

# **BUSINESS ADVISORY COUNCIL**

**Piqua City Schools**

**Piqua High School, Indian Trail**

**Tuesday, August 20, 2018**

**7:30 a.m.**

## **A G E N D A**

### [ROLES OF THE BUSINESS ADVISORY COUNCIL](#)

1. To advise the District on changes in the economy and job market and the area in which future jobs are most likely to be available;
2. To advocate for the employment skills most critical to business and industry and the development of curriculum to teach these skills;
3. To aid and support the Districts by offering suggestions for developing a working relationship among businesses, labor organizations and educators.

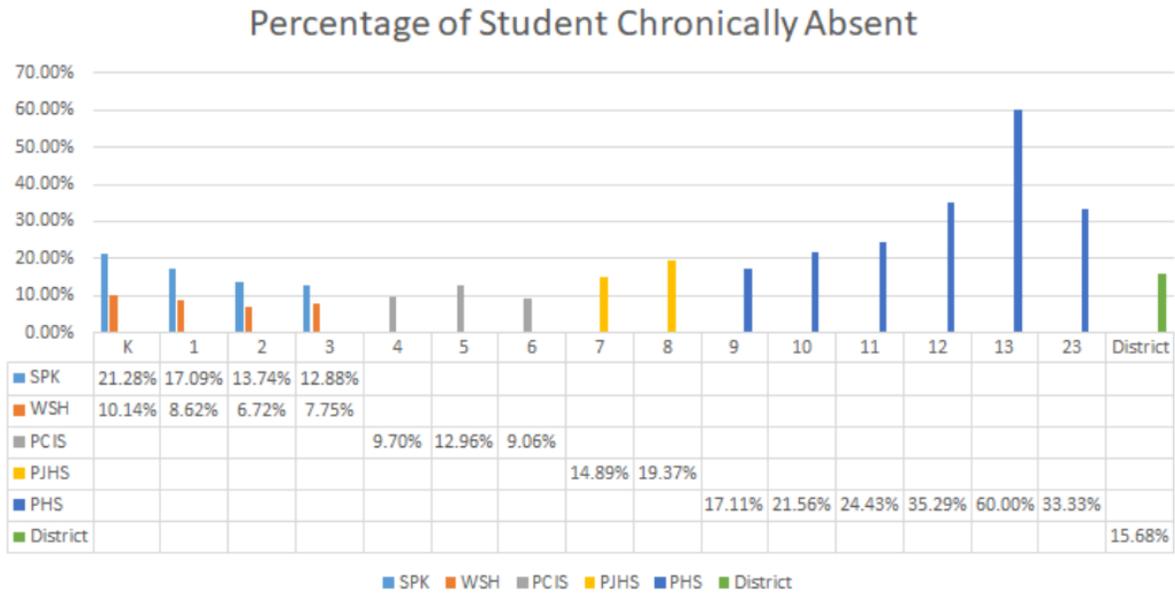
- Introductions
- Review of Success Bound Progress – Rob Messick
- Review of Non Graduate Data
- Review of Chronic Absenteeism Data
- Review of State requirements that will direct our work
- What would the Business Advisory Council like to begin with?
- Round Table
- Future Meeting Date – November 6, 2018

II. Adjourn

## Non Graduate Data

Attendance	Credit Deficient	Drug Addiction	Expelled	Juvenile Court	Late Move In	Maternity/Child Care	Mental Health	Student Refusal	Transient
5	4	4	2	7	2	9	2	11	2

## Chronic Absentism Data



## Developing a Business Advisory Council Plan

State law requires each business advisory council to work with its board of education or ESC governing board to develop a written plan. The plan should be revised and updated annually. At minimum, the plan must address how the business advisory council will make recommendations to the board of education or ESC governing board on these items:

1. Delineating employment skills and developing curriculum to instill these skills.
2. Changes in the economy and job market, and the types of employment in which future jobs are most likely to be available.
3. Developing a working relationship among business, labor and education personnel.

State law does not identify specific events, activities or programs required to meet those objectives. However, the Ohio Department of Education encourages business advisory councils to consider incorporating these elements into their plans:

1. The schedule of required joint meetings of the school board and the business advisory council for the year. (State law requires meetings between the council and the board at least quarterly.)
2. A schedule, as determined appropriate, of additional meetings of the business advisory council or of council subcommittees.
3. Data analysis or other information that describes changes in the economy and job market and the types of employment in which future jobs are most likely to be available. Data may also focus on student skills or deficiencies and other information that informs the plan.
4. A needs assessment, based on data analysis, that identifies business community needs as well as students' educational needs. The latter includes the academic, nonacademic, and employment skills and knowledge students must have to succeed in higher education and careers. Needs might include such things as improving awareness of job opportunities, and improving certain skills among students.
5. A schedule and description of events, activities or programs conducted by the business advisory council to address the identified business or student needs. While the law does not prescribe specific events, activities or programs may include:

- Job Fairs or Conferences: A gathering of business representatives and employees in a location that allows students and families to learn about business activities and job opportunities in the school district or region.

- Job Shadowing: Organized opportunities through which students can shadow employees of businesses to understand the nature of the business and job.

- Internships, cooperative training, work-based learning opportunities or employment for students: Organized opportunities through which students perform work over an extended time in a business setting to fully understand the nature of a job and how to do it. This can include unpaid as well as paid work; including full-time, parttime or summer employment.

- Mentoring and tutoring programs for students: Programs through which employers provide opportunities for employees to serve as mentors and tutors to

students, helping improve academic skills as well as social, emotional, and workplace and employability skills.

- Career Counseling and Exploration: This can include helping students learn to use the [OhioMeansJobs suite of tools and services](#). It could also include other career exploration activities or training for district employees on career counseling strategies.

- Promoting student commitment to being drug free. This could include activities that raise awareness for students not only about the dangers of drug and alcohol use, but also how the use of drugs and alcohol negatively impacts workplace safety and productivity. Focus on how the commitment to remain drug free is a win-win situation for both employers and employees. If possible, provide examples to illustrate the point.

- Promoting the use of the [OhioMeansJobs Readiness Seal](#). This could include activities that raise awareness by employers and students of the seal and help students gain and demonstrate competencies included as part of the seal. It could also include training for employers on how to rate students on the various competencies required for the seal.

- Informing curriculum design and development: This could include any of the following:

- Reviewing curriculum materials for technical content accuracy
- Identifying knowledge or skill competency levels and performance standards in both technical and academic courses
- Helping the district obtain instructional materials
- Identifying employability skills
- Donating or otherwise helping the district acquire equipment or facilities for specialized training needs
- Encouraging and promoting secondary and postsecondary connections
- Recommending technical resource personnel
- Using OhioMeansJobs K-12 to show desired employability skills for in-demand jobs
- Supporting a school's application for STEM designation
- Offering recommendations to implement career pathways

- Engaging educators: This could include activities that provide teachers and other district personnel with information and experiences relative to the businesses in the community. It could include activities like teacher externships and other learning opportunities for educators.

6. Publicizing and communicating local economy and job information: This would include activities designed to inform students, educators and the community about changes to the local economy and which jobs will be most in demand. Activities could include:

- Developing and implementing a local marketing plan for in-demand careers
- Arranging for meetings between chambers of commerce or business roundtables to discuss economic development in the area
- Preparing and sharing reports and information on employment trends from the U.S. and Ohio Bureau of Labor Statistics

- Inviting representatives from postsecondary and the workforce development community to meetings to discuss the future of jobs in the area
- Using OhioMeansJobs K-12 to show in-demand jobs both throughout Ohio and in the local community

7. Fostering collaboration, beyond the Council, among business, labor and education personnel. Activities could include:

- Broadly engaging local businesses to support the community's education system and participate in activities specified in the plan
- Soliciting input from businesses on the work of the business advisory council

State law requires that annual plans be filed with the Ohio Department of Education. The Department will coordinate the submission of annual plans through its Security Application for Enterprise (SAFE) web portal.