

Clermont County ESC Business Advisory Council

School Year
2020-2021



Clermont County Educational Service Center

Business Advisory Council Plan: Academic Year 2020-2021

Mission: Foster cooperation among schools, businesses, and the communities they serve to ensure the work of educators aligns with the needs of businesses, with outcomes of raising educator awareness of the local labor market, promoting work-based experiences within businesses, and helping students prepare for successful learning and employment opportunities.

Membership: Identify the composition of the business advisory council. Identify industry representation, including economic and workforce development partners participating in the council. If this is an educational service center-supported business advisory council, list supported districts.

2020-2021 CCESC Business Advisory Council Members:

Member	Employer	Industry
Cyn Macke	Clermont Chamber Foundation	Work Readiness Initiative
Amanda Davenport	Fifth Third Bank	Banking
Stewart Greenlee	Center Bank	Banking
Sheila Hinton	Clermont YMCA	Recreation
Andy McCreanor	Access Business and Development	Executive Coaching
Bob Pautke	LEAD Clermont Academy	Leadership Development
Tom Rocklin	Siemens PLM Software	Technology
Kurtis Taylor	Tata Consultancy	Technology
Joy Lytle	Clermont Chamber of Commerce	Business
Jeff Weir	CCESC	Education

2020-2021 CCESC Educator Business Advisory Council Members:

Member	School Building, District or ESC	Title
Keith Millard	Batavia LSD	Superintendent
Melissa Kircher	Bethel-Tate LSD	Superintendent
Michael Brandt	Clermont Northeastern LSD	Superintendent
David Gibson	Felicity-Franklin LSD	Superintendent
Matt Earley	Williamsburg LSD	Superintendent
John Spieser	Milford Exempted VSD	Superintendent

Schedule of Meetings

The CCESC Business Advisory Council meets on a quarterly basis. The planned meeting dates for the 2020-2021 school year include:

Date 1: December 9, 2020	Date 2: December 17, 2020
Date 3: March 18, 2021	Date 4: June 17, 2021

Responsibilities: The Council will make reports to the CCECSC Governing Board as necessary and assess the adequacy of the Council annually and recommend proposed changes to the Board for approval. The ESC superintendent will make reports to the districts represented by the Council in fulfillment of all terms stipulated in formal agreements between the districts and the ESC and pursuant to responsibilities articulated in ORC 3313.821.

Among Council's primary responsibilities is creation, oversight, and annual adjustments to a Business Advisory Council plan designed to advance the goals and objectives of the BAC within the context of its roles and purpose.

Delineation of Employment Skills: The CCECSC business advisory council researched both formally and informally in-demand employment skills and provided recommendations on those employment skills to the governing board in the following form:

Regarding Employment Skills and Curriculum Development

- A. Update industry workforce training needs analysis for Clermont County in collaboration with the University of Cincinnati Economics Center, the Clermont County Chamber of Commerce, the Ohio Department of Education's OhioMeanJobs-Readiness Seal and related essential professional skills, as well as High Schools That Work (HSTW) Southwest Ohio's Employability Committee focused on work-based learning.
- B. Build Youth Programs with real-world applicability
 1. Employment Pathways
 2. Career Explorations events
- C. Search for means of assimilating more learning experiences that build soft skills and employability attributes into existing instruction.
 1. Project/Initiative/Event Name: *Apprenticeship Ohio / Clermont County Program*
 - a. Description: *High School students are involved in pre-apprenticeship, registered apprenticeship, and industry-recognized apprenticeship programs. These programs will teach basic technical and job-readiness skills for designated occupations and occupational sectors in accordance with standards established by the Ohio State Apprenticeship Council (OSAC), and lead to apprenticeships that provide individuals with opportunities to obtain workplace-relevant knowledge and progressively advancing skills culminating in an industry-recognized credential.*
 - b. Goal/Expected Outcome: *Clermont County high school students who have identified a career of interest or a career path associated with a particular occupation or occupational sector will engage in related training and instruction, on-the-job learning, mentorship, and supervision by experienced employees.*

Action Steps	Responsible Party	Deadline	Resources	Potential Barriers	Result/Metric of Success
<i>What action steps are required to meet the goal or expected outcome?</i>	<i>Who will complete the task?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of this task completion? How will you overcome these barriers?</i>	<i>What is the desired outcome of this task? How will you measure success?</i>
Coordination of efforts between schools and participating businesses in accordance with OSAC policies	Cyn Macke, WRI Project Manager	Spring 2021	Time commitments and schedule flexibility from schools	Schedule conflicts, status quo school experiences, COVID-related restrictions overcome by flexibility of all parties	District Readiness Teams “reimagine” HS experience Success measured by student participation in designed activities.
Implementation of pre-apprenticeship programs and training and pursuit of Registered Apprenticeship training recognition	District Readiness Team Leaders, School Administrators, and Apprenticeship Ohio participants	School Year 2020-2021	Business Sector participation, commitment to work-based learning by comprehensive high schools	Competing demands for limited resources, overcome by collective commitment to making programs happen	Student participation in all participating schools

Refinement of a Curriculum to Reinforce Employment Skills: Identify goals and develop a comprehensive plan for how employability skills will be taught and reinforced in kindergarten through grade 12. Provide recommendations on how the employment skills identified above will be integrated into and taught through existing curricula and/or the creation of new curricula. This plan should include both classroom instruction, as well as activities, events and programs. Address how existing programs will be sustained and new, innovative programs will be initiated and supported.

1. Project/Initiative/Event Name: *Work Readiness Skills Programs*
 - a. Description: *Curriculum was developed by members of CCEC’s Business Advisory Council and the Clermont Chamber of Commerce’s Work Readiness Initiative. BAC members will coordinate curriculum refinements to more comprehensively incorporate the 15 essential professional skills identified by Ohio businesses to facilitate preparation of students to demonstrate proficiency in each.*

- b. Goal/Expected Outcome: *Students demonstrate professional skills in school environments during the school day or through participation in extracurricular activities, or in work or community environments, with alignment, advocacy, advisement, and assistance from businesses and business leaders, manifested through acquisition of OMJ-Readiness graduation seals.*

Changes in the Economy, Job Market and Future Job Availability: Explain how the business advisory council will identify essential data elements to study historical and future changes to the economy and job market.

Job Market and Employability Data Analysis

Baseline information and environmental context for the work of the BAC was established and subsequently reexamined with data gathered from employers and community members through three different predominant efforts.

First, The UC Economics Center for Education and Research prepared a Clermont County Education Survey overview for the Economic Development Corporation of Clermont County in June, 2009. The survey sought to identify a strategic direction for the county's efforts to improve its economic vitality, including improving the workforce through collaboration between and commitments from business, government, and education leaders, combined with public support.

Second, in 2014, economic development and quality of life issues were explored and subsequently created new priorities for future growth and development throughout Clermont County. This exploration involved over 500 "community conversations" and feedback on goals from almost 600 community members through workshops and surveys. The result was emergence of a clear set of values and themes important to Clermont County residents and businesses, which were ultimately articulated in the form of 23 goals across four areas (education, jobs, health, and vibrancy) in a format known as Agenda for the Future. The strong focus on jobs and education affirmed the importance of the business sector and educators joining forces to create meaningful learning experiences that more effectively prepared the workforce of tomorrow.

Third, in 2017, The Workforce Investment Board representing Clermont County issued findings and recommendations on workforce development transformation. The findings were derived from the input of 26 employers across the region. Among the report's recommendations was the need for greater collaboration between employers and service providers including schools that would transform the relationship from a feeder system to a partnership.

To continue the data stream that has informed the goals and activities of the CCESC BAC, council members connected with HSTW Southwest Ohio's Employability Committee that serves the majority of districts in the county to identify new employability standards, facilitate work-based learning among its member schools, and proliferate training in the essential professional skills stipulated by ODE for students earning its Readiness Seal for graduation.

1. Project/Initiative/Event Name: *One-to-One and Career Mentoring*

- a. Description: *Volunteers devote “one-to-one” time to mentor individual students at least once each month during the school year to help students build capacity to overcome barriers to their learning and future employment prospects and to work with students on understanding the importance of soft skills and helping students strengthen those skills. Career Mentoring, also known as speed mentoring, involves volunteer business professionals and community leaders participating in small group mentoring sessions in various career fields in a fast-paced session that allows both mentors and students to share ideas and aspirations, as well as mentors imparting lessons from their own personal experiences related to formal preparation and soft skills necessary to compete and succeed in their work field*
- b. Goal/Expected Outcome: *Students assess aptitudes, address learning and career barriers, explore vocational pathways, and develop plans for attaining personal career and life goals*

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One-to-One Mentors provided to all districts	Work Readiness Initiative (WRI) members, Clermont Chamber personnel, school counselors	January 2021	Business sector volunteers, school event coordinators	Lack of volunteers, overcome by use of WRI’s inventory of participants from business sector and recruitment assistance of Clermont Chamber Foundation	student participants in every high school and the juvenile detention center; Success measured by participation and anecdotal feedback
Career Mentoring events	WRI volunteers and Clermont Chamber personnel	Calendar Year 2021	School venues, business sector volunteers	scheduling conflicts, lack of volunteers, overcome by connections with district WRI team leaders and school administrators	Student participation, anticipated to be over 600 students cumulatively across all events scheduled.

Developing Relationships: Primarily through a sustained and increasingly intensified commitment to Clermont County’s Work Readiness Initiative since 2012 on the part of all school districts in the county as well as representatives of key businesses and influencers from both private and public sectors, CCESC’s Business Advisory Council plans to continue cultivating relationships among business, labor, and education by focusing on the following tasks and any others identified through implementation of all other activities and events described in this plan:

- A. Continue implementation of “Phase Two” plans of the Work Readiness Initiative focused on student internships and work-based learning experiences with major businesses.
- B. CCESC provide free background checks to business and community members volunteering in programs connected to implementation of this plan.
- C. School district leaders meet with executive leadership of major businesses to create context for student learning, to learn more about employer needs, and to develop experiences for students.
- D. Exploration and possible development of a Career Readiness Endorsement to connect students with local businesses, perhaps affiliated with HSTW and utilized as a sanctioned local seal in lieu of or in conjunction with state OMJ-Readiness graduation seal.
- E. Continued participation of volunteers from companies and organizations within Clermont County in activities that directly involve students from all districts in the county.