



EDUCATIONAL SERVICE CENTER of Lorain County

2023-2024 Lorain County BAC Plan

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

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 |
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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 |
|--|--|------------------------------------|------------------|
| Task Force Members Noted in Blue New Members Noted in Red | | | |
| Ray Anthony | T & M Concrete | CTFIRE210@aol.com | Manufacturing |
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| Ryan Keller | SecureSight | rkeller@securesight.co | Information Technology |

Schedule of Meetings

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

| | |
|------------------------------------|-----------------------------|
| Quarter 1 Meeting: October 5, 2023 | Quarter 2: December 7, 2023 |
| Quarter 3 Meeting: March 7, 2024 | Quarter 4: May 9, 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:

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

2023-24 SUMMARY OF BAC PLAN

The Lorain County Business Advisory Council (BAC) is excited to present a comprehensive plan that we believe will allow our BAC to expand upon the three quality practices of Develop Professional Skills for Future Careers, Build Partnerships and Coordinate Experiences. We have created a [timeline](#) (See below) that can be accessed online alongside other resources that provide visuals and supporting data for our 2023-24 BAC Plan. These resources may be accessed at LorainCountyBAC.org. Our website also provides documentation for the addendum, documenting our activities from the 2022-23 school year. We encourage the readers to browse the visual aids including pictures, videos, agenda, slideshows, surveys, and other data items that will provide an overview of our activities from 2022-23 as well as our plan for 2023-24!

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, 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). Also include existing programs and how they will be sustained and scaled.



*** NOTE – Section colors match [Timeline](#) for easy reference. To view this timeline better click or go to**

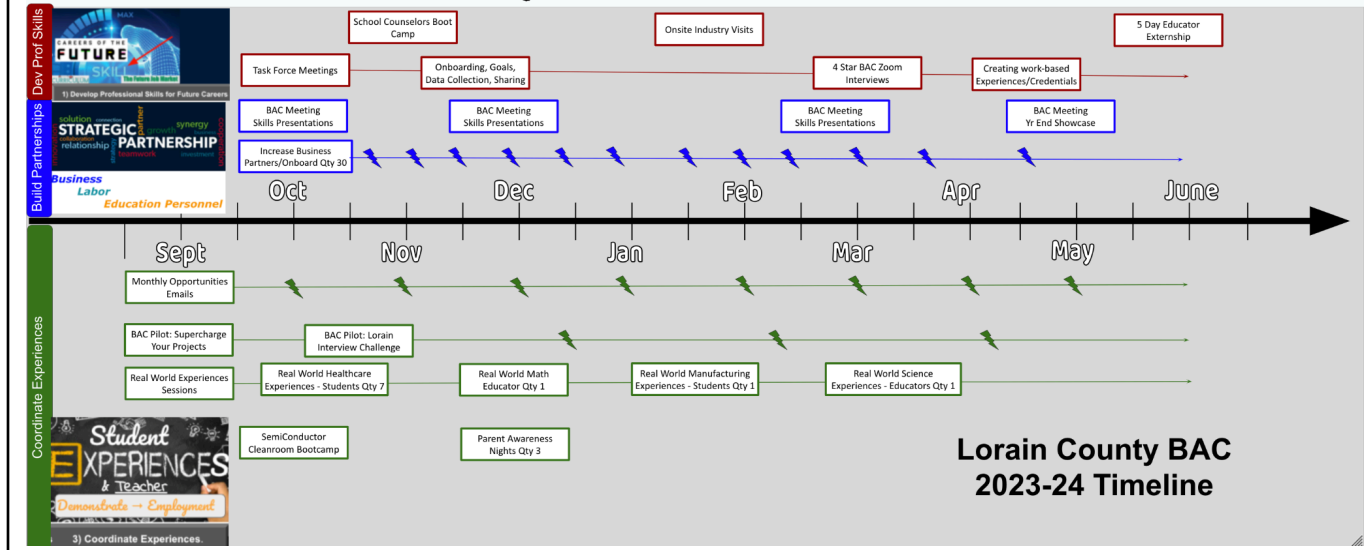
LorainCountyBAC.org

DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS

BUILD PARTNERSHIP

COORDINATE EXPERIENCES

Lorain County BAC Timeline 2023-24



Lorain County BAC
2023-24 Timeline

DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS Initiative 1: BAC Task Force Creation



Overview of Initiative

Need: The Lorain County BAC has substantially expanded its service offerings, necessitating the formation of a smaller task force dedicated to in-depth discussions addressing member needs and services. BAC members require a dedicated forum, distinct from our large-format meetings, to strategize, promote, and execute new initiatives effectively.

Objective: Create a smaller working group (task force) to carry out specific tasks to accomplish the objectives in our plan.

Summary: Our task force will ensure comprehensive representation by including members from each of our affiliated schools, as well as businesses, community-based organizations, and higher education institutions, to drive the successful execution of our initiatives. Key activities will encompass:

2023-24 Task Force Objectives

1. Facilitating a thorough onboarding process for task force members.
2. Evaluating and enhancing data collection procedures for monthly reviews.
3. Fostering collaboration with other educational institutions and partners to exchange best practices.
4. Conducting site visits to industry partners to gain insights into their needs and develop enriching opportunities for both students and educators.

5. Establishing connections with other 4-star BACs to leverage their experiences and insights.
6. Exploring diverse work-based learning models, such as internships, apprenticeships, and pre-apprenticeships.

What collaborative action steps are required to facilitate achieving outcomes?

See [Timeline](#)

The action steps to carry out our task force are as follows:

- 1) **Introduction** – We have begun contacting our schools to select a designated contact to serve on the task force. We will at our October 5th BAC meeting ask for participation from businesses, community-based organizations, and higher education.
- 2) **1st Meeting** – Our first meeting will take place on October 20th. At our meeting, we will explain in more detail the objectives and tasks for the task force. We will also seek individuals to serve in specific roles. We will develop the agenda to help all members understand the goals and objectives. A schedule will be put in place based on the existing and additional goals that are created at our meeting.
- 3) **Meeting Agendas & Activities** – The following meeting agendas will be created. When site visits are a part of the event, essential information will be coordinated.
 - a. **Onboarding, Overview of Goals, Data Collection Points, Collaboration & Sharing** – At our first meeting, we will cover these topics so that all members understand the goals for the task force.
 - b. **On-site Industry Visits** – Members will visit key BAC partners so all members understand the needs and resources industry partners bring to the table.
 - c. **4 Star BAC Zoom Interviews** – We will connect to other 4 star BACs to learn what they are doing and determine if we can mirror successful activities other BACs are completing.
 - d. **Creating Work-based Experiences/Credentials.**

List all districts impacted.

All schools will have one member participate. Our college, the Lorain County Community College (LCCC) will be represented.

List all businesses involved.

We will invite all our businesses to be a part of our year long Task Force. Since we have 15 schools, we would like 3-8 businesses present from our three highest in demand sectors plus a mix of other business sectors that are in our region. We will discuss the formation of a task force at our first BAC meeting on October 5th. We will ask our businesses, higher education, community-based organizations, and other partners to be a part of our task force. We do not want to exceed 25 total agencies in the task force in order to keep the task force nimble.

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

See [Timeline](#). Members of the task force have been identified. They will meet after our first BAC meeting on October 5th. The first date set for this meeting is October 20th. They will meet approximately every six weeks throughout the year. Topics are listed above under “Meeting Agendas & Activities.”

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

We will need manpower from each of our schools and many of our other partners to successfully create and carry out the tasks outlined for the creation of a BAC Task Force. The BAC Taskforce may seek funding from local foundations. We are also seeking to partner with other regional partners including sector partners who share common goals and are willing to cogrant. We would like to see the Department of Education and Workforce (DEW) help fund the coordination of BAC activities at the county level. Currently there is no funding for the work carried out beyond the funding already provided to Educational Service Centers. We will also need support from other successful BACs as we interview 4 star BACs.

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

The challenges we may face include:

- **Limited staffing for activities** – We are seeking partners to help complete the tasks for our BAC. Including personnel at the next level from each school district will provide buy in and additional manpower to accomplish our goals.
- **Limited time of current employees** – The Director of Workforce Development at the ESC of Lorain has spent a considerable amount of time last year conducting 2x12 studies (interviewing 2 members of the 12 stakeholder groups inside our BAC) to determine our needs and where time can be best invested. Additional funding would help us increase our efforts. Additionally, we are collaborating with staff from the State Support Team Region 2 to see where we can collaborate. Additionally, we seek support from the Joint Vocational School and we are working with the Lorain County Community College and several sector partnerships, including but limited to the Lorain County Manufacturing Sector Partnership (LCMSP)..
- **Limited businesses partners** – We have asked each member school to seek out two additional business partners to be added to our BAC to increase collaboration and opportunities.

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

We will be successful in creating and carrying out our first year task force if we can successfully meet to explore the objectives outlined above and listed below:

- **Onboarding, Overview of Goals, Data Collection Points, Collaboration & Sharing** – At our first meeting, we will cover these topics so that all members understand the goals for the task force.
- **On-site Industry Visits** – Members will visit key BAC partners so all members understand the needs and resources industry partners bring to the table.
- **4 Star BAC Zoom Interviews** – We will connect to other 4 star BACs to learn what they are doing and determine if we can mirror successful activities other BACs are completing.
- **Creating Work-based Experiences/Credentials.**

DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS
Initiative 2: School Counselors Boot Camp



Overview of Initiative

Need: Data analysis has revealed that "School Counselors" emerge as a stakeholder group with limited engagement and comprehension of the Business Advisory Council's objectives. It is our goal that school counselors play a pivotal role in the successful implementation of our BAC plan initiatives.

Objective: Enhance school counselor engagement with the Business Advisory Council by organizing specialized events aimed at increasing their understanding of BAC goals and actively involving them in BAC initiatives and activities.

Summary: Our strategy focuses on increasing participation among Lorain County school counselors by introducing a dedicated "School Counselors Bootcamp." We will also maintain an ongoing dialogue by delivering consistent updates during county-wide counselor gatherings, whether in-person or via Zoom. The School Counselors Bootcamp will draw inspiration from last year's successful educator bootcamps, with customized content that aligns with the unique requirements and responsibilities of school counselors. We will also recruit school counselors to be one of many stakeholders represented on our BAC Taskforce.

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to increase awareness of BAC goals for school counselors are as follows:

- a. **Research** – Why did school counselors not participate in the events offered last year? What information and experiences are relevant to the job responsibilities of school counselors.
- b. **Create Relevant PD Sessions** – We will, based on the data gathered, create a pd event tailored to the needs of school counselors.
- c. **Advertise** – We will advertise the events to school counselors.
- d. **Facilitate Event** - Our premier pd event will be a hands-on School Counselors Boot Camp where they visit industries to learn first-hand about the current and future in demand jobs available to students as they transition from school to college and careers.
- e. **Feedback** – We will solicit feedback from participants to continuously improve events to engage this stakeholder.
- f. **Signup** – We will seek to sign school counselors up to our Google Group BAC Opportunities so they are aware of upcoming opportunities and events.
- g. **Engagement** – We will seek to include more school counselors on our future task forces.

List all districts impacted.

Our intention is to recruit participants from all 15 school districts. We will seek support from our taskforce to promote participation.

List all businesses involved.

We will select partners based on our research. In general, we like to include partners from high demand growth sectors like the following:

Healthcare – Cleveland Clinic Avon Hospital

IT – LogiSync

Manufacturing – Thogus, AJ Rose, Bendix, Emerson-Ridgid, Absolute Machine Tools

Others - TBD

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

See [Timeline](#). We anticipate offering this event in November and also having our *new* task force members participate alongside with school counselors.

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

We will need manpower to survey the school counselors and to discover why they have had low participation. We will also need the support of our businesses and partners for site visits. We will use previously [developed presentation resources](#) and resources from the DEW office including the “[Find Your Career Pathway](#)” videos and [Ohio Means Jobs resources](#). We will also need our business, community-based, and higher ed partners time and willingness to host us for these hands-on events. We will need funding to offset food and any room rentals that will not be donated.

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

The challenges we may face include:

- **Limited Time for Development of Activities** – We will use the resources that have been developed previously to minimize the time to create these opportunities.
- **Limited Partners** – We are seeking additional business partners for collaboration. We will utilize existing and new partners based on the school counselor’s needs.
- **Limited Incentives for School Counselors** – We will work with local school task force members to have them encourage their school counselors to participate. We will incentivize the event by offering graduate credit in collaboration with Ashland University. We will explore additional incentives to encourage participation.

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

We will be successful in increasing school counselor participation if we achieve the following:

- **Enrollment** – We see an 80% increase in enrollment and participation of school counselors at our total PD Sessions based on last year’s enrollment.
- **Feedback** – We receive positive feedback on surveys (more than 90% of school counselors participants would recommend this training and find it valuable in their role as a school counselor).

DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS
Initiative 3: Educator Externships



Overview of Initiative

Need: We've provided valuable events for teachers through our educator externship, but it has reached only a small percentage of them. To better prepare teachers to help their students prepare for college and career readiness, we need to offer more opportunities for their professional development.

Objective: [Replicate our successful educator externship to offer teachers diverse experiences, empowering them to better prepare students for college and career readiness in an ever-changing automated workforce.](#)

Summary: We will recreate the past educator externship opportunities, including a two-day, and/or five-day educator externships. Our aspiration is to replicate the highly successful five-day educator externship we conducted in June 2023, which was made possible through funding from the Lt governor's office. We have received overwhelming positive feedback from the experience!

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to create educator externships are as follows:

- h. **Research** – Why do more teachers not know the objectives of the Lorain County BAC?
- i. **Create Relevant PD Sessions** – We will, based on the data gathered, create a pd event tailored to the needs of teachers.
- j. **Advertise** – We will advertise the events to teachers.
- k. **Facilitate Event** – We will offer either a 5 day event (funding permitting) or provide a shorter term event that appeals to teachers. The event will be offered in the summer if funding is available to incentivize teachers to participate (2 grad credits) or prior to the year's end if funding is not available.
- l. **Feedback** – We will solicit feedback from participants to continuously improve events to engage this stakeholder.
- m. **Signup** – We will seek to sign teachers up to our Google Group BAC Opportunities so they are aware of upcoming opportunities and events.
- n. **Engagement** – We will seek to include more teachers on our future task forces.

List all districts impacted.

Our intention is to recruit participants from all 15 school districts. We will seek support from our taskforce to promote participation.

List all businesses involved.

We will select partners based on our research. In general, we like to include partners from high demand growth sectors like the following:

Healthcare – Cleveland Clinic Avon Hospital

IT – LogiSync IoT

Manufacturing – Thogus, AJ Rose, Bendix, Emerson-Ridgid

Others - TBD

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

See [Timeline](#). We anticipate offering this event in June, but may offer it earlier if the event is better scheduled throughout the year.

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

We will need the assistance of the newly formed task force (Manpower) to get feedback from teachers and to further refine the workshop. We will also need the support of our businesses and partners for site visits. We will use previously [developed presentation resources](#) and resources from the DEW office including the “[Find Your Career Pathway](#)” videos and [Ohio Means Jobs resources](#). We will also need our business, community-based, and higher education partners time and willingness to host us for these hands-on events. We will need funding to offset food and any room rentals that will not be donated.

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

The challenges we may face include:

- **Limited Time for Development of Activities** – We will use the resources that have been developed previously to minimize the time to create these opportunities.
- **Limited Partners** – We are seeking additional business partners for collaboration. We will utilize existing and new partners based on the school counselor's needs.
- **Limited Incentives for Teachers** – We will work with local school task force members to have them encourage their teachers to participate. We will incentivize the event by offering graduate credit in collaboration with Ashland University. We will explore additional incentives to encourage participation.

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

We will be successful in creating more awareness of the goals of the Lorain County BAC to teachers if:

- **Enrollment** – We see additional teachers enrollment from at least 50% of our member schools.
- **Feedback** – We receive positive feedback on surveys (more than 90% of teacher participants would recommend this training and find it valuable in their role as a school counselor).

Describe how the business advisory council plans to **Build Partnerships** 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.

BUILD PARTNERSHIP

Initiative 1: BAC Meetings & Skills Presentations



Overview of Initiative

Need: BAC members need access to current and dynamic job market data to facilitate informed discussions and collaborative efforts, ensuring that students are equipped with the essential skills required for both college and career success.

Objective: Provide BAC members with access to current job market data to foster informed discussions and collaborative efforts, enabling the effective preparation of students with essential skills for both college and career success.

Summary: In our first meeting, TeamNEO, our regional data experts, will share the most recent job stats. We'll continue discussions at each quarterly meeting, where we'll also hear updates from the Director of Workforce Development and taskforce members about past and upcoming BAC initiatives. Additionally, we'll feature successful activities from schools, businesses, and higher education in our monthly spotlight.

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to facilitate BAC meetings and discuss essential student skills are as follows:

- a. **Contact Monthly Presenters** – Contact TeamNEO and other businesses who will speak at monthly events so they can share what skills are necessary for students to have as they enter college and careers.
- b. **Showcase Past Initiatives** – BAC members at large should be informed of the status and success of our BAC plan initiatives as we meet.
- c. **Notify and Advertise Upcoming Initiatives** – We will advertise upcoming events to BAC members at large so schools and BAC partners can participate.
- d. **Year End Showcase** – We will provide an year end celebration event whereby our members showcase the successful initiatives that have taken place over the year. This event may be used to recruit additional members as well.

List all districts impacted.

We anticipate having all school districts present.

List all businesses involved.

We will encourage all businesses to participate in our BAC meetings for sharing and collaboration. We are making our meeting available via Zoom for increased convenience.

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

The meeting dates are October 5, December 7, March 7, and May 9. See [Timeline](#).

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

We will need those members of our planning team at the ESC (manpower) to successfully carry out our meetings. We will also need our members to contribute to our conversations and presentations. We will need Zoom and our conference rooms to effectively facilitate the meetings.

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

The challenges we may face include:

- **Limited Participation** – We will effectively advertise our meetings and schedule them in advance so members are available to participate. We will make agendas reasonable in length and try to engage all stakeholders so all members continue to have an interest in participating.

We will feature businesses who go above and beyond. We will recognize new members at each meeting.

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

We will be successful in notifying schools of necessary curricular changes and promoting our initiatives if:

- **Enrollment** – We see a sustained participation at each event. (participation does not drop more than 20% from the initial meeting).
- **Feedback** – We receive positive feedback on surveys (more than 90% of members agree that the BAC format and content is relevant).

BUILD PARTNERSHIP

Initiative 2: Increase Business Partners / Onboard Qty 30



Overview of Initiative

Need: While we have built strong partnerships within the education sector since our inception in 2018, there is room for growth in our business partnerships. We have an excellent foundation to build upon as we aim to increase enrollment and expand our network of business collaborators

Objective: **Boost business enrollment by having each school recruit an additional two members to join the Lorain BAC, resulting in a targeted addition of 30 new businesses to our network.**

Summary: At our last BAC meeting in the spring, we tasked each school district with identifying existing businesses involved in our county-wide BAC and inviting two more to join. During these efforts, we provided guidance on inviting businesses, outlined the benefits of participation, and shared an overview of our BAC's objectives in a [resource](#) we have developed for use as we recruit new members. We will continue to recruit new members throughout the 2023-24 school year.

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to onboard 30 additional businesses are as follows:

- a. **Identify Businesses Who Have Agreed to Join Our BAC** – We will review the submitted form from our schools and work with them to identify if each school has approached and asked the businesses to join our BAC.

- b. **Support Recruiting New Members** – Some schools selected yes when asked if they would like the BAC to join them when recruiting new businesses. We will assist these schools at their request.
- c. **Update Interactive BAC Membership Map** – We will update our [Interactive BAC Membership Map](#) by adding the new members to the database and listing the types of activities they are willing to provide to schools.
- d. **Invitation to BAC Meetings** – We will update our Google Groups to include the new members as we meet for our BAC meetings.
- e. **Visits by BAC Director of Workforce Development** – The Director of Workforce Development will meet with as many new businesses as possible over the course of the year to develop a relationship with and to explain in more detail the goals of the BAC, the opportunities provided to the businesses, and to discover how the BAC can support the business.

List all districts impacted.

We have asked all school districts to recruit two additional members and anticipate all 15 of our member schools identifying and adding two new businesses to our county wide BAC.

List all businesses involved.

We will use (when appropriate) existing businesses to help us recruit additional new businesses.

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

See [Timeline](#). The lightning bolts represent the frequency we anticipate meeting with new businesses.

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

We will need the assistance of each of our school districts to increase our businesses. We also believe the task force members will be instrumental in carrying out this task. We will need time to carry out this initiative, especially as the Director of Workforce Development meets with businesses as they are recruited and assists districts in recruiting new members. We will use resources like the "[Lorain County BAC Business Visit Flyer](#)" to provide a framework for conversation as we meet with new members. We will need funding to offset the cost of travel. We will need to utilize our sector partnerships (LCMSP) and community college (LCCC) when possible to help us identify potential partners.

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

The challenges we may face include:

Limited Time – We will work with school districts to help them identify potential businesses. We will assist them as they request support. We will provide resources like the "[Lorain County BAC Business Visit Flyer](#)" to streamline conversations with businesses.

Limited Businesses in School Districts – We have some school districts who are very rural and have very few businesses. We will work with these schools to identify potential businesses or work with bordering school districts to identify businesses who could be shared across official school lines.

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

We will be successful in acquiring new businesses for increased membership if:

- a. **Enrollment** – We see an increase in membership that reaches 90% of our goal, or 27 total new businesses.

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).

COORDINATE EXPERIENCES

Initiative 1: Monthly Student/Educator/Business Newsletter



Overview of Initiative

Need: We have identified the need to establish a regular communication channel, such as a monthly newsletter, to effectively reach our target audience of approximately 38,000 students through 3,000+ educators. This communication will help raise awareness of the Lorain County BAC's valuable opportunities among schools and promote the utilization of monthly themes to provide students with essential career exposure. Additionally, there is a need to ensure that educators and businesses are consistently informed about upcoming opportunities offered by the BAC.

Objective: Launch a monthly newsletter to reach approximately 38,000 students via 3,000+ educators, highlighting the valuable opportunities provided by the Lorain County BAC. Enhance school awareness of BAC resources, advocating the use of monthly themes to foster career exposure. Ensure educators and businesses stay well-informed about upcoming opportunities.

Summary: We will impact 38,000 students as we communicate with over 3,000+ educators through the launch of a monthly newsletter. This dedicated communication platform will spotlight the wealth of valuable opportunities offered by the Lorain County BAC. *In our newsletter, we will feature three essential facts, three exciting opportunities, and three valuable resources.*

The use of monthly themes will broaden students' exposure to a wide range of career opportunities. We will include local, regional, and national resources in the newsletter. We will ensure that educators and businesses are consistently informed about upcoming opportunities.

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to create and distribute a monthly newsletter are as follows:

- a. **Identify existing monthly themes and map out for the year** – We will research the monthly themes and opportunities available through the Lorain BAC, region, DEW, and nation to provide career exposure to students and place these into a timeline.

- b. **Solicit feedback and opportunities from BAC Schools & Partners** – We will reach out to existing contacts (school counselors, task force members, others) to make sure we are featuring quality opportunities from region, DEW, and national resources to be included in the monthly newsletter.
- c. **Utilize newsletter template** – We will utilize a newsletter template to be shared with our growing Google Groups (BAC Opportunities, BAC Educators, BAC Businesses).
- d. **Share Monthly** – We will share the newsletter monthly and solicit feedback for continuous improvement.

List all districts impacted.

All districts will be impacted.

List all businesses involved.

We will feature different businesses as they collaborate with our schools through various opportunities. We will also continuously feature our partners through the use of our [Interactive Partners Map](#).

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

- a. **(OCTOBER) Identify existing monthly themes and map out for the year** – We will research the monthly themes and opportunities available through the Lorain BAC, region, DEW, and nation to provide career exposure to students and place these into a timeline.
- b. **(@OCTOBER TASK FORCE MEETING) Solicit feedback and opportunities from BAC Schools & Partners** – We will reach out to existing contacts (school counselors, task force members, others) to make sure we are featuring quality opportunities from region, DEW, and national resources to be included in monthly newsletter.
- c. **(MONTHLY) Utilize newsletter template** – We will utilize a newsletter template to be shared with our growing Google Groups (BAC Opportunities, BAC Educators, BAC Businesses).
- d. **(MONTHLY) Share Monthly** – We will share the newsletter monthly and solicit feedback for continuous improvement.

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

We will need time to implement this task combined with the collaborative efforts of our task force members, school counselors, sector partners, high education partners, DEW, and other misc. resources. We will also need the newsletter template.

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

The challenges we may face include:

Limited Time – We will work to make sure we allocate time each month to release the newsletter in a timely manner.

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

We will be successful in implementing a new newsletter if:

- a. **Consistent Distribution** – We are able to distribute the newsletter each month beginning in October.
- b. **Feedback** – We receive feedback from surveys that more than 90% of the participants Agree or Strongly agree the newsletter is helpful in creating an awareness of the opportunities for students and educators.

COORDINATE EXPERIENCES

Initiative 2: Semiconductor Training



Need: We recognize the urgent need to prepare Ohio students for the high-paying job opportunities arising from Intel's facility construction and the growing demand for skilled workers in the semiconductor industry, especially as supporting industries across Ohio Support the startup of Intel.

Objective: Offer educators training programs to deepen their understanding of microchips and the semiconductor industry, specifically focusing on job prospects for students. We will leverage existing resources available through our partners at LCCC and Ashland University to provide educators with firsthand experience in a cleanroom environment. Additionally, we will actively seek opportunities to expand workshop offerings.

Summary: In collaboration with Intel, LCCC, and Ashland University, the Lorain County BAC is excited to offer educators a [hands-on opportunity](#) to explore careers in the semiconductor field. We have extended a special invitation to school counselors to join this event. Participants will suit up in blue scrubs and gain firsthand experience in the sterile, dust-free environments of the semiconductor industry.

Our aim is to raise awareness within our schools so that, when students exhibit the aptitude and interest, they can be directed towards lucrative and in-demand careers in the semiconductor field.

As we investigate a second semiconductor training session, we're exploring the possibility of including students alongside educators. This additional program will involve visits to local businesses that play a crucial role in supporting the semiconductor industry.

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to successfully have BAC members participate in this event are as follows:

- a. Promote events to school counselors and other educators through email and our newsletter. Work with Taskforce to investigate second offering.
- b. Director of Workforce Development to participate as an observer to share experiences with the BAC at large in the current scheduled event.
- c. Utilize our publicity and marketing coordinator to feature the experience in local media.
- d. Provide feedback for continuous improvement.
- e. Participate in planning for a second round.

List all districts impacted.

We would like to have all districts participate, but the first round is limited to 12 participants. If a second round is offered, have all districts participate.

List all businesses involved.

For this pilot project, the Lorain County Community College (LCCC) has a cleanroom and will provide the space to help educators explore the semiconductor field. Some businesses who access and utilize the cleanroom space at LCCC may be involved as educators go through the experience.

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

- a. (CURRENT/SEPT) Promote event to school counselors and other educators through email and our newsletter
- b. (@EVENT/OCT) Director of Workforce Development to participate as an observer to share experiences with the BAC at large.
- c. (@EVENT/OCT) Utilize our publicity and marketing coordinator to feature the experience in local media.
- d. (NOV) Provide feedback for continuous improvement.
- e. (TBD) Participate in planning for a second round.

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

We will utilize the following resources:

- f. Ashland University
- g. Lorain County Community College
- h. Newsletter
- i. Publicity and Marketing Coordinator

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

The challenges we may face include:

Limited Enrollment – We will work to help educators understand the importance and relevance of the pd event.

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

We will be successful in implementing the semiconductor training in partnership with Ashland and LCCC if:

Signup – All twelve spots are filled.

Feedback – Participants agree or strongly agree the pd experience was valuable in helping them understand the opportunities that will be available to students in Ohio in the semiconductor industry.

COORDINATE EXPERIENCES

Initiative 3: Real World Educator Experiences



Need: Students need to see the relevance in the concepts they are learning. Educators need to be able to connect curricular concepts to real world experiences.

Objective: Help teachers make content areas (math/science) relevant to students by providing real life examples from local businesses.

Summary: Students often ask “When will I ever use this?” as teachers provide instruction. Teachers often have limited experience in business and industry and do not have the knowledge to provide examples of where a math or science concept can be used in the real world. Our “Real World” pilot, introduced last year, took a small pilot group of educators to visit one of our BAC members, AJ Rose, a stamping manufacturer in Avon Ohio. The group of high school math teachers and school counselors toured the facility and learned about the stamping process. Following the tour, educators were provided with three examples of how math they teach to high school students is used at AJ Rose in manufacturing as metal parts are stamped. You can see the three examples on the [agenda](#). ***This year, we seek to replicate last year’s event, and expand our “Real World” series by creating a “Science in the Real World” event.*** We are currently working with several of our BAC businesses, in partnership with our science content experts at the ESC of Lorain County to determine what concepts would be most beneficial and what BAC businesses could provide the most relevant examples for educators. We anticipate expanding this series to include students as we move forward!

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to successfully replicate last years event and expand the content area to science are:

- a. **Review 2022-23 Event Feedback & Improve** – We will use last year's feedback and notes to improve the format for the event. We received very positive feedback from last year’s event, but we want to make minor tweaks in timing.
- b. **Identify BAC Business Partners** – We will identify the partners who are able to host educators for both the Math and Science event for 2023-24
- c. **Plan Event** – Each event will take planning to identify math and science concepts that students struggle to understand the relevance for and concepts therein. We will solicit feedback from teachers. We will plan with the businesses to help them identify concepts that can be shared. We will build a hands-on agenda that engages teachers. We will invite school counselors.
- d. **Promote** – We will promote the event through our newsletter and other mechanisms.
- e. **Offer Event** – We will offer the two events and document our successes.
- f. **Publicize** – We will use our Publicity and Marketing Coordinator to create an awareness of the event to the general public and our educators across NE Ohio for future events.
- g. **Get Feedback** – We will get feedback from participants and businesses to improve the event for next year.

List all districts impacted.

We would like to have all districts participate between the two events.

List all businesses involved.

AJ Rose
Science member TBD

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

See [Timeline](#)

*Specific dates may be subject to the availability of identified business partners.

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

We will utilize the following resources:

- h. AJ Rose / Science BAC business partner
- i. Time to coordinate and plan
- j. Newsletter for promotion
- k. Publicity and Marketing Coordinator

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

The challenges we may face include:

Limited Time – We will work smart, utilizing the framework we developed last year.

Limited Enrollment – We will work to help educators understand the importance and relevance of the pd event.

Business Partners – We have several great BAC businesses who may work. We are also working to increase our business within the BAC (See BUILD PARTNERSHIP, Initiative 2)

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

We will be successful in implementing the Real World Educator Events if:

Signup – We have an increase in enrollment from last year for the math event and have at least 8 participants for the science pilot.

Feedback – More than 90% of the participants agree or strongly agree the pd experience was valuable in providing them with real world examples for content areas in math and science.

COORDINATE EXPERIENCES

Initiative 4: Real World Student Experiences



Need: Students need to see the relevance in the concepts they are learning. Students need authentic work based experiences to determine what career fields are of interest to them.

Objective: Empower students with meaningful workplace experiences to make informed decisions as they transition into college and careers, emphasizing the practical application of classroom concepts in real-world settings to reinforce the relevance of their learning.

Summary: Building upon the success of our [series initiated last year](#), which introduced students to healthcare careers, we are now expanding it to encompass the field of manufacturing. During the 2022-23 academic year, we forged a partnership with the Cleveland Clinic Avon Hospital, enabling us to bring 10 students each month (70 in total) from our 14 high schools on immersive tours. These tours provided hands-on experiences, allowing targeted students with a keen interest in healthcare careers to access employee-only areas, including surgical suites, during a comprehensive four-hour event. This venture effectively helped students gauge their interest in healthcare careers.

This year, our aim is to replicate the success of this event, this time in collaboration with manufacturing partners. We will identify students who display interests and aptitudes in manufacturing and provide an engaging event that enables them to explore the diverse and promising careers within the manufacturing industry. We will work with the Lorain County Manufacturing Sector Partnership (LCMSP) to find manufacturing partners to facilitate the experiences.

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to successfully replicate last year's event and expand the content area to manufacturing are:

- a. **Review 2022-23 Event Feedback & Improve** – We will use last year's feedback and notes to improve the format for the event. We received very positive feedback from last year's event. This year, we will have a member of the LCCC staff provide an interactive discussion as the students visit the Cleveland Clinic Avon Hospital to discover what credentials are required to obtain the various positions the students observed.
- b. **Identify BAC Business Partners** – We will identify the partners who are able to host students for both the manufacturing events for 2023-24.
- c. **Plan Event** – Each event will take planning, especially the new format for manufacturing. We are exploring gamifying the event to engage students! We will build a hands-on agenda that engages students.
- d. **Promote** – We will promote the event through our newsletter and other mechanisms, including our meetings with our networks with supers, curriculum, principals, and teachers.
- e. **Offer Event** – We will offer the two events and document our successes.
- f. **Publicize** – We will sue our Publicity and Marketing Coordinator to create an awareness of the event to the general public and our educators across NE Ohio for future events.
- g. **Get Feedback** – We will get feedback from students and businesses to improve the event for next year.

List all districts impacted.

Last year, all schools in our county participated. We anticipate all schools sending participants again this year.

List all businesses involved.

Cleveland Clinic Avon Hospital
Manufacturing Partners TBD

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

See [Timeline](#)

*The dates for our Real World Student Experiences – Healthcare event are Sept 28, Oct 19, Nov 9, Dec 14, Jan 11, Feb 8, Mar 14.

* We anticipate piloting the Real World Student Experiences – Manufacturing event with one or more manufacturers.

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

We will utilize the following resources:

- h. Cleveland Clinic Avon Hospital / manufacturing partners.
- i. Time to coordinate and plan
- j. Newsletter for promotion
- k. Publicity and Marketing Coordinator

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

The challenges we may face include:

Limited Time – We will work smart, utilizing the framework we developed last year.

Limited Enrollment – We will work to help educators understand the importance and relevance of the pd event to enroll students.

Business Partners – For manufacturing, our partnership with the Lorain County Manufacturing Sector Partnership provides us with many great options! We have several great BAC businesses who may work. We are also working to increase our business within the BAC (See BUILD PARTNERSHIP, Initiative 2)

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

We will be successful in implementing the Real World Student Experiences Events if:

Signup – We have at least 95% participation to fill all student spots for our healthcare events. We have more than 25 students participating in the manufacturing pilot.

Feedback – More than 90% of the participants agree or strongly agree the pd experience was valuable in providing them with real world examples for careers in healthcare and manufacturing.

COORDINATE EXPERIENCES

Initiative 5: Parent Nights - “The Rising Cost of College & How it Can Jeopardize the American Dream”



Need: Many college graduates are burdened with high college debt, which can threaten their pursuit of 'The American Dream.' Moreover, there's often little awareness among students and parents that

businesses can cover education expenses. Additionally, students and parents may not know which industries are growing or shrinking, making it hard to choose careers that match their interests and skills.

Objective: Organize a region-wide informational event for parents and students, focusing on the evolving job market, high-demand occupations, the soaring expenses associated with four-year degrees, cost-effective credential options and pathways, and the willingness of numerous businesses to sponsor student/employee college and credentialing expenses.

Summary: We will host three evening events across our 15 school districts, making them accessible to both parents and students in the region. In collaboration with LCCC, Team NEO, and our business and sector partners, the Lorain County BAC will create a platform at these events to enlighten parents on crucial matters, including:

- The realities of escalating college costs and how student debt can impact a student's future.
- Viable alternative pathways that can make college more affordable, including community colleges and their innovative programming paths (LCCC).
- Insights into in-demand and declining career fields, as well as the sectors with the highest demand in our region (TeamNEO, Sector Partners).
- Valuable information about local businesses' willingness to sponsor credentials and college education (BAC Businesses).

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to create this event are:

- BAC and Task Force Discussion** – We will meet with the BAC members and BAC taskforce to discuss the format in more detail in partnership with other specific members including LCCC and TeamNeo.
- Select Location and Dates** – We will provide this event three times in three regions so parents can attend at one location in their region.
- Promote through Districts** – We will need our BAC school districts to promote the event to parents for enrollment.
- Offer Events** – We anticipate offering this event in December, sponsored by the Lorain County BAC and its partnering members.
- Solicit Feedback** – We will ask parents for feedback for continuous improvement.

List all districts impacted.

We anticipate all school districts participating.

List all businesses involved.

TBD. We would like to have different businesses present to discuss the available jobs at their companies, the opportunities for college/credential reimbursement, growth opportunities, and more.

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

See [Timeline](#)

- a. **(OCTOBER) BAC and Task Force Discussion** – We will meet with the BAC members and BAC taskforce to discuss the format in more detail in partnership with other specific members including LCCC and TeamNeo.
- b. **(OCTOBER) Select Location and Dates** – We will provide this event three times in three regions so parents can attend at one location in their region.
- c. **(OCTOBER/NOVEMBER) Promote through Districts** – We will need our BAC school districts to promote the event to parents for enrollment.
- d. **(DECEMBER) Offer Events** – We anticipate offering this event in December, sponsored by the Lorain County BAC and its partnering members.
- e. **(DECEMBER) Solicit Feedback** – We will ask parents for feedback for continuous improvement.

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

We will utilize the following resources:

- f. TEAM Neo for stats
- g. BAC Members to showcase high paying jobs and to discuss their degree requirements
- h. LCCC to discuss innovative pathways and career paths
- i. Publicity and Marketing Coordinator

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

The challenges we may face include:

Limited Time – We will collaborate among the members of our task force to complete the activities.

Low Buy In – We will work with BAC schools and businesses to make sure the event meets their needs and demographics.

Low Parent Turnout – We will work with schools to ensure the event is promoted.

Cost – We will seek funding for facilities usage and other related costs.

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

We will be successful in implementing the Parent Nights - “Know the Facts: Careers, Credentials, College” if:

Signup – We have participation from parents from at least 80% of our schools (11 of 14) participate.

Feedback – More than 90% of the participants agree or strongly agree the pd experience was valuable in providing them with relevant information as students explore college and career options.

COORDINATE EXPERIENCES

Initiative 6: BAC Pilots



Need: Member schools of the Lorain County BAC are seeking assistance as they connect with BAC Businesses as they connect students to businesses.

Objective: [Initiate pilot programs in response to specific requests from schools and businesses, and record their success to help replicate them to additional schools.](#)

Summary: The Lorain County BAC, in collaboration with its member schools, is eager to support specific initiatives this year. Two schools have approached the BAC with requests for assistance in planning and identifying relevant BAC partners. The two project initiatives are as follows:

Supercharge Your Teachers Projects: Avon Lake Troy Intermediate School is actively working to enhance the effectiveness of teachers' projects for grades 5 and 6. This initiative involves transforming existing projects into project-based learning models to enhance their relevance. Additionally, it aims to establish connections between projects and the school's makerspace, as well as foster collaboration with local businesses to enable students to work with and showcase their final projects to authentic audiences, or BAC members.

Interview Challenge: Lorain City Schools is partnering with the Lorain County BAC, in collaboration with the Lorain County Manufacturing Sector Partnership, to offer an interview challenge for high school students. During this challenge, students will form small teams and evaluate interviews conducted by three interviewees, one of whom will be selected. The interviewers and interviewees will be Lorain City graduates from local businesses. Students will be provided with interview rating criteria and will gain insights into the interview process from the perspective of the interviewer. Prizes will be awarded to the winning team, and we anticipate broadcasting the event to Lorain High School classrooms via Zoom to increase student engagement.

What collaborative action steps are required to facilitate achieving outcomes?

The action steps to create this event are:

- a. **Meet with Schools** – We will meet with each school to continue to plan out the initiatives.
- b. **Select BAC Partners** – We will help each district identify one or more partners from our BAC and Sector partners to find the best fit partners for each project.
- c. **Event Facilitation** – We will assist our schools in implementing the initiative as the details are worked out for each project.
- d. **Solicit Feedback** – We will ask parents for feedback for continuous improvement.

List all districts impacted.

Avon Lake Troy Intermediate & Lorain City High Schools CTE programs.

List all businesses involved.

TBD. We would like to have different businesses based on the needs of the projects.

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

See [Timeline](#)

- a. **(SEPT) Meet with Schools** – We will meet with each school to continue to plan out the initiatives.
- b. **(TBD) Select BAC Partners** – We will help each district identify one or more partners from our BAC and Sector partners to find the best fit partners for each project.
- c. **(TBD) Event Facilitation** – We will assist our schools in implementing the initiative as the details are worked out for each project.
- d. **(TBD) Solicit Feedback** – We will ask parents for feedback for continuous improvement.

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

We will utilize the following resources:

- e. Time
- f. Staff/teachers at Avon Lake Troy and Lorain City High Schools
- g. Support from Director of Workforce Development
- h. BAC businesses

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

The challenges we may face include:

Limited Time – We will collaborate among the members of our task force and the school's personnel to complete the activities.

BAC Members – We will work with BAC members to find the best fit member to carry out the initiatives.

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

We will be successful in implementing BAC Pilots if:

Feedback – More than 90% of the participants agree or strongly agree the enhanced experience was valuable in obtaining the learning objectives.

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 OhioMeansJobs-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 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.
 - [2022-23 Joint Statement](#)
- Local data measuring the implementation of the Quality Practices. Data may be obtained from the school counselor, administration, career navigators, etc. (**See responses below for each question**).
- 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:

ABOUT OUR APPLICATION

We are happy to answer any questions about the data provided in our application. We have also documented the information provided below in a visual format of our responses at our website www.LorainCountyBAC.org. Our BAC plan is embedded into our [website](#). READERS: Please feel free to view the application and click on the links to our documentation from our website for an easier view and visualization of our supporting activities. We have included an array of visuals as well, which can be seen when you click on each section. Please be sure to check out sections 8 - 10.

- ✓ 8-Develop Professional Skills
- ✓ 9-Build Partnerships
- ✓ 10-Coordinate Experiences

EDUCATOR EXTERNSHIPS



Emerson / RIDGID



Presentation



Bendix

Throughout the past year, our educator externships, often referred to as teacher boot camps, have been a standout highlight for us. We made a deliberate choice to market these events as 'educator externships' rather than 'teacher boot camps' to ensure inclusivity. While teachers formed the majority of our participants, we were delighted to welcome principals, administrators, and even school counselors into

Contact

Dave Miller
 Director, Technology, Innovation, and Workforce Development
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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).

Many schools have made significant strides in aligning their curricula with the needs of the local workforce. Amherst Schools collaborated with LCCC to introduce new technology and engineering courses, and a Makerspace Lab. Avon has implemented a program where students spend half of their day in class and the other half in the workforce. Avon Lake, in response to BAC insights, is actively refining its work-study and internship programs. In Columbia and Oberlin, students have participated in business externships and shadowing experiences in healthcare, tech, and manufacturing sectors. Elyria used information from the BAC to help students focus on employment trends in growing industries. Firelands introduced Project-Based Learning to emphasize real-world problem-solving and community partnership skills. Keystone initiated STEM courses, aligning with Team NEO data, while Lorain City adjusted its curriculum based on BAC feedback, enhancing career preparation services and encouraging exploration of various career paths through events and elective courses. Lorain JVS introduced a spa technologies pathway, and Midview focused on STEM and Career Technical Pathways, enhancing its offerings based on council feedback. Sheffield expanded credentials offerings, emphasizing retail, and introduced an internship program, fostering collaboration with local businesses. Wellington added a Performing Arts Pathway program in response to student and business interest surveys. These initiatives collectively aim to bridge the education-to-employment gap, preparing students for a smoother transition into the workforce.

School Districts' Responses Regarding BAC's Influence on Curriculum and Workforce Preparation:

- Amherst Schools: Collaborating with LCCC, Steele HS has introduced courses in Technical Problem Solving, Automation/Engineering Technology, and Strategies for Creating College Success. They've

also established a Makerspace Lab, offering 3D printing and Makerspace Open Lab sessions. At the Junior High level, they've added courses in Design and Robotics, enhancing students' practical skills for the local workforce.

- Avon: We have added a course back to our high school that splits the student day from half of the day taking courses and half the day in the workforce. I don't have specific data on the outcomes yet. I'm hoping that all of these students (18) will be fully employed after graduation.
- Avon Lake Schools: Avon Lake Schools are actively assessing work-study programs, internships, and the senior project program in light of information provided by the BAC, ensuring students are well-prepared for the local workforce.
- Clearview: Clearview Schools have not made curriculum changes influenced by the BAC at this time.
- Columbia: Three of our teachers attended the business externship in June 2023. Two additional teachers attended the three-part business series highlighting manufacturing, tech, and healthcare in winter and spring 2022.
- Five students attended the Cleveland Clinic Avon Hospital Shadow Experience on May 10, 2023. We do not have any data.
- Elyria: The BAC has provided valuable employment trend information to Elyria staff, allowing students to focus their research on growing industries. Outcomes include students pursuing education, conducting job searches, and preparing resumes for employment.
- Firelands: The district has introduced a requirement for teachers to develop and implement two Project-Based Learning (PBL) projects this year, emphasizing real-world problem-solving, communication, collaboration, and community partnerships.
- Keystone: Keystone School District has initiated four new STEM-related courses this year, selected with data input from Team NEO, emphasizing IT, Advanced Manufacturing, and Healthcare.
- Lorain City: The BAC has helped Lorain High School students prepare for successfully entering the local workforce by providing feedback on the skills, knowledge and capabilities Lorain County employers are looking for, allowing the school to tailor curriculum and career preparation services. The information we have gleaned from the BAC has inspired us to encourage and provide opportunities for our students to explore diverse career paths and options through guest lectures, facility tours, career fairs and other events featuring local industry professionals. Our Career and Technical Education program has absorbed two electives, Employability Skills and Transitions & Careers, to make sure our students are being taught up-to-date information on hiring trends, workforce needs and requirements, the local job market, etc. that help students make informed decisions.
- Lorain JVS: A spa technologies pathway has been introduced for high school students, allowing them to earn manicurist and esthetician credentials.
- Midview: The district has revamped its college and career pathways, particularly focusing on STEM, MEMS, Biomedical Engineering, and Career Technical Pathways, using feedback and data from partnerships within the council to continually adjust and enhance offerings.
- North Ridgeville: The implementation of Industry Recognized Credentials has provided an alternative pathway to competency for students, with nine graduates completing this program. The district is also working on developing a CBI (Community-Based Instruction) program.
- Oberlin: The district is actively working to connect students with local businesses and industries. With the assistance of the ESC, the district was able to get students into Cleveland Clinic to look at careers.
- Sheffield: Site visits have significantly enhanced our focus on students who may not be pursuing a college-bound path, aligning our efforts with local workforce needs. As a result, we've expanded our range of 12-point (and lower) credentials, with a particular emphasis on retail credentials, which directly connect students to job opportunities in the retail industry, equipping them with valuable skills for their first day of work. Additionally, we've introduced an internship program into our high school curriculum and class offerings, launching it in the current school year. This program, while distinct from OWA or OWE, follows a similar concept. We're actively collaborating with local businesses to provide

employment opportunities for workers while also allowing high school students to earn credits for their work experiences. This initiative bridges the gap between education and real-world work, preparing students for successful transitions into the workforce.

- Wellington: We have added a new career pathway CTE program as of the needs and interest survey of our students and businesses. New to our school curriculum is the Performing Arts Pathway program.

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

The Business Advisory Council (BAC) has been instrumental in preparing students with skills needed to address local business needs. A prevalent theme across schools is the emphasis on partnerships and networking. Many schools, such as Amherst, Avon Lake, and Lorain City, highlight the BAC's role in connecting educators with business professionals, providing insights into workplace trends and in-demand skills. This collaboration has led to the introduction or enhancement of educational programs and courses that align with local business needs.

Another recurring strategy is the emphasis on real-world experiences and exposure. Schools like Firelands, Lorain JVS, North Ridgeville, and Oberlin mention industry-specific visitations, internships, and field trips facilitated by the BAC. These hands-on experiences aim to bridge the gap between academic learning and practical workforce requirements.

The BAC's role in providing data and insights, as seen in responses from Elyria and Keystone, ensures that schools can tailor their curricula based on current industry needs. This data-driven approach helps in the selection of courses and training programs that resonate with local employment opportunities.

In summary, the BAC's collaborative approach, emphasis on real-world exposure, and data-driven insights have been pivotal in equipping students with the technical and professional skills required to meet the demands of the local business community.

School Districts' Responses Regarding How the Business Advisory Council (BAC) is preparing students with skills needed to address local business needs.

- Amherst: Through a partnership between educators and business affiliates, the BAC is fostering collaboration to expand educational programs and opportunities for students within community-based settings, aligning education with local business needs and promoting skill development.
- Avon: We take the information from the local businesses and share it with our students. Information such as skills they are looking for and teach in our "Know Your Home" courses. We also promote job opportunities when we hear they are available.
- Avon Lake: The BAC offers opportunities to connect students with local businesses. During meetings the BAC connects local educational leaders with business leaders to provide information about workplace trends, in-demand skills, and opportunities to connect, as well as sector-specific employment information.
- Clearview: Clearview students are acquiring basic skills needed for some of the available jobs
- Columbia: The students who attended the Cleveland Clinic Student Experience enjoyed the experience, but have not yet made a career choice. I believe that the BAC is offering many options for students, teachers, counselors, and admin to learn about career options available in STEAM fields in Lorain County.
- Elyria: The BAC provides presentations for area training programs, aiding students in acquiring essential skills and knowledge for local employment opportunities. These opportunities are shared with students through announcements and individual meetings.

- Firelands: Dave's efforts in organizing healthcare and manufacturing visitations have been extremely valuable.
- Keystone: The courses referenced previously were chosen with data from Team NEO, a focus on IT, Advanced Manufacturing, and Health Care.
- Lorain City: The business advisory council is preparing students with skills needed to address local business needs by identifying core competencies, technical skills, and knowledge areas that are in demand locally. With that information, our school can then ensure our coursework and training aligns with local business needs. With the insights and engagement of the business advisory council, the school can continually evolve its programs to produce graduates with skills that align with current and future local workforce needs.
- Lorain JVS: The BAC's impact is seen through business advisory council meetings, internships, early job placements, and curriculum advisement, which collectively prepare students with essential technical and professional skills.
- Midview: The BAC provides us with the networking necessary as a school district to understand the course work and expectations we need to set as a school district for our students to succeed not just as work-ready students but those entering college courses as well. The BAC has helped form those partnerships where, in the past, there were often dead-ends it was often difficult to cultivate those relationships.
- North Ridgeville: The BAC has assisted in organizing field trips, securing field trip locations for career exploration, supporting Future Fairs, connecting with LCCC, and facilitating valuable career insights for students.
- Oberlin: The BAC has helped facilitate the district getting students to visit business/industry as well as LCCC programming.
- Sheffield: I think it is different for every business. The biggest way they are preparing our students for local needs is just by us having the conversation and including our guidance counselors. Then when the students meet with our counselors, we have real and accurate information to share with our students.
- Wellington: Students trained in our new Stage Design and Construction program is preparing students to enter manufacturing positions in our town.

2. How has the business advisory council and its members supported students in work-based learning (? (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?

The Business Advisory Council (BAC) has actively fostered work-based learning experiences for students across various schools. Amherst, through its BAC affiliation, arranged externships at renowned medical facilities such as the Cleveland Clinic, University Hospitals, and they're looking into partnerships with Mercy Hospital. In total, they've engaged about 58 students so far in these experiences. Avon Lake primarily focuses on work-based learning via special education services and Lorain County JVS. Clearview's involvement with the BAC has enabled them to place between 5-10 students. Firelands launched a pre-apprenticeship program, though the exact number of student participants remains unconfirmed. Columbia, Keystone and Oberlin reported placements of 5, 5 and 8 students, respectively. Lorain City High School offers a unique approach, with roughly 212 of their 532 CTE students (40%) undergoing work-based learning experiences within on-site labs equipped with industry-standard gear. This setup enables students to undertake real-world projects. Lorain County JVS stands out with its comprehensive approach, ensuring every student partakes in work-based learning. Midview, Sheffield, and North Ridgeville have made significant strides as well, with 38, 24, and an unspecified number of students engaged in these programs respectively. Sheffield's unique retail credential has benefited students seeking employment in sectors such as retail and dog grooming. Avon and Wellington have placed 18 and 12 students for an additional 30 students.

School Districts' Responses Regarding How the Business Advisory Council (BAC) has supported work-based learning and how many students have been placed in work-based learning experiences.

- Amherst: Through our partnership with the BAC, our Medical Tech students were able to participate in externships at the Cleveland Clinic (Avon) facility (6 students), at University Hospitals, and are scheduled to partner with Mercy Hospital as well. Last spring, we had 29 students at the UH program. This year we plan to expand to include NOMS and UH through an 8 week program with another 29 students participating.
- Avon: 18 students.
- Avon Lake: We place students in work-based learning experiences through in-house special education services and through the Lorain County JVS.
- Clearview: We have placed approximately 5-10 students, some in part to the BAC and others not because of the BAC.
- Columbia: 5 students
- Elyria: N/A
- Firelands: A pre-apprenticeship program was initiated last year, 40 students in our CBI program participated.
- Keystone: 5 students were placed in work-based learning experiences.
- Lorain City: Of our 532 CTE students at Lorain High School, about 40% have had work-based learning experience on-site in simulated work-based learning experiences created in our labs. These experiences allow students to work on real-world projects and/or products that have real customers, supervisors, and require our students to engage in feedback. Our labs are equipt with industry standard equipment and supplies.
- Lorain County JVS: All Lorain County JVS students participate in work-based learning experiences.
- Midview: 38 students were placed in work-based learning experiences.
- North Ridgeville: Our SWD has developed a work-based program.
- Oberlin: 8 students were placed in work-based learning experiences.
- Sheffield: We have 24 students that are currently in work based learning experiences. (internship program) We have had about 30% of our students take the retail credential to help them gain employment over other students in places like Old Navy, dog grooming, etc.
- Wellington: 12 Students.

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

*NOTE - Below is a summary of our school's response. However, you will see in more detail examples of what we have done in the responses below in section 8, 9, and 10.

There are many high-quality work-based learning experiences taking place throughout our county! Amherst, Avon and Keystone, for instance, collaborated with the BAC to provide students with opportunities at the Cleveland Clinic, enabling them to explore diverse healthcare-related roles. Avon Lake emphasized consistent engagement with sector partners, offering students a hands-on experience. Clearview focuses on holistic skill development, encompassing areas from customer service to equipment setup. Columbia emphasized the business externship was a huge success! At Midview, the highlight has been specialized programs and pathways like MEMS and Biomedical. North Ridgeville is in the phase of building connections with local industries, while Oberlin students have found placements in renowned institutions. Sheffield underscored the

vast range of roles available to students, particularly at large establishments like the Cleveland Clinic, which proved to be an insightful experience for all involved.

- Amherst: Specifically, the Cleveland Clinic Student Experience opportunities were done through the partnership with the BAC.
- Avon: Working with machines and production lines. Work related job shadowing for a large number of students - 30 at the Avon Cleveland Clinic. We also have students in food services and customer service at Barry's Bagels.
- Avon Lake: The BAC offers opportunities to connect with sector partners on a regular basis and opportunities for students to engage with sector partners in work-based learning experiences.
- Clearview: They have to set up equipment, customer service skills and experience, maintenance skills, and food preparation.
- Columbia: I would say that the business externship for staff was a huge success. I also believe that the members of the BAC have provided avenues for students to gauge interest in certain professions and opportunities.
- Elyria: N/A
- Firelands:
- Keystone: Sight visit at Cleveland Clinic Avon that allowed students to see many career opportunities within Health Care that are both related to Health Care or support it.
- Lorain City: As of yet, our students have not participated in work-based learning off-site. Transportation is a barrier for our students.
- Lorain JVS:
- Midview: MEMS program, Biomedical pathway and Aviation pathway
- North Ridgeville: Working to connect students with manufacturing and health care agencies in the county and develop them.
- Oberlin: One student was hired at The Cleveland Clinic, several others at Kendal.
- Sheffield: The opportunities to see the vast roles available to young people and then allow them to access entry level positions at a place like the Cleveland Clinic is something our BAC supports and has been very impressed with. It was eye opening in many ways even to the adults.
- Wellington: Design, Construction, Customer Service

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

Several schools reported on the number of business partners that have welcomed students into work-based learning experiences. Amherst, Avon, Columbia, Clearview, and Keystone have had partnerships with four, two, one, three, and three businesses respectively. Midview and Oberlin each have had two businesses participating. Lorain County JVS stands out with a significant 200+ businesses engaged in the past school year. Sheffield mentioned specific local businesses, like a fast food chain and a car wash, that have offered opportunities in line with their BAC's objectives. Wellington has placed three students in work-based learning experiences. North Ridgeville, however, hasn't had any businesses involved in this initiative, and Lorain City cited transportation barriers preventing off-site learning experiences.

- Amherst: Four
- Avon: Two
- Avon Lake: I do not have access to an exact number, but we do primarily place students via our special education curriculum.
- Clearview: We have approximately 3 business partners that have accepted students into work based learning experiences.
- Columbia: One

- Elyria: N/A
- Firelands:
- Keystone: Three
- Lorain City: As of yet, our students have not participated in work-based learning off-site. Transportation is a barrier for our students.
- Lorain County JVS: At least 200+ in the past school year.
- Midview: Two
- North Ridgeville: Zero
- Oberlin: Two
- Sheffield: Our local fast food (quaker steak and lube and car wash has given opportunities which are supporting our BAC.
- Wellington: Three

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

Work-based learning offers many benefits to both students and employers. Schools like Amherst and Columbia emphasize that it allows students to delve deeper into their chosen fields, expanding their knowledge and experiences beyond traditional curricula. Avon Lake and Sheffield point out that these real-world opportunities help students transition seamlessly into the workforce, while also aiding in career identification and exploration, as highlighted by Keystone and Lorain County JVS. Avon said students learn to work on a team and master core competencies. Clearview and Sheffield mention added advantages such as tuition reimbursement, flexible class scheduling, and the invaluable support of school teachers acting as liaisons. On the employer side, Avon Lake and Keystone note that work-based learning serves as a recruitment channel, introducing businesses to young talent early on. Lorain County JVS and Wellington discussed the benefits for students as students participate in work-based learning experiences.

- Amherst: By expanding the knowledge and experiences of our students, work-based learning gives them the opportunity to experience other facets of employment within a chosen field.
- Avon: Our students have learned responsibility and to work on a team for better production. Leadership skills are mastering core competencies. Employers have learned students have a lot more with computers and content, but noticed a decline in the soft skills compared to previous years.
- Avon Lake: Work-based learning benefits students in many ways - beyond the traditional school curriculum, work-based experiences give students real-world opportunities. It also provides employers with a potential recruitment pipeline, now or in the future.
- Clearview: Tuition reimbursement, hiring in full time upon graduation, and allowing classes at LCCC to be scheduled during the work day. Hence students could work and leave midday for class and then return to work.
- Columbia: It gives the students an opportunity to see if this is the profession that they want to work in. It also gives the employers an option to see if that particular student would be a candidate to fill that open position.
- Elyria: N/A
- Keystone: It has helped students identify careers they want to strive for and provided a means for companies to reach out to young people and recruit them.
- Lorain City: As of yet, our students have not participated in off-site work-based learning opportunities.
- Lorain County JVS: Practical experience, skill development, networking, career exploration, talent pipeline, skilled workforce, increase productivity, cost savings
- Midview: It prepares our students for transitioning into the workforce or into a college program more easily but it also assists us as a school district better prepare students.
- North Ridgeville: We do not have official work based learning.
- Oberlin: The benefit is that we were able to meet a small portion of the jobs that are in demand.

- Sheffield: Students are able to experience various jobs with the support of the school and a teacher. This helps us guide the students to improve and be very good employees for the business. The teacher is the liaison.
- Wellington: It has led to full-time after graduation positions for our students.

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 Business Advisory Council (BAC) has been pivotal in enhancing career-related activities that provide networking between our students and BAC businesses. A recurring theme is the emphasis on career fairs and exploration events, as highlighted by Amherst, Firelands, Keystone, and Midview, where students get the opportunity to interact with professionals and gain insights into diverse career paths. Avon Lake and Lorain City underscore the BAC's role in facilitating shadowing opportunities and connecting students to openings and references at member companies. Avon discussed how the BAC has made them aware of more opportunities in our community that would directly employ students from high school. Clearview and Sheffield emphasize hands-on experiences, allowing students to work with tools and equipment, ensuring they grasp safety protocols. Elyria and Oberlin mention specific visits to institutions like the Cleveland Clinic, where students learn about potential career avenues in healthcare. Lorain County JVS points to a comprehensive approach, with business councils advising their CTE programs, hosting career fairs, and initiating pre-apprenticeship programs. In essence, the BAC's collaborative efforts have enriched students' career exploration experiences, providing them with a broader perspective on potential professions and the skills required for success.

- Amherst: The Amherst Schools have job fairs and career exploration opportunities throughout the year that provide students with the chance to explore various career options by meeting folks who are currently working within the field.
- Avon: I don't know that we have specific data, but BAC has made us aware of more opportunities in our community that would directly employ from high school. It allows us to better advise students when seeking a technical education from LCCC or Tri-C.
- Avon Lake: The BAC helps us to maintain a focus on providing shadowing opportunities, career exploration activities, etc.
- Clearview: Career activities include working with various tools, heavy equipment and even working with dangerous equipment while learning safety rules and regulations.
- Columbia: We have not used the BAC in this avenue
- Elyria: Five students participated in the Cleveland Clinic visit in December 2022. Students were able to learn about different career paths in a hospital. All of the students felt it was a valuable experience and gained clarity in understanding if a hospital setting is right for them. The high school already has a college and career fair in place that allows students to learn about different career pathways from a variety of professionals. Many students stated that they learned about careers they didn't know anything about and learned more about careers that interested them. The BAC provided contacts for the top three growing industries in Ohio. This information was valuable for staff to make connections to invite to the College and Career Fair and to invite as guest speakers.
- Firelands: Our school counselors host an annual career fair at our high school (+/-150 student)s.
- Keystone: We had a College and Career fair hosted at our high school last year. BAC advisory helped with identifying successful ways to connect students with businesses that provide the career they are interested in.

- Lorain City: The career activities that have been influenced by the BAC include connecting students to openings, references, and opportunities at member companies, facility tours, providing information on scholarships, competitions, and incentive programs.
- Lorain County JVS: All of our CTE programs are advised by a business council; career fairs; summer internships; pre-apprenticeship programs; simulated work environments
- Midview: The district started a professional development and college and career readiness day at the high school that is much like a staff professional development day. The students do not have classes for one day and rotate through stations led by staff and community/business leaders on real-world lessons needed to be successful.
- North Ridgeville: We believe the following students were impacted by the activities of the Lorain County BAC: CCF Healthcare experience 5 students, career exploration events-250 students, planning of our Future Fair and connections to participants- 1200 students.
- Oberlin: Commodore Career Days, Cleveland Clinic visitation.
- Sheffield: The career activities influenced by the BAC have allowed about 20% of our students to shadow or see specific work in action. These include teacher and support staff shadowing, student visits to the Cleveland Clinic, local Factory tours, and guest speakers regarding APL, Landscaping and Road Paving.
- Wellington: Construction and Design, AgScience and Soil Management

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

The Lorain County Business Advisory Council provided several activities for teachers during the 2022-23 school year. They are as follows:

Educator Externships - Throughout the past year, our educator externships, often referred to as teacher boot camps, have been a standout highlight for us. We made a deliberate choice to market these events as 'educator externships' rather than 'teacher boot camps' to ensure inclusivity. While teachers formed the majority of our participants, we welcomed principals, administrators, and school counselors into our sessions. This diverse mix of educators enriched our discussions by bringing different perspectives and insights to the table.

The learning objectives for our offered programs, which include 1-day, 2-day, and 5-day educator externships, encompass several key areas:

Learning Objectives:

1. Determine the knowledge, skills, and characteristics students need to excel in the future workplace.
2. Understand the current and anticipated job market dynamics, including identifying declining and growing job sectors.
3. Recognize the educational and training requirements for various professions.
4. Identify innovative career paths for students based on their aptitudes and interests.

For a detailed schedule of our five-day externship, please visit our LorainCountyBAC.org website. In the 2022-23 school year, we hosted a two-day educator externship on November 29-30, 2022, and a five-day program on June 12-15 & 26, 2023. It is noteworthy that we offered three separate one-day educator externships during the 2021-22 school year as well. Our five-day program featured visits to high-demand sectors, with each day focusing on a specific theme:

[Schedule](#) (June 12 - 16)

- Monday: Overview of Course, The WHY, and the Lorain County JVS Oh My!
- Tuesday: Lotsa Tech Tuesday Tours
- Wednesday: No Toes for Tours in Manufacturing Wednesday
- Thursday: For the Love of Your Health Thursday & LCCC Campus Tour
- Friday: Take the Day off Friday (Procrastinate till Next Week) or Getter Done Presentation Prep

ABOUT THE EXTERNSHIP

At the onset of our training, our educator externships commenced with the screening of [Lt. Governor Jon Husted's Teacher Bootcamp video](#). Following that, we delved into the 'WHY' behind our training and the crucial role schools play in preparing students for a rapidly evolving workplace. Our [presentation](#) provided an overview of the Lorain County BAC and our mission, helping educators grasp our primary directives. We also spent time discussing the rising cost of college, and how college debt can limit a college graduate from obtaining the American Dream. At our visit to LCCC, we discussed how community colleges and innovative career paths can help students obtain credentials and college degrees with less debt. We also watched a segment of the video "Borrowed Future", which discussed more in detail the challenges for students with college debt. Finally, we discussed how automation and artificial intelligence will impact our world and the workplace for graduating students. We finished day one by touring the Lorain County JVS, learning about their innovative programs for students.

Day two, three, and four involved visits to various businesses. Our [schedule](#) allowed educators to visit two businesses each day. During the visit, our participants engaged in reflective exercises using a provided [reflection sheet](#), encouraging them to ask pertinent questions and contemplate specific concepts as they interacted with the business. At the end of day four, educators took the next week (Friday-Thursday) to reflect and create presentations for share out. The following Friday, our group met at the Lorain County Community College to celebrate and share out. We began by [recognizing our businesses](#) who gave of their time to host our educators. Next, our large group of 22 educators broke into smaller groups of 5-6 per room. Each participant gave a 20-30 minute presentation. Educators shared their findings and outlined how they intended to implement their newfound insights into their instruction or roles within their respective schools. You can see a sampling of the presentations at our [website](#) (bottom of page).

Future Ready Teacher Sessions - One of our key goals for the 2022-23 school year was to create an impactful professional development (PD) session that we could provide to schools on their dedicated PD days. The objective behind this session was to help educators understand more about how the Lorain County Business Advisory Council (BAC) could better prepare students for a successful transition from school to college and careers. The specific learning objectives were as follows:

- Understand what factors will rapidly change the workplace for students as they enter the workplace.
- Understand the current and anticipated job market. Be able to identify job sectors in decline and those that will likely be in growth.
- Understand the current marketplace and Ohio graduates' success in navigating the transition from HS graduation to careers.
- Determine what knowledge, skills, and characteristics students will need to be able to compete in a future workplace.
- Identify innovative career paths for students based on their aptitudes and interests.
- Understand the additional opportunities that exist for students and teachers as they navigate a future workplace

Our journey began with the creation of an [agenda](#), which we used during our presentations to teachers on November 7th, 2022. We conducted this session four times throughout the day, offering it to four school districts in attendance during our county-wide shared professional development day. To ensure an engaging and hands-on experience, we designed reflective activities for teachers at their respective tables. The concepts and activities we encouraged teachers to contemplate can be found on our website at sites.google.com/nort2h.org/futurereadystudents.

We found our teachers were responsive to the workshop agenda and we received positive feedback from the event. With the creation of these resources, we are now able to provide additional workshops to schools upon their request.

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

The Business Advisory Council (BAC) has played a pivotal role in shaping the direction of educational offerings and experiences in member school districts. A prominent theme across schools like Amherst, Elyria, and Sheffield is the BAC's emphasis on bridging the gap between classroom learning and real-world applications. This has been achieved through fostering partnerships with local businesses, leading to direct, work-based shadowing, externship opportunities, and live presentations from employers. Schools such as Avon Lake and Lorain City highlight specific programs and initiatives influenced by the BAC, including senior experiences and the introduction of Drivers Education programs to facilitate off-site internships. Avon highlighted how the BAC provides data about jobs in demand. The feedback from the BAC has also guided schools like Firelands, Keystone, and Midview in evaluating and modifying their course offerings to align with current job market demands and areas of need identified by organizations like Team NEO. Furthermore, the BAC's insights into high-demand industries have been instrumental for schools like Elyria in planning future field trips and organizing career fairs. The BAC's collaborative approach with schools has ensured that educational offerings remain relevant, providing students with the skills and knowledge required for success in the evolving job market.

- Amherst: By providing additional opportunities for the school to partner with local businesses, students are able to take advantage of direct, work-based shadowing and externship opportunities. This expands their learning beyond the classroom and impresses upon them the relevance of what is being taught.
- Avon: The BAC is able to provide us with information about what jobs are in high demand in Ohio. It allows us to steer and guide our students in the right direction for training.
- Avon Lake: The BAC influenced a previous (pre-COVID) program at the high school entitled senior experience. A late-senior year experience, we are currently having discussions about the program.
- Clearview:
- Columbia:
- Elyria: The BAC has provided valuable information and resources about which industries are the highest in demand in Ohio. This has provided guidance in which companies we should invite to speak with our students at the high school's annual college and career fair and has influenced which companies to visit for future field trips in the 2023-2024 school year.
- Firelands: We continue to evaluate our course offerings, especially at the high school, in order to support various career pathways and with an overall emphasis on real-world connections in all of our classes.
- Keystone: Courses that were selected are courses that align to areas of need by Team NEO.
- Lorain City: The BAC has influenced Lorain City Schools in the following ways. First, placing the LCS CTE and Work-Based Learning Coordinator on the BAC to make sure our programs are continually evolving to align with current and future local workforce needs and creating work-based learning that

gives students visibility into local industry while developing skills. Second, creating a plan to pilot a Drivers Education program here at LCS with the goal of removing the barrier of non-driving students to allow for off-site internships and work-based learning experiences by creating opportunities for students to obtain a drivers license.

- Lorain County JVS:
- Midview: We continue to modify course offerings on a routine basis based upon feedback from the BAC as well as community members and students to ensure the courses offered to students are relevant to the demand of the job market.
- North Ridgeville: The BAC has positively impacted our focus on career exploration and provided resources, connections and support to make our student career events successful.
- Oberlin:
- Sheffield: The biggest decision that the BAC made to influence our district and our students is to have live presentations from employers which give us data and information about upcoming professions. Arranging tours for various school employees has been extremely helpful for our counselors and finally it has helped us to make the decision to implement career based electives to meet the needs of the changing workplaces.
- Wellington: Development of our new Performing Arts Pathway.

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 members of the Lorain County Business Advisory Council are representative of the job market in our region. We had a total of 34 members when the 2022-23 plan was put in place. We added 13 new members by the end of the year to increase our representation in high demand sectors. At the end of the year, we had a total of 47 members, which is an increase of 36% over the year!

In our region, the highest in demand sectors are Health Care, Manufacturing and Information Technology. For each sector, we increased our businesses by 50% over the course of the year. New partnerships are noted by *italics*.

IN DEMAND SECTORS - Lorain County

Health Care (50% increase) → Cleveland Clinic Avon Hospital, *University Hospitals*

Manufacturing (157% increase) → Ross Environmental, Bettcher Industries, Nordson, Thogus Products, AJ Rose, Absolute Machine Tools, Master Bolt, *Bendix Commercial Vehicle Systems, Berrington Pumps & Systems, Advanced Polymers coatings, AgriNomix LLC, Ely Enterprises Inc, EMC Precision, JBT Corp, EMERSON/Ridgid, Multilink, NN Inc, Pactiv Evergreen, Stanley Engineered Fastening-Nelson.*

Information Technology → (50% increase) → Spacebound, *LogiSync*

HEALTH CARE

A strong partner with the Lorain County BAC is the Cleveland Clinic Avon Hospital. The Cleveland Clinic Avon Hospital is our local hospital located in Avon Ohio. It is a part of the larger Cleveland Clinic Hospital system known worldwide for their healthcare services.

The Cleveland Clinic Avon Hospital provided extensive student experiences through our [Real World Student Sessions series](#). During the 2021-22 year, we facilitated multiple educator visits to the Cleveland Clinic, which allowed our teachers, principals, and other educators to learn more about the in demand jobs in healthcare. Many of our participants requested student visits following their visit. As a result, the Cleveland Clinic Avon Hospital and the Lorain County BAC developed a monthly session for students to participate in a 4 hour hands-on behind the scenes experience. Last year, this experience allowed all 14

of our high schools to send 5 students to participate, or a total of 70 students over the course of seven months. This partnership has provided a small targeted number of students with experiences so they can make informed decisions around their career paths.

While the Cleveland Clinic Avon Hospital has been a premiere partner, they have limited capacity to accommodate additional visits while maintaining quality patient care. As a result, last year we recruited University Hospitals. We are currently in conversations with them about how we can replicate or create a similar unique experience for students and educators. We are proud to state we have increased our healthcare partners by 50%!

MANUFACTURING

Manufacturing is one of, if not the strongest industry in Lorain County. At the start of our 2022-23 school year, our BAC plan had 8 manufacturing partners. By the end of the year, we added an additional 12 manufacturing partners! We were able to add these members through our partnership with the Lorain County Manufacturing Sector Partnership (LCMSP). The LCMSP has become one of our strongest partners. As you can see under our [2022-23 Coordinate Experience link](#), we have provided a number of experiences for students and educators with our manufacturing partners! We are proud to state we have increased our manufacturing partners by 157%!

INFORMATION TECHNOLOGY

Information technology is our third highest in demand sector in Lorain County. Spacebound has been a strong partner with our BAC since it was founded in 2018. This year, we added LogiSync to our list of partners. LogiSync specializes in the Internet of Things (IoT) and has been an exceptional partner, participating in many events over the course of the year. Ed Yenni, the president of the company has helped our educators understand how internet connected devices, embedded in everything from refrigerators to sump pump alarms provide connectivity to our phones for notifications and increased functionality. We are excited to have found a partner in an emerging field of information technology who is willing to take time to help educators and students understand how creating the hardware and software code for interconnected devices will provide careers for students in Lorain County! We are proud to state we have increased our information technology partners by 50%!

We want to emphasize the importance of all of our BAC business partners outside of these high demand sectors. We believe all sectors are important, support our community and future careers for students. We have several retailers including Sam's Club, The Superprinter, and even a local pizza shop. These retailers provide valuable experiences for our students, especially those transition students who need work based learning experience as they transition from high school to careers.

Finally we want to note we have a number of community based organizations who support our BAC. These include the United Way of Lorain County, the Lorain County Metroparks, the Lorain County Community Development, OhioMeansJobs - Lorain County extension, MJ Crosker & Associates LLC, Nordson, and the Lorain County Community College.

6. [How is the business advisory council collecting, implementing and responding to feedback? Include samples of feedback \(business, educator and student\)?](#)

Our Business Advisory Council seeks feedback from our members and uses surveys to efficiently collect data from our schools, businesses, higher education and other partners. We often use Google Forms as a way to collect data. You can see many great examples of our efforts to seek feedback documented on our LorainCountyBAC.org website. A few examples of the surveys that were developed to solicit feedback are as follows:

To view these surveys live, go to LorainCountyBAC.org/

Membership Renewal Form

This form is an example of our efforts to collect data from both our schools and our businesses. At the end of the 2022-23 school year, all BAC members were asked to complete this form to renew their membership (businesses) and to increase local businesses in each school district (schools). You will see we are asking each district to identify a person for monthly reporting. Businesses are asked to verify the information on our new interactive partners map is up to date, especially as members provide opportunities to provide student and educator experiences.

2023-24 Lorain County BAC Membership Renewal Form

Please complete the following form to help up update our database of members. Membership and services are free. We would like each member to be represented on our [interactive database map](#), allowing for increased collaboration.

miller@nort2h.org [Switch account](#)



Not shared

* Indicates required question

Lorain County Business Advisory Council Partner Map Key

Schools



Partners



Businesses



Information Technology



Manufacturers



HealthCare



Cleveland Clinic Avon Hospital Student Experience Survey - This form was used to get feedback from students who participated in our Cleveland Clinic Avon Hospital Student experience.

Cleveland Clinic Avon Hospital Student Experience SURVEY

Thanks for participating in our Cleveland Clinic Avon Hospital Student Experience! In an effort to continually improve our experience, would you be willing to take a few minutes to provide feedback? Your responses are anonymous unless you want to leave your name (optional).

miller@nort2h.org [Switch account](#)



Not shared

* Indicates required question



Cleveland Clinic
Avon Hospital



EDUCATIONAL SERVICE CENTER
of Lorain County

Career Selection Student Survey - Lorain BAC - We used this survey to collect data from students about their readiness to select a career.

Career Selection Student Survey - Lorain BAC

We are gathering information to see if students in Lorain county feel prepared to select a career. Please help us fill out this short survey. Your response is anonymous.

miller@nort2h.org [Switch account](#)



Not shared

* Indicates required question

The career interests tools my school uses does a good job of helping me understand careers that would be a good fit for me. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

2 x 12 Member Interviews & Feedback Form

This form was used as we conducted our 2x12 study during the 2022-23 school year. The objective of the 2x12 study was to interview 2 members from each of the 12 stakeholder groups inside the BAC. The form was completed by the Director of Workforce Development as the interviews took place. Each submission was shared (via screen sharing) as Zoom interviews collected data and feedback from the stakeholders.

2023 2x12 BAC Member Study

miller@nort2h.org [Switch account](#)

Not shared

* Indicates required question

*Are you familiar with the goals of the Business Advisory Council? **

Your answer

*Why did your agency or school become involved in our Lorain County Business Advisory Council? **

Your answer

We are responding to the feedback collected from this sampling of forms as well as our other feedback forms we receive. For example, when we originally piloted our student visits to the departments at the Cleveland Clinic Avon Hospital, the event was scenario based. One student was asked to serve the role of the patient, and the intent was that as we visited the different departments, the students would act as if they had stomach pain. They would be admitted first (by visiting the admissions department) followed by a visit to the ER, where they would begin being diagnosed. As blood was drawn, and students visited the lab, we would eventually be diagnosed with appendicitis. The idea was to engage students and create a real life scenario that would allow students to understand how each department would play a critical role in the admission, diagnosis, treatment, subscription of medication, and release of the patient. ***The feedback we received from students told us that the simulation was not working.*** The secret hallways designated for employees only created a problem in navigating through the employee only hallways. As we visited different departments, some facilitators who were supposed to be there may have been sick or called away on an emergency basis, and the scenario was lost. Not all departments tied easily to the scenario. At the end of the day, the students suggested we drop the scenario and allow the department heads to speak freely about the roles and responsibilities and day-to-day tasks for jobs in the department. *We followed the students' feedback, and in the end, they were right!*

These are just a few examples of the feedback forms and examples of the feedback we have received that we use to constantly improve our process and the experiences we are providing for our students, educators, and BAC members at large.

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?

Our Business Advisory Council has worked hard to overcome barriers as we implement the three quality practices. At the conclusion of the 2022-23 school year, our planning committee sat down and identified the three top barriers that are preventing us from sustaining and expanding the three quality practices for our Lorain County BAC. They are as follows:

- 1. Limited Funding & Time to Facilitate County Wide Initiatives** - We are proud that we have been able to allocate a Director of Workforce Development to oversee the initiatives of the Lorain County BAC. However, his time is split between the tasks of the BAC (½ FTE) and overseeing the technology for the ESC of Lorain County. We are hopeful that as the state sees the results of our county wide BAC initiatives, they will allocate some level of sustained funding to support the critical activities provided by the BAC.

HOW WE ARE OVERCOMING BARRIER # 1 - Limited Funding

While we are hopeful that funding will be made available at the state level to offset the time required to facilitate these activities, we are actively seeking grant opportunities, which could offset our expenses for coordination of the activities, and also enhance the activities provided to our students, educators, and BAC members at large. We have begun exploring joint grant opportunities with both the Lorain County Community College (LCCC) as well as with the Lorain County Manufacturing Sector Partnership (LCMSP). We will also explore funding opportunities with the Greater Community Foundation of Lorain County, the Nord Family Foundation, The Nordson Foundation, and the Martha Jennings Holden Foundation.

- 2. Limited Business Membership** - We identified through the 2022-23 school year that many of our BAC members are partners of education, but that we had a smaller percentage of businesses. We also recognized that we have not increased our membership in a significant way since the creation of our BAC since its inception in 2018.

HOW WE ARE OVERCOMING BARRIER # 2 - As shown above in in question #5, you can see we have increased our business membership by over 50% for the three highest in demand sectors inside Lorain County. We have also created several resources to help promote the benefits of membership, and increase the visibility of our members inside the Lorain County BAC. The first resource is our new [Interactive Partners Map](#). This map has given us the ability to better understand and identify where our members are located across the county as our schools and businesses collaborate. You will see there is a place for each member to list how they want to collaborate with our schools. The predefined options are Career Fairs, Classroom Speakers, Plant Tours, Job Shadowing, Student Internships, and Custom Requests. We are planning to work with each member this year to make sure each new and existing member lists the ways they are willing to collaborate on the new interactive map. The second resource we created is our [new one page flyer](#), which we use when meeting with a business partner to explain what the BAC is, and why a business should be a member of the BAC.

Perhaps the largest initiative we have implemented is our membership initiative; at the end of the 2022-23 school year, we asked each member school to complete a [form](#), which identified at least two new businesses they would like to recruit to be a member of our county wide BAC. We now have a list of 30 additional companies who we will visit to recruit to become members of the Lorain County BAC during the 2023-24 BAC year! We believe this has the potential to take our countywide BAC to the next level!

Finally, we currently have all 15 school districts as members inside our county wide BAC. It's important to note that last year, the Lorain City Schools joined our county wide BAC. Prior to this, they facilitated their own BAC. *Joining our county wide BAC has enabled 100% of our schools to be a member in our county wide BAC as of 2022-23!* We believe this has the potential to take our countywide BAC to the next level!

- 3. Limited Teacher Understanding of BAC Quality Practices** - While the Lorain County BAC was formed in 2018, there is still limited awareness and understanding of the goals and objectives of our BAC by most teachers. We need to increase the awareness of, and the need for the three quality practices of the Lorain County BAC for educators.

HOW WE ARE OVERCOMING BARRIER # 3 - We have created a series of activities designed to address our teachers' understanding of the need for and opportunity to access activities that help advance our county in the three quality practices 1) create connections/collaboration, 2) create student and educator experiences, and 3) help schools update curriculum to prepare students for future careers. ***The first initiative we put in place was our [2 x 12 study](#).*** Interviewing stakeholders that included teachers, school counselors, and principals gave us valuable information to better determine how to increase an awareness of each group's knowledge and perspective of our BAC quality practices. We have used this data as we formulated specific strategies for our 2023-24 plan.

The second initiative that addressed limited teacher knowledge was the development of PD sessions to be shared at our Common PD day for schools who participated in shared PD sessions across the county. These "[Future Ready Teacher Sessions](#)" allowed us to communicate with groups of teachers (25-30) as the professional development session was repeated throughout the day (115 total). Teachers learned about the need for schools to change as technology transforms different industries, the rising cost of college, and how businesses are seeking soft skills and specific credentials. Teachers were also surprised to learn how many businesses will pay for a student's credentials or college degree when correctly placed in workplaces!

The third initiative that impacted teacher awareness was our [educator externships](#). Educator externships, or sometimes referred to as teacher bootcamps, gave educators the opportunity to visit with businesses first hand and learn about the current needs of employers. Every teacher that participated gave us positive feedback on these experiences, and some commented "***This has been the best pd I've ever taken***" for their feedback. We believe these intensive hands-on experiences for teachers are the key to transforming our schools. We know many of the past participants are our biggest advocates as they return to schools and look for ways to to implement their findings into their schools and classrooms. We offered a variety of these sessions over the past two years. The least intensive sessions were one day events where educators visited one of three high demand sectors (healthcare, manufacturing, information technology). We offered a slightly more comprehensive version where educators visited all three over the course of two days. Finally, this past summer we offered a 5 day educator externship. Inside, educators were given a day overview of the need for and objectives of the Business Advisory Council while visiting the career center to learn about their program. Day two, three, and four provided hands-on visits. Each day featured a different sector. Educators came back one week later for our educator to share out. This included a 20-30 minute presentation which was shared with all the participants in their room. Administrators from their districts were invited, as well as the businesses who participated. This 5 day event took place during the summer. We had a total of 22 participants. One administrator, an assistant principal, participated without the need for graduate credit as an incentive. She is one of our largest advocates in our schools.

We seek to provide more educator externships to further grow the knowledge of the BAC quality practices. We will provide several more events in the 2023-24 school year.

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 Lorain BAC is excited to share the many ways that it has worked over the course of the last year to develop professional skills for future careers! Many of the items outlined below are the key tasks outlined in our [2022-23 BAC Plan](#).

- A. New Dedicated BAC Director** - In the 2022-23 school year, the Lorain County Educational Service Center took a significant step by dedicating resources to establish a half-time position for overseeing and coordinating county-wide activities. This strategic move represents our commitment to advancing the Lorain County Business Advisory Council's (BAC) goals. The newly appointed Director of Workforce Development, a former high school vocational education teacher with expertise in marketing education, has already engaged with BAC members. His extensive background includes roles such as school-to-work coordinator, technology integration specialist, and currently, he serves as the technology director for the ESC of Lorain County, overseeing BAC activities.

His rich experience, including conducting research and leading professional development sessions for schools across northeastern Ohio, provides him with a unique perspective. As he collaborates with schools, businesses, higher education institutions, and community organizations, he plays a pivotal role in preparing students for careers that are undergoing transformation due to advancements in technology, innovation, and artificial intelligence. This transformation underscores the urgency for schools to adapt their teaching and learning methods, equipping students with the essential skills required to succeed in this evolving workplace landscape.

- B. Skills Presentations and Discussions** - At the core of our Business Advisory Council meetings is a steadfast commitment to exploring the most in-demand job sectors in our region and understanding the evolving needs of employers as the workplace undergoes transformations due to automation and emerging technologies. In the early months of the 2022-23 school year, we kickstarted our meetings with insights from TeamNEO, our regional data experts. Jacob Duritsky, representing TeamNEO, shared invaluable information with our large group, highlighting the enduring significance of three key job sectors: Healthcare, Manufacturing, and Information Technology. Armed with this data, we strategically directed our efforts towards these high-demand sectors, crafting professional development opportunities and initiatives for our members.

Recognizing the challenges posed by Covid, supply chain disruptions, and inflation, our local employers have grappled with workforce shortages. We've come to appreciate that these employers seek individuals with strong work ethics and adaptability, particularly those willing to acquire trade-specific skills. Furthermore, we've observed a shift in the priorities of our current graduating students, who now place a greater emphasis on aligning their occupations with their desired lifestyles rather than pursuing lifelong careers. As a result, we've dedicated time in each meeting to facilitate discussions on how students, future employees, and employers can collaborate effectively, fostering mutual understanding that ultimately enhances student placement in jobs.

- C. Educator Externships** - Throughout the past year, our educator externships, often referred to as teacher boot camps, have been a standout highlight for us. We made a deliberate choice to market these events as 'educator externships' rather than 'teacher boot camps' to ensure inclusivity. While teachers formed the majority of our participants, we welcomed principals, administrators, and school counselors into our sessions. This diverse mix of educators enriched our discussions by bringing different perspectives and insights to the table.

The learning objectives for our offered programs, which include 1-day, 2-day, and 5-day educator externships, encompass several key areas:

Learning Objectives:

1. Determine the knowledge, skills, and characteristics students need to excel in the future workplace.

2. Understand the current and anticipated job market dynamics, including identifying declining and growing job sectors.
3. Recognize the educational and training requirements for various professions.
4. Identify innovative career paths for students based on their aptitudes and interests.

For a detailed schedule of our five-day externship, please visit our LorainCountyBAC.org website. In the 2022-23 school year, we hosted a two-day educator externship on November 29-30, 2022, and a five-day program on June 12-15 & 26, 2023. It is noteworthy that we offered three separate one-day educator externships during the 2021-22 school year as well. Our five-day program featured visits to high-demand sectors, with each day focusing on a specific theme:

Schedule (June 12 - 16th)

- Monday: Overview of Course, The WHY, and the Lorain County JVS Oh My!
- Tuesday: Lotsa Tech Tuesday Tours
- Wednesday: No Toes for Tours in Manufacturing Wednesday
- Thursday: For the Love of Your Health Thursday & LCCC Campus Tour
- Friday: Take the Day off Friday (Procrastinate till Next Week) or Getter Done Presentation Prep

ABOUT THE EXTERNSHIP

At the onset of our training, our educator externships commenced with the screening of [Lt. Governor Jon Husted's Teacher Bootcamp video](#). Following that, we delved into the 'WHY' behind our training and the crucial role schools play in preparing students for a rapidly evolving workplace. Our [presentation](#) provided an overview of the Lorain County BAC and our mission, helping educators grasp our primary directives. We also spent time discussing the rising cost of college, and how college debt can limit a college graduate from obtaining the American Dream. At our visit to LCCC, we discussed how community colleges and innovative career paths can help students obtain credentials and college degrees with less debt. We also watched a segment of the video "Borrowed Future", which discussed more in detail the challenges for students with college debt. Finally, we discussed how automation and artificial intelligence will impact our world and the workplace for graduating students. We finished day one by touring the Lorain County JVS, learning about their innovative programs for students.

Day two, three, and four involved visits to various businesses. Our [schedule](#) allowed educators to visit two businesses each day. During the visit, our participants engaged in reflective exercises using a provided [reflection sheet](#), encouraging them to ask pertinent questions and contemplate specific concepts as they interacted with the business environment. At the end of day four, educators took the next week (Friday-Thursday) to reflect and create presentations for share out. The following Friday, our group met at the Lorain County Community College to celebrate and share out. We began by [recognizing our businesses](#) who gave of their time to host our educators. Next, our large group of 22 educators broke into smaller groups of 5-6 per room. Each participant gave a 20-30 minute presentation. Educators shared their findings and outlined how they intended to implement their newfound insights into their instruction or roles within their respective schools. You can see a sampling of the presentations at our [website](#).

- D. BAC Sector/School Spotlights** - At each of our BAC meetings, a fundamental objective has been to highlight the successful collaboration between our schools, local businesses, and other BAC partners. These meetings were typically scheduled from 8:30 to 9:45 and followed a structured agenda that allowed time for sharing insights and accomplishments. This sharing was facilitated by either the

Director of Workforce Development, a representative from a school district, or a delegate from one of our partner businesses, community-based organizations, or higher education institutions.

During our December meeting, we organized a special event to provide a formal platform for spotlighting two significant BAC activities—one aimed at educators and the other at students. Our assistant superintendent was invited to facilitate two consecutive panel discussions. Panelists were invited to our facility to participate in these discussions, with a few members attending in person and the majority joining via Zoom video conference. This hybrid approach allowed us to record the event and share it with members who couldn't attend in person.

The two panel discussions featured in our [agenda](#) were as follows:

1. Student Panel - Cleveland Clinic Avon Hospital Student Experience
 - a. [Presentation Overview](#)
2. Educator/Business Panel - Exploring Real-World Student Skills: 2-Day Educator Externship

The practice of providing dedicated time and space for members to share their successes and collaborations has consistently proven to be a valuable and enriching activity during our BAC meetings.

E. Future Ready Teacher Sessions - One of our key goals for the 2022-23 school year was to create an impactful professional development (PD) session that schools could leverage on their dedicated PD days. The objective behind this session was to empower educators with insights into how the quality practices offered by the Lorain County Business Advisory Council (BAC) could better prepare students for a successful transition from school to college and careers.

The learning objectives we established were as follows:

- Understand what factors will rapidly change the workplace for students as they enter the workplace.
- Understand the current and anticipated job market. Be able to identify job sectors in decline and those that will likely be in growth.
- Understand the current marketplace and Ohio graduates' success in navigating the transition from HS graduation to careers.
- Determine what knowledge, skills, and characteristics students will need to be able to compete in a future workplace.
- Identify innovative career paths for students based on their aptitudes and interests.
- Understand the additional opportunities that exist for students and teachers as they navigate a future workplace

Our journey began with the creation of an agenda, accessible at tinyurl.com/LorainFutureReadyStudents, which we used during our presentations to teachers on November 7th, 2022. We conducted this session four times throughout the day, offering it to four school districts in attendance during our county-wide shared professional development day. To ensure an engaging and hands-on experience, we designed reflective activities for teachers at their respective tables. The concepts and activities we encouraged teachers to contemplate can be found on our website at sites.google.com/nort2h.org/futurereadystudents.

We found our teachers were responsive to the workshop agenda and we received positive feedback from the event. With the creation of these resources, we are now able to provide additional workshops to schools upon their request.

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?

2x12 Foundation Study - *We believe one of the most important aspects to building partnerships is listening to our stakeholders!* At the beginning of the 2022-23 school year, we wanted to get feedback from our stakeholders to learn more about their knowledge and perspectives on the goals, progress, and direction of our Lorain County BAC. We also wanted the new Director of Workforce Development to have the opportunity to meet with each stakeholder group. The stakeholder groups we identified were Superintendent, Curriculum, Principal, School Counselor, Teacher, Student, Business, Health Care partner, Manufacturer partner, Information Technology partner, Economic/Workforce Development partner, Sector Organization partner. We interviewed two individuals from each of the total stakeholder groups for a total of twenty four interviews. The questions we asked each of the twenty four stakeholders except the students were as follows:

1. Are you familiar with the goals of the Business Advisory Council?
2. Why did your agency or school become involved in our Lorain County Business Advisory Council?
3. What needs do you have and how can the Lorain County BAC help?
4. How could our quarterly BAC meetings be better? Do you have ideas or suggestions for our meetings?
5. What activities or initiatives would you like to see the Lorain County BAC do?
6. Are there specific things as a member of the BAC you would be willing to provide to other members or our schools? Examples might be collaborating with other like members to make our county more competitive, or providing your place as a site visit or providing other resources to support schools.
7. Is there anything else you'd like to share with me?

We knew students would not be able to answer these same questions. As a result, we asked students to answer the questions seen in the [student survey](#).

SUMMARY OF FINDINGS

You can see the [results](#) of our 2x12 study from the Google form the Director of Workforce Development completed as each stakeholder was interviewed. Only the roles were identified in the responses and not the individual's names. Here are our general findings for the questions above:

1. **Familiarity** - Most members felt they were familiar with the goals of the BAC.
2. **Become Involved** - FINISH THIS SECTION, OR HAVE THE READERS REVIEW THE CONTENT?

Collaborative Sector Databases / Interactive [Partnership Map](#) - We recognize one of the best ways to foster collaboration and build partnerships is to have a clear visual representation of our members and the ways they can collaborate. At the end of the 2021-22 year, we realized we needed to update our database. We also wanted something that could be easily accessed by all of our members. Finally, we wanted schools to be aware of what types of activities the business, community based, and higher education partners could potentially provide to students. We wanted our non-school partners to be recognized for their efforts by our community, and we wanted them to have the opportunity to work with students who may become great candidates for future employment. The solution we came up with was an interactive Google Map, which is embedded into several locations!



We began by asking each of our members to update the database. This will be an ongoing process. As we meet with existing and new members, part of the process is to make sure they are aware of the new interactive map that is embedded into our [LorainCountyBAC.org website](https://LorainCountyBAC.org). Since our interactive map can be embedded into multiple websites, we have also embedded it into our page from the [ESCLC.org website](https://ESCLC.org), at the bottom of our Business Advisory Council page. We will also offer the embed code so our schools can embed the interactive map into their websites this year once we finalize the additional 30 businesses for 2022-23.

We believe the interactive map was a great investment for the Lorain County BAC. It provides a foundation for discussions with new and existing members so they understand some of the ways we are helping provide experiences to students. We also like that it promotes our existing members. Finally, we believe that as schools realize how easy it is to set up more student experiences, our local businesses will benefit as we connect students to careers.

Educator Externship - Our educator externships, sometimes referred to as teacher bootcamps, were one of our best investments during the 2022-23 school year. We believe that connecting educators to businesses, community based organizations, and our higher education partners provides a venue for educators to see the need for change. Specifically, some of the takeaways our educators found were as follows:

1. **Student Skills** - Educators received feedback from businesses regarding what they seek from students. Some common requests were soft skills including helping students build better communication and collaboration skills, and helping students develop a sense of work ethic.
2. **Rapidly Changing Workplace** - We discussed prior to our visits the impact technology, automation, and artificial intelligence is and will play on the workforce as it rapidly changes our world, and the world our students will work in. Educators saw first hand how jobs in manufacturing, IT, and healthcare are being transformed. In manufacturing, many stations are being updated with automation. Employers are seeking students who can fill the roles of automation engineers. These will be higher paying jobs, will have less redundancy and have more challenges, and provide more growth opportunities for students. Prior to the visits, educators did not understand the potential or the needs for these rising positions.
3. **Tuition Reimbursement/Credential Attainment By Businesses** - Almost all educators have taken a similar path. Most veteran educators graduated high school, obtained a four year degree, and got a job. We know that this formula does not work for every student, but what is the alternative? We saw first hand that many businesses are seeking students with two year degrees, or in some cases, are willing to grow the employee through their own education process for specific roles and positions. Employers are seeking students who have soft skills, and can obtain specific skills. Many employers surprised educators as they shared their willingness to pay for employers' college and credentials! The experience taught us that there is more than one path to success. We know some students are ready for college, but other students may need time to grow in a field. Many businesses in Lorain County can help our graduates obtain high paying careers as they work in an industry. Our partnership with the Lorain County Community College has proven this scenario to be successful. Their "Learn and Earn" program is a great example of how students can obtain the education (2 days per week) and earn while learning as they are placed in a related job through the college. Students apply what they are learning as they are on the job, connecting learning with their earnings. We would like to see more students explore this pathway, especially as more jobs require specific two year credentials.

TEACHER SHARE OUT

Our teachers shared out in both of the venues we had this past year. For the two day training, teachers discussed their findings at the conclusion of the second day. For our 5-day educator externship, teachers took a week off to reflect and prepare a presentation, which they shared among their peers,

administrators, and businesses who attended. We had 22 educators participate in the 5-day educator externship. This event was offered around the state and funding from the Lt governor's office allowed teachers to obtain 2 hours of graduate credit. The Lorain County BAC had one of the highest turnout rates, exceeding the 15 spots that were originally offered. The Lorain County Community College offered to provide graduate credit for the additional spots beyond 15 since we exceeded the original 15 spots!

At the share out, educators were divided into smaller groups. Approximately 5 - 6 educators were in a room. Each educator was asked to take no more than 30 minutes. Some educators were so excited, they exceeded their 30 minutes, and we had to ask them to wrap up so others could share. You can see our [educators' presentations](#) saved in a Google Drive, also available on our website.

Junior Achievement Collaborative - We believe those who collaborate win! Last year, we realized we were not utilizing one of our potential partners Junior Achievement. Most people associate Junior Achievement with their program that provides students with programming around entrepreneurship. Junior Achievement has expanded their offering to include financial literacy and [work readiness](#). Junior Achievement also has strong ties to businesses in our community. Realizing the potential they have, we met with them to see how we could collaborate.

Our local Junior Achievement representatives were Carolos Laboy and Anthony Eder. After a series of meetings, and an opportunity to learn more about each other's goals, we were able to create a custom series of work readiness sessions for our schools in Lorain County. We asked Junior Achievement to take their more intensive six session program and create an introductory session for our schools in Lorain County. Junior Achievement utilized some of their partners in our county to provide the programming over two sessions. We are pleased to announce we had participation in this late year pilot to General Johnnie Wilson Middle Schools on May 18th. The students learned about career paths and clusters, career mapping, and soft skills.

We are excited to work more with Junior Achievement as we move forward and seek to collaborate.

10. [What additional information would you like to share about how career readiness experiences are coordinated? How have these experiences benefited students and employers?*](#)

Student Workplace Experiences - Our schools (15 total) all have various approaches as they provide career readiness experiences to students. The Lorain County BAC cannot take credit for some of the activities our schools have coordinated for years. We **are** helping schools increase the effectiveness of some of their events like their career fairs and other related activities. The Lorain County BAC was asked to be a part of the planning, recruitment, and format of several career fairs last year. We are enhancing these events by bringing more partners to the table, and assisting them in the planning to make student interactions as beneficial as possible. We seek to bring businesses feedback into these planning sessions as well. As we continue to work more closely with our businesses and schools, and we provide a venue for collaboration, we know we will provide more authentic hands-on activities for students. One event we provided during the 2022-23 school year was the Cleveland Clinic Avon Hospital Student Experience.

Students need opportunities to visit with local business, industry, community based organizations, and higher education to better understand what careers match their interests and aptitudes. Our series last year, which we implemented after our initial educator visits to the Cleveland Clinic Avon Hospital in 2021-22. Following one of our one-day educator visits, many of the schools reached out to the Cleveland Clinic to request student visits. In response, the Cleveland Clinic Avon Hospital offered to host 10 students each month, in partnership with the Lorain County BAC. Targeted students interested in careers

in healthcare entered employee only hallways and rooms (Surgery) during this four hour event to determine their interest in healthcare careers.

ABOUT THE PROCESS

- The Lorain County BAC, in partnership with the Cleveland Clinic Avon Hospital Coordinated days to visit the hospital each month.
- The schedule was shared with districts and they were asked to pick a point of contact for communication and student selection.
- Schools selected the students who should attend. Some schools selected students based on interest or aptitude assessments, some based on applications, and others may have sent students from a related healthcare class.
- Points of contacts were given access to a shared Google Sheet where they entered the student's names.
- Students completed all required permission forms.
- Bussing and lunches were arranged for each of the two schools.
- Students arrived and participated in a four hour behind the scenes tour. You can see [photos](#) of one of our events by clicking on the link.
- Students were provided with information about the positions available they saw at the visit, the required education, and information about the Cleveland Clinic's tuition reimbursement program.
- A follow up email was sent to students to provide information about other student opportunities available through the Cleveland Clinic.
- A Survey was sent to the students for feedback.

We believe the Cleveland Clinic Avon Hospital Student Experience was a successful pilot and provided a framework for us to replicate more students' experiences in 2023-24!

Graduation Pathways / Sector Partnership Exploration - We recognize the new Ohio graduation pathways and the need for schools to connect students in pathways that qualify them for graduation. Our goal this past year was to explore how the Lorain County BAC can connect our schools to businesses who can help students gain the required hours for graduation. At our May 4th BAC meeting, we had Daniell Hotztrager present "**Ohio Graduation Pathways and the Workplace.**" Danielle Holztrager was from the State Support Team Region 2 and provided a brief overview of the new graduation requirements. She also highlighted the pathways where employers may be asked to provide documentation of student workplace hours, as well as discuss other instances where Lorain County businesses may have an opportunity to participate. The members found this discussion helpful. We also know the information was helpful to our businesses as they often are not aware of the new legislation. Our intent was to use this information as a springboard as our task force meets over the 2023-24 school year.

Real World Math Applications in Action - Our "Real World" pilot, introduced in 2022-23, was an innovative pilot designed to engage students who may not see the relevance in the math concepts they are learning.

Have you ever heard a student say "When will I ever use this?" Most teachers struggle to connect concepts back to the real world to answer this question. Our pilot project engaged six math teachers, one school counselor, and 2 businesses to answer this question. Our educators started their journey by visiting LogiSync, our Internet of Things (IoT) partner. The group heard from several employees who work on real life projects as they create the software, hardware, or both for companies who are bringing products to market. The group learned about the company, an overview of the IoT field, and then 3 employees shared how they use math in the real world in their jobs each day.

The group visited AJ Rose Manufacturing next. AJ Rose is a metal stamping company that predominantly makes auto parts for cars. As parts are formed from rolls of raw metal, the metal is stamped using thousands of pounds of tonnage. A part may take only a few stamps, or many. Each time the part is stamped, the part takes a closer form to the finished product. Both Jay and Jack Rose presented several math concepts they use at the plant following a tour of the factory. One station the group saw was a wire EDM machine. The wire EDM machine cuts metal using an electrified very thin piece of metal. The metal gently slides along the edge of a piece of metal that is typically 2" thick and around 2' x 2' in dimensions. This final die will serve as the base so that as metal is pressed into it, the part is formed. The tour guide explained how these dies cannot be purchased, but must be fabricated. The wire EDM machine cuts the metal to the exact dimensions. How could this example be used to help students understand a concept they use in the real world? Cartesian Coordinates is the answer. For each of the three examples, our teachers had an activity to learn about the concept, and to give them a manipulative to take back to the classroom. For this example, we told the educators that the wire EDM machine was broken, but they needed to form the die. We used a 2' x 2' piece of foam insulation for the activity. A bicycle brake cable was then given to each group to use as a saw. Before they could cut out the die, each group had to mark the top and bottom of the 2' x 2' foam die using cartesian coordinates. Once they marked both sides, it took the team to hold the die while two other members sawed the foam back and forth to form the die! We have used this [video](#) to demonstrate the power of collaboration with our businesses as we help educators understand how concepts we teach in school can be applied to the real world!

FINAL THOUGHTS

The Business Advisory Council (BAC) has had a significant impact on schools from Amherst to Wellington. Through initiatives like job shadowing and internships, they've given students a chance to see how their classroom learning translates to real jobs. By staying updated on what skills are in demand, the BAC ensures that students are being prepared for actual job needs. They've built strong partnerships with schools, helping to refine courses and kick-start new programs based on feedback and industry trends. This collaboration has led to continuous improvements in education. Additionally, the Lorain County BAC has been a key supporter of career exploration events, such as career fairs and field trips, giving students a broader view of potential careers. In summary, the BAC's dedication to bridging education and the job market, combined with its hands-on approach, underscores its pivotal role in shaping future-ready students.