTNERSHIPS

Describe how the business advisory council plans to **Build Partnerships** for the for the 2024-2025 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, and initiatives spearheaded by these collaborations. Demonstrate cooperative efforts between districts and partners to benefit students and businesses.
- When describing initiatives, please tie them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

Countywide Career Connections Coordination:

The implementation of a new **Career Connections Coordinator** role is in part responsible for facilitating and coordinating career-based activities and instruction for all Greene County School Districts. The Career Connections Coordinator is assisting all school districts as they work to expand opportunities within the county; this support occurs across all schools and stages of their educational programming. In many cases, this Coordinator serves as a liaison between the business and educational communities since those career fields traditionally have only partnered largely in Career and Technical sites.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

Cedar Cliff Local School District (100%)
Beavercreek School District (100%)
Xenia City School District (100%)
Fairborn City School District (100%)
Bellbrook-Sugarcreek School District (100%)
Yellow Springs Exempted Village School District (100%)
Greene County Career Center (100%)
Greene County ESC Alternative Programming (100%)
Greeneview Local School District (100%)

Initiative 1

List all businesses involved.

The business and industries involved are listed above in our BAC membership category as part of this submission process.

Additional businesses include those that this coordinator worked with to support immediate employment for several students in Greene County, particularly those in underserved and alternative programs.

These business connections are captured in the following Google link that was shared with all Greene County schools: [GCESC Career Connections Internships & Employment Contacts](#) link

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

The Career Connections Coordinator position began in January of 2024 through to the end of the school year. 2024-2025 represents the first full-time academic year for the position.

The Greene County districts are working to obtain funding sources to secure another coordinator for the ESC Career Connections Coordinator position, as the Beavercreek School district contracted the majority of the current coordinator's days.

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

Reliable funding sources for the newly created Career Connections Coordinator position represents the most pressing need to ensure that partnerships and momentum can continue.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Funding will continue to be the major challenge for this position moving forward. The BAC worked with the Greene County Educational Service Center to initiate the funding for this new role through the GCESC's Extended Learning grant (ESSER). The GCESC is coordinating with the BAC now to solicit input and pathways for the continued financial resources needed to maintain the position to provide support to all the districts.

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

The Career Connections Coordinator has provided Internship pathway opportunities for all students at the HS level for every school in Greene County. By serving as the communication resource for opportunities, the districts are better able to meet student interests and needs.

- *The Career Connections Coordinator has provided interview opportunities and found employment for 5 students during the 2023-2024 academic year (between Jan – May)*
- *The Career Connections Coordinator has already secured such opportunities for four students in the 2024-2025 academic year. * Virtually all of these opportunities were extended to at-risk and under-served student populations in Greene County Districts.*

The Career Coordinator provided an "Employment Link" to all districts in the County. This employment link provides employment pathways for students who choose to pursue career opportunities upon receiving a diploma. The focus for the digital resource is to provide opportunities to earn a living wage in Greene County business and industries able to receive graduating seniors with entry level positions (no additional education or training required).

How does this initiative help to develop relevant in-demand skills for students and educators.

The Career Connections Coordinator has assisted districts in Greene County with educational exposure opportunities for students. By providing contacts and assistance for Career Fairs, Career Field trips, and Career-related educational materials, he has provided opportunities for hundreds of students in Greene County in a short period of time.

Lastly, the Career Connections Coordinator serves as a mentor and educational presenter for OhioMeansJobs training and employment skill acquisition. During the 2023-2024 academic year, the Career Connections Coordinator instructed and mentored 15 at-risk students, developing interviewing skills and helping them learn how best to conduct employment searches; additionally, all school districts in Greene County are able to access this coordinator to assist them with employment preparation and skill development as an on-site presenter/educator resource at their disposal..

Initiative 1

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

The Greene County ESC placed and mentored several student interns with significant disabilities as a part of their educational programmatic goals in the Project Life career internship program. These student interns learn about employability skills through authentic work experiences and work to grow in greater independence. During the 2024-2025 school year, the Career Connections Coordinator assisted with the placement of these student interns with disabilities in valuable job training/job shadowing opportunities.

The Career Connections Coordinator met with nearly 30 students in at-risk programs throughout the county during the initial phase of the position's creation. All of these students are challenged by significant barriers to their schooling and many of them qualify for (formal) special education service; others have been identified as vulnerable youth who benefit tremendously from additional interventions and support to help them find their pathway after graduation.

Initiative 2

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

Internship Development:

The School Districts in Greene County, in conjunction with the County BAC and the Greene County ESC have worked in concert to create or find Internship opportunities for HS students that extend beyond merely accessing CTE educational programs. Internship opportunities have historically been available to the students accepted into the Greene County Career Center; the newly established Internship models provide a mechanism for students to gain employment, obtain job skill training, develop a professional network, and garner HS credit while in the traditional HS setting. This is still somewhat in progress.

*Beginning in the 2022-2023 academic year, the Greene County ESC provided every Greene County school district with multi-year access to a robust Career Exploration/Career Development platform, **Pathful Explore**, through the Extended Learning ESSER grant. Greene County secondary schools and ALL staff affiliated with each site license gained access to a robust career exploration program, "Pathful Explore." The Pathful Explore Career platform is currently embedded in 6/7 school districts in Greene County at various secondary grade levels. This digital platform is a personalized computer-based program that features multiple student career interest surveys, hundreds of career vignettes, a college portal where students can directly apply to a variety of college and career training centers, and a trademarked Career aptitude assessment for students 16+ years old. The company added micro-credentialing options at the request of the BAC co-chair to assist the districts with providing meaningful seal opportunities for students working through all of the content and passing the tests. This program was formerly named, "virtualjobshadow.com," because the intention was to provide experiences for students that mirrored a job shadowing experience through the career-based videos. The platform's features have grown into far more than (only) a job shadowing experience for students; however, despite their broad growth they have maintained their focus on providing virtual job shadowing exposure to students - a precursor to going out on internships. This is a solid first step forward.*

In an effort to expand the career training model, during the 2024-2025 school year, a Non-CTE Internship pilot program was established for a small number of students. This first academic year also provides time for the Career Connections Coordinator to procure industry area placements for those students seeking employment training. This is in the beginning phases.

Greene County BAC member, Dr. Cassie Barlow serves as the President of Strategic Ohio Council for Higher Education (SOCHE). Through her SOCHE work, Dr. Barlow introduced a PAID INTERNSHIP model that has begun to gain traction. SOCHE became a state intermediary through their internship model, where business and industries can register to hire a high school junior or senior intern, and high school juniors and seniors can apply for a paid internship experience. SOCHE "marries" the two and simplifies the hiring logistics of minors for the business and industries. They were fully funded to sponsor IT interns and partially funded to support internships with businesses in career fields other than IT. The Greene County ESC took the lead by hiring the first intern in 2023 – 24. Another intern was hired through SOCHE this 2024 – 25 school year. This is an example of how collaborating on efforts helped to achieve common goals for the BAC, for the school systems, and for students in Greene County.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

Greene County Career Center - 100% impacted by these expanding internship opportunities

Greene County ESC - Participated as an employer of a student intern from Greene County Career Center

Beavercreek City Schools – 100% of Junior and Senior students eligible

Bellbrook-Sugarcreek Schools- 100% of Junior and Senior students eligible
Fairborn City Schools - 100% of Junior and Senior students eligible
Working on expanding into other districts...

List all businesses involved.

SOCHE has an expansive list of business participant, as does the Greene County Career Center.

The comprehensive schools are still developing individual partnerships, but our BAC business representatives have been involved and supportive of garnering enthusiasm for the SOCHE model as a win-win for all.

Also, the United Way of Greater Dayton Area (UWGDA) BAC members have been working to connect BAC co-chairs with successful internships occurring in adjacent districts and counties to explore what worked and didn't..

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

SOCHE has timelines that are specific to their model.

Greene County Career Center typically reserves internships and apprenticeship opportunities for senior students as a way of applying their knowledge in authentic contexts.

The Greene County ESC (on behalf of our BAC and this larger objective) continues to expand local leadership's knowledge of available internships through inviting guest speakers (including the Career Connections Coordinator and the SOCHE president) to share at our scheduled county admin meetings hosted at the ESC.

Beavercreek is developing direct internships with QQE, as a Beavercreek manufacturing business. This is not driven by timelines, but by working out the objectives and logistics thoughtfully so it succeeds.

This is ongoing work and context-specific.

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

Business and industry partners willing to take on junior and senior student interns in a role of mentoring and supporting their employability development.

Manpower to facilitate understanding and execution of these new models.

Ongoing communication systems to ensure clarity of commitments, expectations, agreements and outcomes for employers willing to work with interns, and communication through high school principals and guidance personnel to ensure students are aware of internship opportunities and the benefits. (The communication has to be continuous – not a one-and-done, especially with leadership turn-over at secondary. New principals need to be informed and existing principals need reminders of the processes for accessing these opportunities.)

Continued grant-funding to refine and normalize internship models – especially through quality intermediaries such as SOCHE, who simplify and bridge two otherwise disconnected entities (school systems and businesses).

Stronger focused training opportunities for high school guidance counselors, as gate-keepers for most career-based initiatives at HS level, on the tangible and long-term benefits for students to engage in quality internships.

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

Challenges are identified in the above listing of resources needed.

It takes time, clear messaging, and funding to overcome the challenges to embedding such a model across the local high schools.

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

We could produce data for Soche internships and GCCC internships but we are still developing systems for documenting internships, countywide in the local comprehensive districts. Eventually, we would like to survey both the student participants and the business and industries working with student interns to gather feedback.

How does this initiative help to develop relevant in-demand skills for students and educators.

The support for goals of developing relevant in-demand employability skills and aptitudes are obvious – the more experiences the students are provided, the clearer their understanding of career opportunities that exist in their own county – also, they have contextual knowledge of how careers actually operate – not theoretical ideas about what it would be like. Internships provide an incredible win-win for students and for employers by creating relationships and a potential pipeline of vetted employees upon graduation of high school, or college.

Additionally, many students are learning that several business and industry partners will pay for their dedicated employees to further their education in service to the company – this was a big surprise as many students expected they would have to personally assume debt in continuing their education.

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

Some of the internships and work-based educational opportunities are designed to support students with disabilities, including the enhanced Career-Based Intervention (CBI) program, serving majority of student with disabilities, and Project Life, designed to provide multiple work-based experiences for students with more significant disabilities to ensure they are being supported in a transition to the workplace with practical employability skills, and support systems to help them succeed.

Note: May add cells as needed.

Coordinate Experiences

Describe how the business advisory council plans **Coordinate Experiences** for the 2024-2025 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).
- When describing initiatives, please tie them to previous initiatives so that the Department can see the progression of the business advisory council from year to year.

Initiative 1

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

The new Career Connections Coordinator position and the role is founded on coordination and bridging schools with other agencies and businesses so they can forge connections and relationships to provide opportunities to students.

- *The nuances of this position are already detailed previously (see Initiative 1 under “Building Partnerships”)*

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

- *Details provided in prior section (Initiative 1 under “Building Partnerships”)*

List all businesses involved.

- *Details provided in prior section (Initiative 1 under “Building Partnerships”)*

Initiative 1

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

- Details provided in prior section (Initiative 1 under “Building Partnerships”)

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

- Details provided in prior section (Initiative 1 under “Building Partnerships”)

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

- Details provided in prior section (Initiative 1 under “Building Partnerships”)

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

- Details provided in prior section (Initiative 1 under “Building Partnerships”)

How does this initiative help to develop relevant in-demand skills for students and educators.

- Details provided in prior section (Initiative 1 under “Building Partnerships”)

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

- Details provided in prior section (Initiative 1 under “Building Partnerships”)

Initiative 2

Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?

One of the goals discussed at our Greene County BAC meetings in past 4 years was to sponsor a Summer Career Camp for middle school student in Greene County. Funding was an ongoing barrier, however, so the pursuit was tabled and other initiatives were prioritized.

Action steps:

Through a professional colleague, one of the BAC co-chairs was introduced to a member of the Ohio Afterschool Network (OAN) who was seeking proposals for a grant to support student STEM exposure and projects during after school hours. After reviewing the grant provisions/objectives and determining that the career camp idea addressed the grant requirements, she submitted a proposal for the Moonshot Catalyst (Ohio Afterschool Network) mini-grant to sponsor a “**Career Camp**” for students in Grades 6 and 7 complete with an anticipated budget, and was awarded the funding. This allowed the BAC to address the goal of providing a summer career camp.

The camp was designed to provide placements for underserved middle school students throughout the rural areas of Greene County AT NO COST TO THE DISTRICTS OR THE PARTICIPANTS. By focusing efforts in the

rural/smallest districts in this grant, the camp was able to provide direct hands-on learning and in-depth exposure to students who would otherwise be overlooked in career exposure/career development opportunities. Due to the collaborative efforts of our BAC members and friends across the county, students were introduced to five career fields, including: Transportation Systems; Engineering and Science Technology; Health Science; Manufacturing; and Law and Public Safety. These students had the opportunity to meet and interact with a variety of professionals throughout Greene County as they engaged in hands-on lessons and activities, followed up with daily visitations to several businesses, agencies, and industries across the county.

The BAC Co-chairs collaboratively coordinated to tackle multiple logistics, including securing local teachers and several business, agency and industry partners to carry out the grant commitments. Additional action steps included securing a transportation contract; scheduling two prep meetings for teachers and their related industry partners; coordinating with various points of contact for each field trip visitation; ordering all requested instructional materials; creating and disseminating permission slips, emergency medical documentation, etc., budget management and fund appropriation, and providing student lunches each day. The BAC members and local business partners also coordinated to offer tremendous assistance for this pilot BAC summer career camp.

List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.

Cedar Cliff Local Schools District
Greeneview Local School District
Yellow Springs Exempted Village School District

The eligible/impacted students were those who were finishing their 6th or 7th grade year without behavioral or attendance issues who would likely benefit from the experience, and who would not hinder the experience for others. One goal of the grant was to try for an equal distribution of females to male participants.

In terms of numbers, each of the 3 small rural districts was asked to select between 3 – 5 students with an aim to keep the registrants at a manageable number in the first year.

List all businesses involved.

- NAMRU (Naval Medical Research Unit), Dayton – Wright Patterson Air Force Base
- Miami Valley Hospital Jamestown Emergency Center (Premier Health)
- Quality Quartz Engineering (QQE)
- Morris Bean & Company
- Xenia Greene Communications 9 1 1 Emergency Call Center
- Greene County Sheriff Office
- Cedar Cliff Local School District - School Resource Officer (SRO) and former detective

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

- Grant submission was deadline-bound
- Securing teachers and business partners was on a timeline as their teaching contracts conclude typically in late May
- Preparing requisitions required a quick timeline to process the purchases prior to clerical personnel being off contract for summer
- Scheduling the timing of the camp was strategic to ensure ample student participation and avoid family vacations
- Lead time was needed to enlist full business and industry engagement
- Student paperwork had to be submitted prior to attending camp, boarding a bus, or participating in any visitation – all time-bound and time sensitive

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

- All resources were detailed in the grant – Student participants, teachers identified for each day of the camp, business and industry partners willing to collaborate with us to support the students' learning experiences, a wide variety of instructional materials and hands-on supplies, Chromebooks, school bus and driver each day, camp directors, lunch for students and a facility for convening AM work

Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?

- It was a great success but required a lot of work to build it from the ground up.

**To overcome that challenge, it would be good to standardize the camp operations from year to year, so those logistics are known and do not have to be built or altered each year. (Create SOPs)*

- *Another hurdle was ensuring ample student interest and participation (and family knowledge of the camp).*

**To overcome the concern, possibly interview students from the prior year (video) and the teacher participants to use as a promotional tool to advertise the camp and generate interest and enthusiasm.*

- *Limiting the districts able to participate was a constraint*

**To ensure equitable access to the camp opportunity, design a rotation of student participants from different districts across the county*

- *Funding is and will be an ongoing question – how and who will sponsor this long-term?*

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

- *Students completed a grant survey for the OAN Moonshot Catalyst grant sponsor*
- *Students also completed a brief satisfaction survey for BAC co-chairs to inform possible changes to the camp design.*

How does this initiative help to develop relevant in-demand skills for students and educators.

- *Through providing hands-on lessons in a particular career field and specific job, and then following up that same lesson by witnessing various elements of that career in an authentic context. Also, it is impactful when the employees are seen doing a variety of the tasks that the students discussed and studied.*
- *It's also highly beneficial for students to see women in non-traditional roles, and see individuals of different races and backgrounds represented in each of the career fields explored. In these diverse career representations, students are more able to see themselves reflected in the professionals across the spectrum of jobs and career field explored. This opens up more future possibilities for students in personal ways that might not have been previously considered.*
- *Students having the ability to interact directly with practitioners in several different careers is powerful. Firsthand knowledge and direct conversations and explanations invoke a different level of attention and interest from the students in the jobs being performed and what is entailed in each*

How does this initiative impact students with disabilities? Please refer to the [State Systemic Improvement Plan](#).

- *No restrictions were established regarding students with disabilities – the same general student profile was requested regardless if a student did or did not have a disability. In fact, we only learned after the camp concluded that 2 of the students were identified as students with disabilities (with IEPs)*

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

The Ohio Business-Education Leader Awards for Excellent Business Advisory Councils recognize educators, businesses, 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 Ohio Business-Education Leader Awards for Excellent Business Advisory Councils recognize educators, businesses, 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.

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 pursuing this recognition will be considered for awards of excellence and star ratings.

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 from the Department's Microsoft Forms by **Sept. 30, 2024**.
- **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 of the following award categories based on the submission materials provided:
 - 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 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 from 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. 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, outcomes, and data).
 - b. Include how the business advisory council is preparing students with both technical and professional skills needed to address local business needs.
 2. How has the business advisory council and its members supported students in work-based learning (internships, apprenticeship and pre-apprenticeship) opportunities? (**NOTE: Career exploration activities such as job shadowing, mock interviews, and mentoring should not be included in data.**)
 - a. What percentage of students within the BAC have been placed in work-based learning experiences?
 - b. What are some examples of high-quality, [work-based learning](#) supported by your business advisory council?
 - c. How many of your business partners have accepted students into work-based learning experiences?
 - d. How has work-based learning benefited students and employers?
 - e. What percentage of students have earned an in-demand, [Industry-Recognized Credential](#) because of the work-based learning experience with employers within the BAC?

3. How has the business advisory council supported mentorship programs and/or provided networking opportunities for students and professionals?
 - a. What career activities have been influenced by the business advisory council? (Include districts involved and data on students involved in each activity.)
 - b. What professional development opportunities are available through the business advisory council for teachers? (Include teacher bootcamps, externships, and tours.)
4. What major decisions has the business advisory council influenced for the member school districts, and how have decisions impacted students, educators, and curriculum?
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.)
6. How is the 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)?
7. What barriers has your business advisory council encountered in implementing these quality practices?
 - a. How has it overcome these barriers or what needs to occur to overcome these barriers?
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.
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?
10. What additional information would you like to share about how career readiness experiences are coordinated? How have these experiences benefited students and employers?
11. Which business partner has been the most influential on the business advisory council and why?