



# Business Advisory Councils

## 2023-2024 Plan Template

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

Piqua City Schools Business Advisory Council

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	<a href="mailto:thompsond@piqua.org">thompsond@piqua.org</a>	SCOTT BLOOM: CURRICULUM	BLOOMS@PIQUA.ORG

Note: Add cells as needed

List business advisory council leads (both business and education). 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
Clint Bostick	PCS Board Member	<a href="mailto:bostickc@piqua.org">bostickc@piqua.org</a>	Education
Matt Cox	Vice President of Administration	<a href="mailto:mcox@harmonysysandsvc.com">mcox@harmonysysandsvc.com</a>	Manufacturing
Mimi Crawford	CEO, Crayex	<a href="mailto:mimi.crawford@crayex.com">mimi.crawford@crayex.com</a>	Manufacturing
Cindy Frantz	Recruitment/Community Relations	<a href="mailto:CindyFrantz@scottmcd.com">CindyFrantz@scottmcd.com</a>	Restaurant
Dan French	President, French Oil	<a href="mailto:dpfrench@frenchoil.com">dpfrench@frenchoil.com</a>	Manufacturing
J.J. Frigge	President, Hartzell Propeller	<a href="mailto:jfrigge@hartzellprop.com">jfrigge@hartzellprop.com</a>	Aviation

Jason Haak	Superintendent, Upper Valley Career Center	<a href="mailto:haaki@uppervalleycc.org">haaki@uppervalleycc.org</a>	Education/Career Tech
Jean Heath	UVCC, Retired	<a href="mailto:kheath@woh.rr.com">kheath@woh.rr.com</a>	Nursing
Deb Holthaus	Career Tech, Edison State Community College	<a href="mailto:DHolthaus@edisonohio.edu">DHolthaus@edisonohio.edu</a>	Education
Rob Messick	Principal, Piqua High School	<a href="mailto:messickr@piqua.org">messickr@piqua.org</a>	Education
Jim Sever	President, Piqua Steel	<a href="mailto:Jim.sever@pscind.com">Jim.sever@pscind.com</a>	Construction
Kathy Sherman	Executive Director, Piqua Chamber of Commerce	<a href="mailto:ksherman@piquaareachamber.com">ksherman@piquaareachamber.com</a>	Business
Elizabeth Soldes	School Counselor, Piqua High School	<a href="mailto:soldese@piqua.org">soldese@piqua.org</a>	Education and Counseling
Dwayne Thompson	Superintendent, Piqua City Schools	<a href="mailto:thompsond@piqua.org">thompsond@piqua.org</a>	Education
Tony Lyons	Assistant Superintendent, Piqua City Schools	<a href="mailto:lyonst@piqua.org">lyonst@piqua.org</a>	Education
Tony Trapp	Apprenticeship Coordinator, Upper Valley Career Center	<a href="mailto:TrappT@uppervalleycc.org">TrappT@uppervalleycc.org</a>	Education/Career Learning

Note: Add cells as needed

**Schedule of Meetings**

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

Quarter 1 Meeting: September 19, 2023	Quarter 2: December 19, 2023
Quarter 3 Meeting: February 20, 2024	Quarter 4: May 21, 2024

Note: Some business advisory councils may choose to meet more frequently; include the planned dates for those meetings in the schedule.

**Business Advisory Council Mission and Vision for the 2023-2024 School Year:**

**The Mission of the Piqua City Schools Business Advisory Council for the academic year 2023-2024**

- 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 offering suggestions for developing a working relationship among businesses, labor organizations and educators.

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

Describe how the business advisory council plans to **Develop Professional Skills for Future Careers** for the 2023-2024 school year.

- Describe the plan, including initiatives, project 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). Also include existing programs and how they will be sustained and scaled.

<b>Initiative 1 Articulation with Post-Secondary Career Education</b>
<p>What collaborative action steps are required to facilitate achieving outcomes?</p> <p>Articulation with Post-Secondary Career Education</p> <ol style="list-style-type: none"> <li>1. Piqua City Schools and Edison State Community college agree to courses that align with Technical Mathematics and Information Literacy</li> <li>2. Piqua City Schools and Edison State Community College agree to credit hours conferred for Platinum, Gold and Silver NCRC credentials.</li> <li>3. Piqua City Schools communicates this articulation with students, families and Business Advisory Council members.</li> <li>4. Piqua City Schools prepares and assesses students with WorkKeys curriculum and assessments.</li> <li>5. Piqua City Schools refers assessment data to Edison State Community College. Edison State Community College confers hours to qualifying students.</li> </ol>
<p>List all districts impacted.</p> <p>Piqua City Schools</p>
<p>List all businesses involved.</p> <p>Edison State Community College Piqua City Schools Piqua Area businesses Miami County, Ohio businesses</p>
<p>List all related timelines for each phase of plan development and associated deadlines.</p> <p>2023-2024: Piqua City Schools and Edison State Community College will establish an articulation agreement based on the ACT National Career Readiness Certificate. The American Council on Education has recommended that colleges award:</p> <ul style="list-style-type: none"> <li>• 3 semester hours in Technical Mathematics and 3 credit hours in Information Literacy (6 total semester hours) to students who earn a Platinum NCRC</li> <li>• 2 semester hours in each (4 total semester hours) to students who earn a Gold NCRC</li> <li>• 1 semester hour in each to those who earn a Silver NCRC.</li> </ul> <p>The ACT WorkKeys National Career Readiness Certificate is “an evidence-based credential demonstrating the essential problem-solving and critical thinking skills needed for workplace success”.</p> <p>Timeline: September-November 2023: Articulation agreement and process established with Edison State Community College September, 2023 to April, 2024: Students at Piqua High School complete the ACT WorkKeys Curriculum and complete ACT WorkKeys assessments April-May, 2024: Piqua High School students complete National Career Readiness Certification April-May, 2024: Edison State Community College awards semester hours to qualifying students</p>
<p>List the resources needed for implementation (funding, manpower, tools, etc.).</p>

No extra resources are required. Piqua High School offers courses that incorporate the ACT WorkKeys Curriculum. Piqua High School will coordinate this program with Edison State Community College.

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

There are two main challenges in this initiative:

1. Aligning WorkKeys and Edison State Community College Technical Mathematics and Introduction to Information Literacy courses. Determining which existing courses qualify for this articulation is a key step in this process.
2. Connecting BAC partners to students who have completed the NCRC. Piqua City Schools will continue to work with BAC partners to help them recognize the NCRC as a factor in hiring decisions.

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

Existing Data:

The number of NCRC credential earners from the 2022-2023 school year that would have been eligible for college credit:

- 10 Silver NCRC holders (potential to earn 2 semester hours) (19% of students earned this credential)
- 8 Gold NCRC holders (potential to earn 4 semester hours) (15% of students earned the credential)
- 3 Platinum NCRC holders (potential to earn 6 semester hours) (5% of students earned this credential)

This data has been shared with the BAC.

2023-2024

50 students are enrolled in courses that contain the WorkKeys Curriculum and WorkKeys Assessment.

The goal for 2023-2024 is:

- 12 Silver NCRC Earners
- 10 Gold NCRC Earners
- 5 Platinum NCRC Earners

This data will be shared with and analyzed by the Business Advisory Council

## Initiative 2 On the Job Training and Support for New Employees

What collaborative action steps are required to facilitate achieving outcomes?

Working with Business Partners to support student On the Job Training and Supporting students new to the workforce

1. Identify BAC partners to pilot OJT and Workforce Support
2. Develop outcomes and criteria for success
3. Implement plan and measure progress towards goals
4. Review and revise plan

List all districts impacted.

Piqua City Schools

List all businesses involved.

Indian Trail Café  
Scott Family McDonalds

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

September 2023: Establish job skills and outcomes for On the Job Training.

- Students will work with the student-run coffee shop, the Indian Trail Café, located at Piqua High School. Under the guidance of the coffee shop manager, students will work to strengthen customer service and food preparation skills.
- The Scott Family McDonalds has agreed to provide a salary differential to students who have earned the National Career Readiness Certification. The training program provided will serve to strengthen these career-based skills for new employees.

December 2023:

- Student progress and involvement will be measured and reported to the BAC
- New students and new hires will be measured
- Additional partners in this initiative will be recruited

May 2024:

- Overall student involvement for the year will be reported to the BAC
- Additional partners will be recruited

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

Piqua City Schools provides the coffee shop and coffee shop manager. Grant funding has been utilized to provide SERV Safe training for student.  
Scott Family McDonalds utilizes their own hiring process and facilities.

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

The main challenge is to identify additional BAC members, or area businesses, that will have the ability to follow this model.

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

The BAC will measure the number of students employed by participating businesses. There are currently 12 students employed by the Indian Trail Café.  
The number of students who earn credentials or differentiated salaries due to credentialing will be analyzed. The goal is to increase the number of students who earn the NCRC credential by 10%/year.  
Additional partners in this pilot process will be recruited for the 2024-2025 school year.

Existing Programs that continue in 2023-2024:

- Students in UVCC Satellite programs. These programs have continued to grow and now include Patient Care Technician (47 students), Mechatronics (60 students), Law Enforcement (28 students) and Pre-engineering (97 students)

Describe how the business advisory council plans to **Build Partnerships** for the for the 2023-2024 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, initiatives spearheaded by these collaborations. Demonstrate cooperative efforts between districts and partners to benefit students and businesses.

**Initiative 1 Charter Membership in the West Central Ohio Regional Partnership**

Piqua City Schools is a founding member of the West Central Ohio Regional Partnership (WCORP). This partnership is designed to coordinate the work of multiple agencies and programs in an effort to increase access to educational and occupational opportunities for students in this region. Employment with a college degree or credentialing is a key focus of the WCORP. Multiple employers

from the Piqua and Miami County BACs are contributors to the WCORP. The WCORP is a part of the larger Ohio Department of Education Impact Initiatives. The WCORP will also work to align Career Pathways with existing Piqua High School courses. A pathway to an RN/BSN in Nursing will be completed this year.

What collaborative action steps are required to facilitate achieving outcomes?

The WCORP has worked collaboratively for the past year to begin the process of developing programs for students. Continual partner meetings continue throughout the year and will continue throughout the life of the program.

WCORP and other Edison representatives will work with Piqua High School to align College Credit Plus courses with the RN pathway at Edison State. This pathway will allow a current 9<sup>th</sup> grade student to complete the RN pathway in 4 years.

List all districts impacted.

Piqua City Schools

List all businesses involved.

Edison State Community College  
 BAC Members  
 Regional Employers  
 Regional Health Care – Premier  
 Regional Service Organizations and Nonprofit Service Organizations

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

March 2023: Initial planning sessions and discussions with the WCORP. These are focused on secondary education and student career/workforce readiness.

April 2023: Identifying hurdles to student employment in the region and identifying initiatives to help overcome these hurdles. Multiple BAC and area employers and career field representatives contributing.

Summer 2023: Identifying specific programs and initiatives for students

September 2023: Meet with PHS principal and Work Based Learning coordinator to identify needs for PHS students. Specific focus is placed on the needs that the BAC and the WOCRCP can work to address. A possible area of support is in providing additional employment credentials for students.

Fall 2023: Continued work with the WCORP to establish programs to support student enrollment and employment. There is a focus on credentials that the WCORP might provide to students.

Winter 2023-2024: WCORP establish one specific program or initiative to support students.

Spring 2024: Program for students functioning.

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

The WCORP is funded through ODE and Workforce Development funding. No additional resources are required from Piqua City Schools or the Piqua BAC. This program will also work with Upper Valley Career Center to be certain that student pathways support but do not conflict with each other.

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

1. Access to College Credit Plus courses or Employers to students due to transportation needs.

2. Student awareness of these programs. Continued communication and planning with students are vital. The WCORP has included school counselors in planning to help solve the communication issue.

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

1. Existing data includes the number of students who are currently in nursing pathways (47 students) and the number of students who have indicated an interest in the Health Sciences using You Science survey techniques.
2. Existing data includes the number of students who have entered established pathways or programs at the end of 2023-2024.

**Initiative 2: Miami County ACT Work Ready Community. Miami County, OH has been designated an ACT Work-Ready community. The ACT Work Ready Community process empowers states, regions and counties with data, processes and tools that drive economic growth. Participants leverage the ACT WorkKeys National Career Readiness Certificate (NCRC) to measure and close skill gaps. Miami County is now one of five counties in Ohio that have this designation.**

What collaborative action steps are required to facilitate achieving outcomes?

1. The Piqua BAC established that the NCRC demonstrates work readiness for students. BAC members recognize (see Developing Professional Skills, Initiative #2) the NCRC as a work-ready credential and use the NCRC in hiring and placement positions.
2. The Piqua BAC worked with the Miami County, OH Development Department in the process of designation Miami County as a Work Ready community. All businesses in Miami County are now able to access Work Ready data and initiatives.
3. Representatives from the Piqua BAC will work with the Miami County BAC to provide ACT Work Ready community information to the Miami County business community. This will increase the number of businesses that recognize the NCRC.
4. The Piqua BAC is currently working with the Career Connections Coordinator from the Miami County Educational Service Center to develop a program to help county businesses understand and utilize ACT WorkKeys information.

List all districts impacted.

All districts in Miami County, OH are able to benefit. This is a county-wide initiative.

List all businesses involved.

There are currently 10 businesses in Piqua that have indicated that they support the Work Ready Community:

- IMI Material Handling Logistics
- Eby Brown Co.
- Comfort Keepers
- Resource Manufacturing
- Speedway Corporate Office
- Piqua City Schools
- Piqua Area Chamber of Commerce
- City of Piqua
- Scott Family McDonalds
- Mainstreet Piqua

The goal is to have 53 county businesses recognize or recommend the NCRC .

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

April 2023: Piqua BAC members met with Miami County, OH Department of Development officials to obtain county agreements to support the ACT Work Ready Community initiative.

May 2023: Miami County is designated a Work Ready Community

September 2023: Work with Career Connections Coordinator from the Miami County ESC begins

September 2023: Piqua BAC begins the process of bring the Work Ready Community Initiative to the larger county business community.

October – December 2023: BAC and Miami County ESC recruit county businesses into the Work Ready initiative. Data is shared with businesses.

January- March: Continued recruiting and education for county businesses with the goal of adding 20-30 business to the Miami Work Ready Community.

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

No funding is needed. Piqua City Schools will provide the manpower to manage this program.

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

- Helping businesses to understand that the ACT Work Keys National Career Readiness Certificate is a true work-ready credential.
- Helping businesses to understand that Miami County has hundreds of employees with this credential, and how to leverage their training and work processes to take advantage of these skilled workers.
- Working with area high schools to identify ways to help their students become NCRC certified.

For each of these hurdles, the BAC will work to provide training and education to the Miami County region.

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

Existing Data:

As an ACT Work Read Community, Miami County now ACT receives updated data from ACT. This includes updated numbers of credential holders and potential credential holders. This data is shared at each quarterly BAC meeting in both Piqua and Miami County.

WorkKeys data has been attached to the Business Advisory plan survey questions.

Existing Programs that are continuing in 2023-2024:

- Piqua Community Manufacturing Days: These are scheduled for October 2023. Over 750 students will tour 10 area manufacturers over a 3-day period. This has increased by over 200 students over the past two years. Students and manufacturers are surveyed and that data is shared with the BAC.
- Summer Educators in Industry: Continued for year two. Over 50 county educators took part in 2023. This increased over the 2022 summer educator program.



Describe how the business advisory council plans **Coordinate Experiences** for the 2023-2024 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).

<b>Initiative 1 Pre-Apprentice Programs and Career-Based Programs</b>
<p>What collaborative action steps are required to facilitate achieving outcomes?</p> <p>Piqua High School provides four Pre-Apprentice programs for students:</p> <ul style="list-style-type: none"> <li>• STEM (aligned with Sinclair Community College)</li> <li>• Law Enforcement (aligned with Edison State Community College)</li> <li>• Manufacturing (aligned with Edison State Community College)</li> <li>• Hospitality/Work-Based Learning</li> </ul> <p>The pre-apprentice program at Piqua continues from 2022-2023. This initiative will describe updates and additions to this program.</p>
<p>List all districts impacted.</p> <p>Piqua City Schools</p>
<p>List all businesses involved.</p> <p>Winans Coffee Piqua Police Department Edison State Sinclair Community College Crayex</p>
<p>List all related timelines for each phase of plan development and associated deadlines.</p> <p>September 2023: Sinclair Flex Factor program is aligned with the STEM pre-apprentice program. Students in this program can now earn a pre-apprenticeship credential, a 12-point industry credential, and semester hours from Sinclair Community College.</p> <p>September 2023: Students in the hospitality pre-apprentice program will continue to pursue Work Based Learning opportunities. Piqua High School will now apply WBL hours to the Ohio Means Jobs graduation seal. Hospitality pre-apprentice students are now able to work in the on-site, student-run coffee shop located at Piqua High School. These students are practicing job skills, counter service, serving skills, math skills, and are SERV Safe credentialed.</p> <p>January 2024: Additional students are enrolled in the STEM pre-apprentice program.</p> <p>April/May 2024: Pre-apprentice credentials are awarded to students</p>
<p>List the resources are needed for implementation (funding, manpower, tools, etc.).</p> <p>Piqua High School provides the Work Based Learning coordinator Flex Factor is provided by Sinclair Community College Coffee supplies are purchased and provided by Winans coffee shops (local to this region)</p> <p>No other resources are required</p>
<p>Identify any challenges that may impact this plan. How will the business advisory council overcome these challenges?</p> <p>The main challenge continues to be the connection of pre-apprentice credential holders with our BAC members, and other business members.</p>

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

- You Science data from the Flex Factor program is provided to the BAC twice per year
- Pre-apprentice numbers and program numbers are provided to BAC members
- Job placement numbers and job placement data is provided to BAC members
- Credentialed student numbers are provided to BAC members

The BAC will review this data twice per year; once at mid-year, and again at the end of 2023-2024.

## Initiative 2 Work-Based Learning and Job Shadowing

What collaborative action steps are required to facilitate achieving outcomes?

Piqua City Schools works with area employers to support the student hiring process and to place students in job shadowing opportunities.

The Piqua City Schools WBL Coordinator works with area employers to help place students into entry-level positions, while also monitoring their academic progress. These students work to complete needed graduation requirements while learning on the job training skills that enhance their occupational skills resume.

The Piqua City Schools works closely with BAC members to identify job openings and job shadowing opportunities for our students.

List all districts impacted.

Piqua City Schools

List all businesses involved.

Multiple Piqua Businesses and Employers

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

Fall 2023: The WBL Coordinator works with students to identify employment opportunities for students. The coordinator also works with students to develop and implement a graduation/work plan to ensure students obtain their graduation requirements.

The WBL Coordinator works with students to begin the ACT WorkKeys curriculum. This curriculum is aligned with the ACT WorkKeys assessment, and leads student to the National Career Readiness Certification credential. Students will work with Applied Mathematics, Workplace Documents and Graphic Literacy.

The WBL Coordinator works with students to begin working on the Ohio Means Jobs graduation seal. This seal is focused on developing student work and employment skills.

Winter 2023/2024:

Students continue to gain or maintain employment.

The WBL Coordinator works with students to complete the ACT WorkKeys curriculum and continues to work on the Ohio Means Job seal.

Spring 2024:

Students complete the ACT WorkKeys curriculum and take the WorkKeys assessment. Students apply for the NCRC job skills credential in the spring.

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

Piqua City Schools provides the WBL Coordinator.

Piqua City Schools provide both the ACT WorkKeys curriculum and the ACT WorkKeys assessment. There is no cost to students.

Piqua City Schools can provide transport for students so that they may work during the school day.

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

The main barrier continues to be finding enough employers for our students. BAC members play a key role in helping with this issue.

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

The BAC monitors the number of students who are placed in jobs, the number placed with BAC or affiliated members, and the number of students who are not placed.

The BAC monitors the number of students who have earned NCRC credentials and the levels of the credentials earned.

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

The Ohio Business-Education Leader Awards for Excellent Business Advisory Councils recognize educators, business partners, staff, schools, businesses, educational service centers, joint vocational school districts and communities who come together to create dynamic, career-focused learning environments for students.

Selected business advisory councils demonstrate excellence in ensuring Ohio students are prepared for successful career paths, including college, industry credentials, apprenticeships, military enlistment or a 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 seeking the award must submit their annual plans and required addendum using the approved template in the Ohio Department of Education's Forms Submission Application by **Sept. 30**.
- **Data Considerations:** Data metrics can include, but are not limited to, trend data on previous school-year graduation cohorts earning the Ohio Means Jobs-Readiness Seal, completing work-based learning and earning industry-recognized credentials.

- **Conditional Selection:** The award is subject to the Ohio Department of Education’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 the following:
  - 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 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 delineate 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 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:

**2023 Joint Statement:** [Piqua City Schools BAC Joint Statement](#). This has also been uploaded to our BAC survey.

### Data:

- 41 students graduated with a pre-apprentice credential
- 16.5% of students obtained a 12-point credential
- 15.4% of students earned dual enrollment credit
- 61% of students were gainfully employed after graduation
- 21 students qualified for National Career Readiness Certification
- 23 students earned the Ohio Means Jobs seal

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, include outcomes and data).

Piqua High School continues to utilize the ACT WorkKeys curriculum in its work-based learning program. This national curriculum is evidence based and allows students to showcase their job-readiness skills. The major change for the 2023-2024-year centers around the articulation of

WorkKeys with college credits. The goal for this year is to provide students who have earned National Career Readiness certification college semester hours that reflect that achievement.

Piqua continues to utilize the Flex Factor advanced manufacturing curriculum in conjunction with Sinclair University. For the 23-24 year, students now qualify for both pre-apprentice credentials and semester hours from Sinclair. These students now also qualify to earn a 12-point credential upon the completion of their pre-apprentice pathway. Over 200 students will be qualified in this program for the 23-24 school year.

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

The BAC has helped to identify specific job readiness skills needed in the local and regional employment sector. These skills are reinforced at Piqua High School in the general curriculum, STEM pre-apprenticeship, and Work-Based Learning curriculum.

Our general curriculum follows all state standards and adheres to the Ohio State Department of Education model curriculum. Piqua High School has added both mathematical modeling and data science courses that are designed to prepare students for math in the workplace.

The STEM pre-apprenticeship has allowed more students to earn credentials and job skills. Over 200 students will take part in the STEM pre-apprentice program in 2023-2024. These students will visit area manufacturers, tour Sinclair, and develop business models that are focused on the application of advanced flexible electronics. These students will also complete the You Science program.

2. How has the business advisory council and its members supported students in work-based learning (internships, apprenticeship and pre-apprenticeship) opportunities? (Career exploration activities such as job shadowing, mock interviews and mentoring should not be included in data.)

- a. How many students have been placed in work-based learning experiences?

Over 150 students have been placed in work-based learning experiences. 10-15 students will, for the 2023-2024 year, take part in health care job shadowing experiences. Over 200 students will take part in our Flex Factor program and have ability to earn pre-apprentice credentials.

- b. What are some examples of high-quality work-based learning supported by your business advisory council?

Students are job shadowing at our area Health care partners. Student employment at manufacturers and food-service partners continues to grow. We have developed a differentiated payment incentive for students who are NCRC holders and who become employed in an area food service group.

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

Approximately 55% of BAC employers have accepted students into work-based or job shadowing experiences.

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

Employers have recruited and hired focused and prepared student workers, which has helped to alleviate a local employee shortage. These students have the skills and work ethic to be successful. Students have the opportunity to earn credits and money while completing high school. These life-long job skills are continually developed and strengthened through the work-based learning program.

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 is heavily involved in the development and implementation of local Manufacturing Days experiences for students. Working closely with Piqua Chamber of Commerce and the regional career technical education center, the BAC now offers students at Piqua High School the opportunity to visit at least four manufacturing centers that are located in Piqua. Over 700 students will tour area manufacturers during a three-day period.

5<sup>th</sup> grade students now take part in an abbreviated, but spirited, manufacturing day. Students tour global aviation manufacturer, Hartzell Propeller, and are able to view the various skilled trade positions that are a part of this organization.

Hartzell also works with our third and 7<sup>th</sup> grade students during our annual wind turbine design competition. Hartzell engineers work with students to help them test and refine their wind turbines.

Finally, the Piqua BAC and Chamber of Commerce continues to hold discussion groups with students. These student voices are vital for the BAC to hear, as it helps this group to develop programs that students find appealing. The BAC and the Chamber also take part in mock interviews with our senior students, offering feedback and support as students practice the interview process.

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

The BAC works with the Miami County Educational Service Center to support the summer Educators in Manufacturing program. This program provides county educators with the opportunity to tour manufacturing businesses that are located in Miami County. Over three days, educators can tour up to 6 businesses. Approximately 40 educators took part in this program in the summer of 2023.

4. What major decisions has the business advisory council influenced for the member school districts and how have decisions impacted students?

The BAC, in conjunction with the Miami County Educational Service Center, has developed and implemented the Summer Educators in Industry program. This program provides Miami County educators the opportunity to tour manufacturers through Miami County, including four Piqua City Schools BAC members. Teachers are able to earn continuous education hours from this program. The program focuses on the types of skills that students require to obtain well paid jobs in the manufacturing industry. Approximately 55 teachers took part in this program during the summer of 2023.

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.)\*

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? Include samples of feedback (business, educator and student)?

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

- Manufacturing Day surveys
  - *Example: Workforce Activity- We enjoyed manufacturing days and the biggest success was just our continued partnership with UVCC and PHS in working with them.*
- You Science student responses
  - *Example:*

After Flex Factor, I am more interested in a career in: (Check all that apply): Advanced Manufacturing	10%
Business & Entrepreneurship	24%
STEM and Technology	13%
None of the Above	53%

- **NCRC Status**

**Example:** The number of NCRC credential earners from the 2022-2023 school year that would have been eligible for college credit:

- 10 Silver NCRC holders (potential to earn 2 semester hours) (19% of students earned this credential)
- 8 Gold NCRC holders (potential to earn 4 semester hours) (15% of students earned the credential)
- 3 Platinum NCRC holders (potential to earn 6 semester hours) (5% of students earned this credential)

2023-2024

50 students are enrolled in courses that contain the WorkKeys Curriculum and WorkKeys Assessments.

Goal:

- 12 Silver NCRC Earners
- 10 Gold NCRC Earners
- 5 Platinum NCRC Earners
- ACT Work Read Community Status is shared at each BAC Meeting

○

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?

One major barrier remains in our work, and that revolves around how to meet the needs of our BAC members, specifically in connecting student to employer. Identifying how to join the two has proven to be more difficult than predicted. We have worked to lessen this barrier by:

- Communicating directly to BAC members when we have students who are eligible and ready to work
- Explaining the WorkKeys process and how we are preparing these students for the job site
- Conducting Employer/Student discussion sessions that highlight the needs and wants of student employees
- Asking BAC members to participate in mock interviews

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 has been instrumental in helping in the development of work skills for our students. From our pre-apprentice programs to our Work-Based Learning, the BAC has helped to lead the way. We have college articulation programs in place with Edison State and Sinclair Community colleges and are providing students with their first college experiences.

The BAC is working closely with the district to recognize the ACT WorkKeys credential and using it as a measurement of employee readiness.

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 manufacturing days, which is BAC-sponsored, have become a highlight of the school year. The BAC has worked to help teachers experience manufacturing around Miami County so that these teachers have a better idea regarding student preparation. These are established programs and will continue.

One would be hard pressed, however, to find a BAC that is establishing manufacturing days for fifth grade students. Our BAC members at Hartzell Propeller now have a manufacturing day specifically for younger students. They get to experience and tour a world-leading manufacturer in their own backyard, and the students love it. This is serving as a model for the expansion of our manufacturing days.

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 worked closely with the district to increase Work Based Learning opportunities for our students. Our next goal is to establish additional pathways, including health care, IT, finance, business, and engineering, that connect our students with our BAC members. These are the careers that our students



have expressed interest in. Our goal is to establish apprentice pathways for these students that allow for earlier connections to these careers.