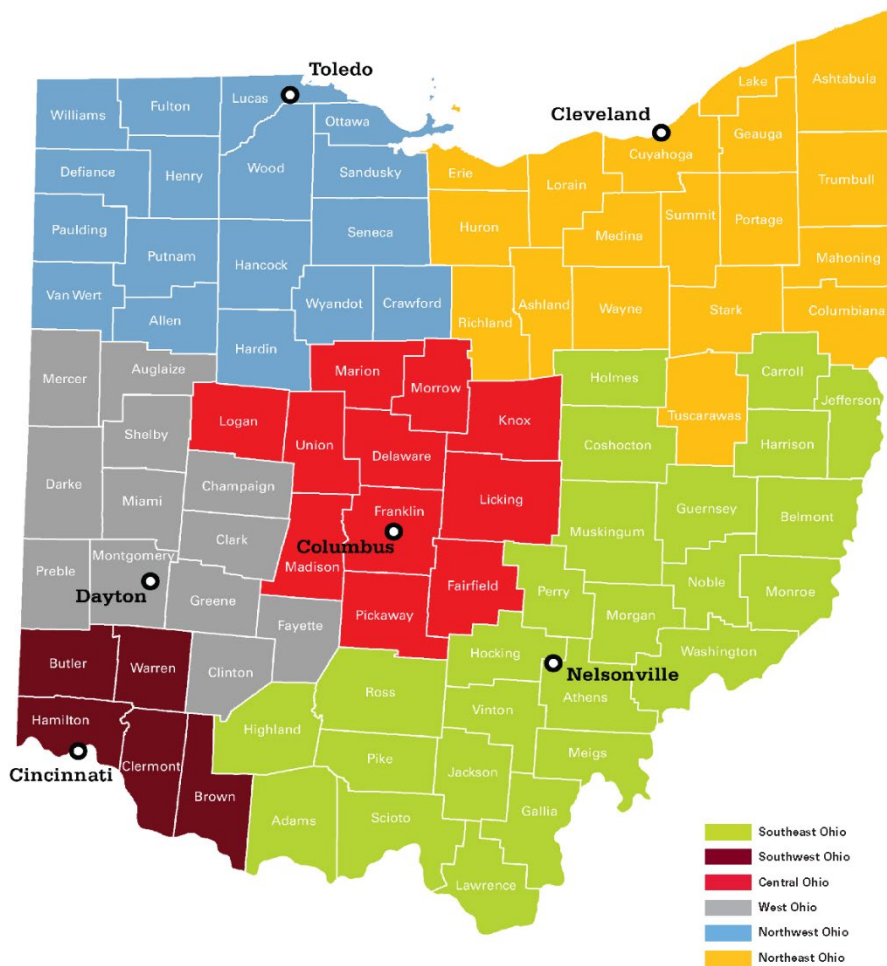


2024-2025 Business Advisory Council Plan Template

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
Piqua City Schools	Dwayne Thompson, Superintendent	thompsond@piqua.org	Scott Bloom, Curriculum Director	blooms@piqua.org

Note: May add cells as needed.

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
Nasekh Moniruzzaman	Recruiter	nmoniruzza@premierhealth.com	Healthcare Support
Tayte French Lutz	CEO	tflutz@frenchoil.com	Production
Kate Schulze	School Counselor	schulzek@piqua.org	Educational Instruction
Matt Cox	Business	thecox6@sbcglobal.net	Business and Financial Operations
Mimi Crawford	CEO	mimi.crawford@crayex.com	Production
J.J. Frigge	President	jfrigge@hartzellprop.com	Production
Cindy Frantz	Recruiter and Head of Community Relations	CindyFrantz@scottmcd.com	Business and Financial Operations- Food Operations

Jason Haak	Superintendent, Upper Valley Career Center	haakj@uppervalleycc.org	Vocational Educational Instruction and Library
Jean Heath	Nurse, retired	kheath@woh.rr.com	Healthcare Practitioners and Technical
Deb Holthaus	Tech Prep Coordinator	DHolthaus@edisonohio.edu	Educational Instruction and Library
Tony Lyons	Assistant Superintendent	lyonst@piqua.org	Educational Instruction and Library
Rob Messick	Principal, Piqua High School	messickr@piqua.org	Educational Instruction and Library
Scott Rasor	Regional Mortgage Loan Manager	scott.rasor@parknationalbank.com	Business and Financial Operations
Jim Sever	President and CEO	jim.sever@pscind.com	Construction and Extraction
Kathy Sherman	CEO, Piqua Chamber of Commerce	ksherman@piquaareachamber.com	Business and Financial Operations
Tony Trapp	Apprenticeship Coordinator, Upper Valley Career Center	TrappT@uppervalleycc.org	Vocational Educational Instruction and Library
Liz Sonnanstine	Career Connection Coordinator, Miami County Educational Service Center	liz.sonnanstine@mcapps.org	Vocational Educational Instruction and Library
Kristi Voisard	Career Navigator, Miami County Educational Service Center	kristi.voisard@mcapps.org	Vocational Educational Instruction and Library

Note: May add cells as needed.

Schedule of Meetings

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

Quarter 1 Meeting: 9/17/2024	Quarter 2 Meeting: 12/17/2024
Quarter 3 Meeting: 2/18/2025	Quarter 4 Meeting: 5/20/2024

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

The Mission of the Piqua City Schools Business Advisory Council for the academic year 2024-2025:

- **Advise the district on changes in the local and regional economy and job market and the areas in which future jobs are most likely to be available.**
- **Advocated for the employment skills most critical to businesses and industry and the development of curriculum to teach these skills.**
- **To aid and support the district by actively engaging in the development of working relationships among businesses, labor organizations and educators.**

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?
<p>On the Job Training, Credentialing and Preparation for Employment</p> <p>Students working in the Piqua City School's student-run coffee shop will develop skills that are required for employment in the food service and hospitality industry. These skills are based on concepts from the WorkKeys Customer Service curriculum.</p> <p>Students are provided with the opportunity to develop these work skills, utilize them in a real-world working environment, and become credentialed in the ServSafe Food Handler course.</p> <p>This program was constructed collaboratively with Piqua High School staff members, BAC members, and the Ohio State University Miami County Agricultural Extension.</p>
List all participating school districts. What percentage of students within the BAC will be impacted by this initiative?
Piqua City Schools
List all businesses involved.

Indian Trail Café
Scott Family McDonalds
Miami County OSU Extension

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

2023-2024:

- Identify essential skills and training process for student employees. Students work under the guidance of the Indian Trail Café manager to develop and strengthen customer service and food preparation skills.
- Provide ServSave credentials to 40 students

2024-2025

- Integrate WorkKeys Customer Service concepts into student training and preparation.
- Continue to enhance the abilities of student employees as the Indian Trail Café provides additional services to customers
- Provide ServSafe training to all employees
- Review Customer Service skills and protocols with Scott Family McDonalds to ensure that they are aligned with industry standards.
- Work with BAC and community employers to place students into jobs or work experiences

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

Piqua City Schools provides the coffee shop and employs the coffee shop manager.
Income from the student-run coffee shop are utilized to pay for ServSave credentials that are earned by students.
ServSafe Training is provided by the Ohio State University Extension Office in Miami County.
WorkKeys Customer Service Curriculum – provided by Piqua City Schools.
Members of the Piqua City Schools BAC are supporters of the Miami County ACT Work-Ready Community initiative.

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

Providing OTJ training to students is not a challenge as this employer is located on our campus.

Two main challenges exist:

- Increasing access to employers. We need to continue to increase student access to employers who are seeking students who are trained to provide customer service.
- Transportation. Student transportation in the community and region continues to be challenge. Many students lack transportation to the workplace.

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

Approximately 40 students per year are credentialed through the ServSafe process. 100% of these students have the opportunity to work in the Indian Trail café and to strengthen customer service skills.

The number of students who are working in the café has increased each year, as has the number of patrons who are frequenting the café.

Approximately 5-10% of students are employed by area businesses.

These opportunities also provide students with the opportunity to earn the Ohio Means Jobs graduation seal.

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

Customer service is listed in the top in-demand jobs for Ohio. Students in this program will be trained, credentialed and ready to enter into both the local and regional job market.

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

Nearly 100% of students in this program are students with disabilities. This program is designed to provide training and credentialing for these students so that they are able to become prepared to enter the job market. Customer service instruction, along with work-based learning instruction, is provided by an intervention specialist.

Initiative 2

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

Piqua City Schools and the Piqua BAC is committed to developing professional skills for future careers across all grade levels.

The concept of Success Bound students is the framework around which practices are built. Piqua City is committed to ensuring that all students are provided the resources and experiences to become Success Bound.

Piqua City Schools has developed a vertical alignment of experiences, opportunities, skills and credentialing for students in grades K-12. All of these events are aligned with one of the BAC Quality practices and aligned with the Success Bound concept.

Grade Level	Number of Students	Success Bound: Career Awareness, Exploration, Planning, Training Event	BAC Quality Practice	Business Partnership
K-12	3200	Piqua City Schools Success Bound Initiative	Professional Skills Build Partnerships Coordinate Experiences	Piqua BAC
K-3	1000	STEM Programming for all K-3 Students	Professional Skills	French Oil Miami County Parks LEGO
K-2	750	Big Trucks- Service Vehicles	Coordinate Experiences	City of Piqua Fire and Police Departments
3	500	Big Lift- Wind Turbines with STEM Students	Professional Skills Coordinate Experiences	Hartzell Propeller
4-6	800	STEM programming for all students grades 4-6	Professional Skills Build Partnerships	French Oil Hartzell
4	250	Junior Farmers Market	Build Partnerships	OSU Agricultural Extension
5	250	Hartzell STEM Day	Build Partnerships Professional Skills	Hartzell Propeller
Grade 7-8	500	STEM Courses	Professional Skills	Upper Valley Career Center
Grade 8	250	Higher Education Visit	Build Partnerships	Edison State Community College
9-12	40-50/year	ServSafe Credential and Student Coffee Shop	Professional Skills	Miami County OSU Agricultural Extension
9-12	60 in 2024 Approximately 70-100 per year	Piqua High School Pre-Apprentice Program	Professional Skills Build Partnerships Coordinate Experiences	Ohio Job and Family Services BAC Members
9-12	900	UVCC Satellite Program: Patient Care Mechatronics Pre-Engineering Family Consumer Science	Professional Skills Coordinate Experiences	UVCC Premier Health
9 th	250	Flex-Factor Pre-Apprenticeship STEM Program	Professional Skills Coordinate Build Partnerships	Sinclair Flex Factor
9 th	250	You Science for all 9 th grade students	Coordinate Experiences Build Partnerships	Miami County Educational Service Center You Science

10 th	250	Career Exploration Visit to Career Center	Build Partnerships Coordinate Experiences	Upper Valley Career Center
11-12	100	Work Base Learning	Professional Skills Build Partnerships	TOOLS Project ACT WorkKeys Many regional businesses
11-12	20-30	Career Navigator Services	Build Partnerships Coordinate	Miami County Educational Service
Teachers	20-30 per year	Educator Business Tours	Coordinate Experiences	Multiple BAC members

Please note- this is an ever-changing initiative that responds to the needs of students and employers in this region. Piqua City Schools constantly adapts, improves and evolves this initiative.

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

Piqua City Schools. 100% of Piqua City School students are impacted by the Success Bound integrated experiences initiative.

List all businesses involved.

Piqua City Schools	Miami County ESC	Hartzell Propeller
French Oil	OSU Ag Extension	Upper Valley Career Center
Edison State Community College	Sinclair	Flex Factor
TOOLS Project	City of Piqua	Miami County Parks

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

STEM Programming- year long for students
 Big Trucks programming – March-April of each year
 Big Lift Wind Turbines- January- April
 Junior Farmers Market- September
 Hartzell STEM Day- May
 ServSafe Credentialing- September – October
 Student Coffee shop- year long
 Pre-Apprentices- year long
 Flex Factor – December and April of each year
 You Science- October and March of each year
 Career Visits- spring of each year
 Work-Based learning – year long
 Career Navigator Services- year long
 Educator Tours- June

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

STEM instructors:
3 from Piqua City Schools
8 satellite instructors

Junior Farmers Market:
Funding for produce for students

The majority of the programming is integrated into the core curriculum for each grade level and provided by Piqua City Schools.

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

1. Additional business partners for Success Bound initiatives
The BAC has been presented with this Success Bound plan. The BAC will work to identify partners that would provide a meaningful experience for each grade level and/or group of students.

2. Developing additional experiences for students
The district and the BAC will continue to develop experiences for students. These experiences will be based on local and Ohio job trends.

3. Employment for pre-apprentices, work-based learning and credentialed students
The BAC will continue to search for employment opportunities for these students

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

The goal of this plan is to provide experiences to 100% of our students so that Success Bound experiences are integrated into our curriculum.

The number of students who take part in each initiative in our Success Bound plan is listed in the table above. This indicates that 100% of students at these grade levels are taking part.

The following initiatives are specific to a grade level or group of students. This data indicated changes in those specific initiatives:

- ServSafe: Student numbers increased between 2023-2024 and 2024-2025., from 25 students trained to approximately 40 in 2024-25.
- The number of certified pre-apprentice students increased from 12 to 59 in 2023-2024.
- You Science is now provided to 100% of grade 9 students, which has increased from 45% in 2023-2024.
- Work-based learning numbers continue to increase as students become more aware of employment opportunities. Nearly 100 students will take part in work-based learning in 24-25, up from approximately 70.
- Career navigator services are impacting more students. The career navigator partnership will work with 20-30 students in 24-25, which is an increase over 23-24.

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

The majority of initiatives in the Success Bound program involve all students, including those with students with disabilities.

STEM programming is specifically designed to provide STEM instruction to all students- including those with disabilities. ServSafe training is provided primarily to students with disabilities.

Work-based learning and pre-apprentice programming are also designed to address the needs of students with disabilities.

Note: May add cells as needed.

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
<p>Describe in detail the plan associated with implementing this quality practice. What collaborative action steps are required to facilitate achieving outcomes?</p> <p>In 2024-2025, Piqua City Schools will enter into an agreement with Edison State Community College to provide articulated credits to students who achieve bronze, silver, gold or platinum scores are on the ACT WorkKeys Work Based math assessment.</p> <p>This articulation will provide students with credits in Applied Mathematics. This 3-credit math course is a pre-requisite for multiple certificates and degrees.</p> <p>This process was designed collaboratively between Piqua City Schools and Edison State. Piqua City Schools will provide the ACT WorkKeys assessment for students and will identify students who would like to apply for the articulated credit. Edison State will work to analyze student results and provide the credit to students.</p>
<p>List all school districts participating. What percentage of students within the BAC will be impacted by this initiative.</p> <p>Piqua City Schools</p>
<p>List all businesses involved.</p> <p>Edison State Community College</p>

Initiative 1

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

Fall 2024-2025: Complete articulation agreement with Edison State Community College.

Early 2025: Begin to assess students in WorkKeys Applied Math.

Early spring 2025: Provide list of students who wish to apply for articulated credit to Edison State

Spring 2025: First cohort of students to receive articulated credit for WorkKeys assessment achievement

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

Provided by Piqua City Schools:

ACT WorkKeys curriculum – provided to all students

ACT WorkKeys Assessment- provided by Piqua City Schools

Conference of credit- provided by Edison State Community College

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

The main challenge is helping students to understand how these college credits can help them as they pursue employment of further education.

Piqua City and the BAC will provide students with a list of programs in which these math credits are a pre-requisite.

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

Approximately 60 students would have qualified for articulated credit in 2023-2024. This is the estimated number of students who would qualify if 2024-2025.

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

The ACT WorkKeys assessment itself is designed to provide students with credentials and strong work-based mathematics skills. Employers are able to use WorkKeys results to help determine job placement for potential employees.

Providing college credits to these students will open the door to additional education. Many students view college as more schooling beyond high school and are not aware of the types of programs available that can lead to credentials and certifications that meet the in-demand job needs.

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

Approximately 25-30% of students who are in Work-Based learning programs are students with disabilities. This ACT Applied Mathematics course and exam are focused solely on work-based skills. Students with disabilities have the opportunity to strengthen these skills and to earn college credit based on their understanding of math in the workplace.

Initiative 2

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

Piqua City School and Heritage Ohio will work in unison to develop and implement a Junior Mainstreet Board. This Junior Board will work to learn how non-profit organizations and boards work with their communities, will be trained in identifying and developing a community needs, and will learn to develop, coordinate, fund and implement a work plan to achieve their identified goal.

Local businesses and local economic development are a vital component of any strategic community plan. Many students have little exposure to concepts of non-profit boards, supporting and sustaining local small businesses, the interplay between government and business communities and the overall economic health of local communities.

This initiative is a collaborative partnership between Piqua City Schools, Piqua Mainstreet and the Heritage Ohio. This represents the first Junior Mainstreet board in Ohio.

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

The initial Junior Mainstreet board will be comprised of six students. However, this project will be embedded in a large group of service learning students at Piqua High School. The Junior Mainstreet board will work to design a project that will benefit their community- Piqua High School- so that all students are able to benefit.

List all businesses involved.

Piqua City Schools
Piqua Mainstreet – Non-profit
Heritage Ohio – Non-profit

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

September 2024- Junior Mainstreet board members identified
October 2024- First planning session with Mainstreet Piqua. Planning for project begins.
November 2024- Training with Mainstreet Piqua and Heritage Ohio
December 2024- Junior Mainstreet plans and conducts their identified work plan
January 2025- Junior Mainstreet reviews the process

January – May 2025
Repeated with second semester course members and second Junior Mainstreet board

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

Training with Piqua Mainstreet and Heritage Ohio: Provided by those organizations
Funding for Junior Mainstreet Project: Provided by Piqua Mainstreet

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

This is an entirely new initiative in Ohio. The length of time for planning and conduction a work plan may not fit within a student semester. This will be monitored closely and the work plan will be adjusted accordingly.

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

Measurable Outcome: The Junior Mainstreet will construct a work plan and conduct the work plan. There is no existing data for this. The BAC will measure the number of students who are affected by the Junior Mainstreet work, whether the Junior Mainstreet Board followed work plan processes, and the overall effectiveness of the work plan.

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

Local business owners and entrepreneurship are often overlooked when developing BAC initiatives. The Junior Mainstreet Board initiative will provide students with insight into how local business ownership works, how they become small business owners, and how their city actually functions to provide a high quality of life to its citizens.

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

This initiative is open to all students and will affect the school community as a whole, including students with disabilities.

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?

Work-based learning programming at Piqua High School. This initiative continues to be a vital connection between students and the business community.

Students in this program are provided with time to work during the school day. Students earn credits for working while simultaneously learning on the job skills and competencies.

The BAC is working to identify additional areas and opportunities in which students are able to work. BAC members continually strive to help identify these opportunities.

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

Piqua City Schools

List all businesses involved.

Multiple businesses in our community and BAC member are employing students, including:

Crayex

Hartzell

Piqua City Schools

McDonalds

In 2024-2025 the BAC added Premier Health to the council and will work to provide additional work-based learning opportunities in health care. Stole Manufacturing has also been added and will work to provide work-based learning opening for students.

Initiative 1

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

Fall 2024: student enter the WBL course and begin training with ACT WorkKeys curriculum (Applied Math, Workplace Documents and Graphic Literacy). The WBL course provide not only job placement assistance but credential obtainment opportunities.

October-December: Job placement begins for students. Piqua High School employs WBL coordinator to assist with job placement. BAC members are contacted and prioritized as job sites.

Winter 2024-2025: Students are provided with the WorkKeys assessment, learn to apply for the National Career Readiness Credential, apply for credit articulation with Edison State Community College, and continue to develop on the job skills with employers.

Spring 2025: graduating students and those who require assistance work with Career Navigator Services. These services are supplied by the Miami County Educational Service Center and are designed to help students transition from Work-Based Learning to long-term employment.

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

There are two main challenges to this initiative:

1. Job placement. The amount of job placement openings needs to expand. We also need to work with employers to provide flexible shifts or hours to work-based learning students.
The BAC will work to identify different ways to hire these students. For example, Stole works with three-hour shifts four days a week to help students who are work-based learning programs.
2. Transportation continues to be hurdle. The barriers to driving and the cost of transport and insurance is often prohibitive.
The BAC has admittedly struggled with this for many years, with few solutions. This will continue to be a challenge that needs constant attention.

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

Measurable Outcomes:

Number of students place in WBL positions

Number of BAC members or local employers who are hiring WBL students

Increase or decrease over prior years

Students place in in-demand fields

Number of Students credentialed in any area that are working in the WBL program

Types and number of credentials earned

This data needs to be collected more regularly in the 2024-2025 year so that BAC members have data to help identify ways to work with students.

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

Job placements that develop in-demand skills are a priority in the WBL process.

Initiative 1

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

The WBL initiative is designed to provide any student with the ability to work and learn simultaneously. Many students with disabilities take part in the WBL program.

Initiative 2

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

Increasing access to College Credit Plus courses and early obtainment of college credits.

In the past few years the BAC has worked to help identify Work-Based Learning and pre-apprentice opportunities for students. Early obtainment of college credits through the College Credit Plus program is the next step of providing all students with the opportunity to earn post-secondary credentials and credits.

Piqua High School has worked with Edison State Community College to provide additional access to college credit plus courses by investing in and increasing the number of college credit plus teachers who are on the Piqua High School staff.

Piqua High school has added two language arts teachers and one mathematics teacher who are qualified to deliver Edison State courses to students on the Piqua High School campus. This has provided an increased opportunity to these students and removed multiple challenges for these students. Students are able to enter a college course with teachers they know, on a familiar campus, with no need to transportation. Without these hurdles a large number of students are able to begin earning college credits.

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

Piqua City Schools

List all businesses involved.

Edison State Community College
Wright State University

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

2023-2024: One language arts teacher completed training to become college credit plus certified and able to teach college courses

2024-2025: One additional language arts teacher and one additional mathematics teachers have been trained to become credentialed to teach college courses

Fall of 2025: Piqua High School will have College Credit Plus instructors in:

- Mathematics (Two Staff Members)
- English Language Arts (Two Staff Members)
- World History (One staff member)

Note- these are not additional hires, but rather are existing high school teachers who have undergone additional training.

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

Funding for training teachers. Piqua City Schools has provided this funding
Articulation with Edison State Community College.

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

The main challenge is to identify and train high school teachers to deliver college credit plus courses. These teachers must have obtained 18 hours of graduate level coursework to teach college credit plus.

Piqua City Schools has overcome this by paying for and providing multiple opportunities for our teachers to be certified to teach college credit plus.

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

Measuring the number of students who successfully complete the on-campus college credit plus course this year will be measured and provided to the BAC.

18% of graduating seniors in 2024 earned at least 12 college credits. The goal for 2025 is to double that percentage.

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

Obtaining college credits is often a challenge for students, but also are necessary for students to pursue training in multiple in-demand fields. Providing access to college credits before leaving high school helps students to enter into training programs more prepared and closer to obtaining employment.

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

Students with disabilities are able to take courses with teachers that they know and in an environment with which they are familiar. For many students this removes the fear surrounding college.

Note: May add cells 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, 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.
[Piqua BAC Joint Statement](#)
- Local data measuring the implementation of the Quality Practices. Data may be obtained from the school counselor, administration, career navigators, etc.
 - 82% of graduating students participated in the ACT assessment
 - 16% earned an Honors Diploma
 - 39% earned an Industry-recognize credential
 - 18% earned at least 12 college credits through College Credit Plus
 - 28% completed a Pre-Apprentice Pathway
 - 32% were proficient or better on CTE assessments
 - 4% earned the Ohio Means Jobs Readiness Seal
 - 300 students entered into a Pre-Apprentice pathway
 - 21 students earned ACT WorkKeys Nation Career Readiness Certification
 - 10 earned Bronze
 - 5 earned Silver
 - 2 Earned Gold
 - 4 Earned Platinum
- 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).

The major change was incorporating the ACT WorkKeys curriculum into our Work-Based Learning program. This curriculum is jobs-based, provides students with skills that are job embedded, and leads to the National Career Readiness Certification. In 2024-2025 students will be able to earn credits through Edison State Community College by successfully completing the ACT WorkKeys Applied Math assessment.

Over 240 students will take part in the Flex Factor STEM pre-apprentice program. In 2024-2025 students will continue to qualify for a 12-point credential and semester hours from Sinclair Community College.

- b. Include how the business advisory council is preparing students with both technical and professional skills needed to address local business needs.

The Piqua City Schools BAC focuses only on the Piqua City Schools. All of the BAC work is focused on Piqua City students. The BAC provides students with job placement, Career Navigation, credential obtainment and college credit obtainment, all of which are focused on providing students with in-demand job skills.

- 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?
 - i. In 2024-2025, 70 students will take part in work-based learning experiences. Over 240 students will take part in the Flex Factor STEM apprentice program. To date nearly 200 students have been placed in work-based learning experiences.
 - ii. Approximately 40 students will work in the Indian Trail café student-run coffee shop. These students will earn ServSafe credentials.
- b. What are some examples of high-quality, [work-based learning](#) supported by your business advisory council?

Premier Health has hired students who are taking part in the Patient Care program offered by Piqua High School. These students are credentialed and prepared to enter the health care work force.

Piqua High School has teamed with two area manufacturers to provide placement for interns and pre-apprentice students. Hartzell propeller has hosted an intern and Stolle Manufacturing will provide placement for pre-apprentice students.

The Piqua City Schools hired an intern through the Ohio High School Tech Cred internship program. This intern spent the summer working with Piqua City's technology department. Piqua City School will continue this program in 2024-2025 and looks to expand to at least two interns.

- c. How many of your business partners have accepted students into work-based learning experiences?

Approximately 50% of BAC employers have accepted students into work-based learning or intern/job-shadowing experiences.

- d. How has work-based learning benefited students and employers?

Work-based learning has allowed students to not earn not only money but to also earn job skills and experience while in high school. Employers are gaining access to new hires that are helping to replace loss through retirement and attrition, as well as regional competition.

- 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?

- 82% of graduating students participated in the ACT assessment
- 16% earned an Honors Diploma
- 39% earned an Industry-recognize credential
- 18% earned at least 12 college credits through College Credit Plus
- 28% completed a Pre-Apprentice Pathway
- 32% were proficient or better on CTE assessments
- 4% earned the Ohio Means Jobs Readiness Seal
- 300 students entered into a Pre-Apprentice pathway
- 21 students earned ACT WorkKeys Nation Career Readiness Certification
 - 10 earned Bronze
 - 5 earned Silver
 - 2 Earned Gold

- 4 Earned Platinum
 - 10 students earned the Patient Care Technician Certification
 - 40 students earned ServSafe credentials

% Earned Credential	2022	2023	2024
Industry-Recognized Credential	15%	17%	39%
12 College Credits	4%	15%	18%
Pre-Apprentice Pathway	1.4%	3%	28%
CTE Assessments	14%	16%	32%
Ohio Means Jobs Seal	1%	1%	4%

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.)

- The BAC has helped to develop Career Navigation opportunities for many students. Career navigation services are now provided to students who are entering the work force.
- Manufacturing visits to areas business have become a hallmark of the Piqua BAC. In 2023-2024 over 300 students toured manufacturing establishments within Piqua, while 250 more visited with manufacturers in the greater Dayton, OH region.

b. What professional development opportunities are available through the business advisory council for teachers? (Include teacher bootcamps, externships, and tours.)

The BAC takes part in teacher tours each year. These tours provide our teachers with the ability to visit a wide variety of employers in the area and to learn not only what they produce, but what they are looking for in their employees. These tours are conducted in partnership with the Miami County Educational Service Center. Approximately 30 teachers took part in these manufacturing 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?
 - The Upper Valley Career Center has worked to provide the book, *There's a Hat for That*, to all second-grade students. Curricular support for teachers was also provided. The focus of this initiative is to foster career discussions with students earlier in their education career.
 - The Miami County Educational Service Center has been instrumental in developing and providing career navigation services for our students. These services have helped our students to find and obtain occupation, connect students with Miami County service organizations, and support students during the hiring process.
 -
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.)

The Piqua BAC is comprised of the representatives of the major employers in the city, including:

- Manufacturing
- Health Care
- Education
- Service Industry
- Finance

Piqua, OH is home to a strong manufacturing base. The BAC membership represents a wide variety of manufacturing areas, including aviation, plastic extrusion, packing, and mechanical applications. Examples include:

- Harmony System: Injection molding and home of the Diaper Genie
- Hartzell Propeller: Global leader of aviation props
- French Oil: Fourth-generation business and global leader in oil press hydraulics
- Crayex: leader in material packaging
- Piqua Steel: National presence in crane assisted construction

In addition to manufacturing and construction, the BAC is well represented in other fields:

- Park National Bank
- Premier Health
- Scott Family McDonalds- added this year and is a local leader in casual dining. A major employer of our students

The BAC also includes local business leaders, including:

- The President of the Piqua Chamber of Commerce
- The Miami County ESC Career Connections Coordinators

- The Superintendent of the Upper Valley Career Center

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)?

The BAC collects and analyzes data and feedback from multiple sources, including:

- You Science Data. All ninth-grade students are provided with the opportunity to use the You Science aptitude and interest survey.
- Employment discussions with students. BAC members meet with student groups yearly to analyze student voice and opinions regarding employment trends in the city.
- NCRC completion
 - The number of credential earners are shared with the BAC each year
 - 21 students earned ACT WorkKeys Nation Career Readiness Certification
 - 10 earned Bronze
 - 5 earned Silver
 - 2 Earned Gold
 - 4 Earned Platinum
 - Changes in the ACT WorkReady community status of Miami County
- Student feedback from manufacturing tours is analyzed by the BAC. Changes in the manufacturing tours have been implemented as a result of student feedback.
- Examples:
 - Students would like more information about each job during the tour
 - Student couldn't hear presenters- we now have amplifier systems for presenters
 - Students want to tour a variety of types of manufacturers
 - Employers now have the opportunity to come to Piqua City Schools to work with prospective students that showed interest during a manufacturing tour

7. What barriers has your business advisory council encountered in implementing these quality practices?

The main barrier has been learning how to help our BAC become active members in the process of helping students become employees.

- a. How has it overcome these barriers or what needs to occur to overcome these barriers?

BAC members have worked with the school district to identify specific, tangible ways in which they can work with students to find employment and grow their work skills.

BAC members have worked to increase the number of interviews, internships and pre-apprentice opportunities that are open to students.

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.

The BAC works with students in all grade levels, K-12. Early engagement with our students is incredibly important. This early engagement provides access to professionals in the area, helps students to understand what is available in their community, and provides our learners with a deeper appreciation of how their community functions.

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?

The BAC work closely with the Piqua City Schools to identify methods that are effectively engage students. Many of the BAC members admittedly have little experience with working with students. The joint planning and collaboration between the schools the BAC members have led to markedly improved 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?

The BAC has expanded its strategic view over the past three years and now works to engage students long before they are looking for employment. The BAC members are working to provide students with experiences and opportunities that develop learning and career skills that mature over a student's learning career.

11. Which business partner has been the most influential on the business advisory council and why?

There are multiple partners that have been highly influential:

1. The Upper Valley Career Center has worked with the Piqua City Schools to develop multiple satellite programs for students
2. The Miami County Educational Service Center became a part of the BAC in in 2023-2024. This partnership has allowed the Piqua City Schools BAC to become a part of the Miami County BAC, which in turn has opened more doors for our students. The Miami County ESC provides career navigation services to our students.
3. French Oil has long been a proponent of the partnership between the community, the employers and schools.

4. The Piqua Chamber of Commerce had been instrumental in developing manufacturing and teacher industry tours. Without the involvement of the Chamber these events would not take place.