

Business Advisory Council: BB2C Planning Document



Ohio's Strategic Plan for Education, [Each Child, Our Future](#), promotes the importance of partnerships as a core principle. Business advisory councils for school districts and educational service centers provide a key opportunity to bring partners together to transform the educational experience.

To support the implementation of a more partnership-based approach, as identified in *Each Child, Our Future*, the Department has developed a Business Advisory Council Planning Template to assist councils in satisfying state law, which requires each business advisory council to work with its board of education or educational service center governing board to develop a written plan.

The plan should be revised and updated annually. At a minimum, the plan must address how the business advisory council will make recommendations to the board of education or educational service center governing board on these areas:

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

Each of the areas listed above requires detailed planning. This template is meant to guide the development of the business advisory council plan; however, its use is at the discretion of the council. Responses to each of the areas may be captured in narrative form or by using the sample tables included in this template.

Additional elements to consider including in the business advisory council plan and instructions on how to submit the plan to the Department can be found in the standards of operation for [Business Advisory Council in Ohio Schools](#).

Building Bridges to Careers

Business Advisory Council Plan: Academic Year 2021-2022

Organization Information

Mission: BB2C fosters student, business, and civic relationships to inspire career choices through experience, entrepreneurship, and education.

BB2C Primary contact: Tasha Werry, twerry@bb2careers.org

BB2C BAC Secondary contact: Jordan Spence, jspence@bb2careers.org

Districts supported: Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Ohio Valley Educational Service Center, Switzerland of Ohio, Warren Local, Wolf Creek Local

In response to the dissolved BAC for the Ohio Valley ESC, which was the Southeast Ohio Manufacturers' Council (SEOMC), BB2C has added schools to the list that we serve as BAC. COVID interrupted the SEOMC and then there were significant changes in leadership for several organizations that were involved and responsible for coordination of this group, including the OVESC and Switzerland of Ohio school district. In 2020 BB2C increased staff in order to help support business engagement with career awareness in the region and for this reason we are able to directly support the additional schools.

2020-2021 Building Bridges to Careers Governing Board Members:

| Member | Contact Information | Employer | Industry |
|--------------|-------------------------------|------------------------------------|---|
| Bret Allphin | ballphin@sixmoae.com | Buckeye Hills Regional Council | Economic and Community Development |
| Cindy Davis | fcfc@suddenlinkmail.com | Family and Children First | Community Development |
| Daryl Jones | mejatc@ibew972.org | IBEW Local 972 | Electrician's Union |
| Kelsy Eaton | president@mariettachamber.com | Marietta Area Chamber of Commerce | Business Development |
| Joe Grimm | joe@grimmscientific.com | Grimm Scientific | Manufacturing |
| Jona Rinard | jhall@wscc.edu | Washington State Community College | Education |
| Linn Yost | lyost@e-mmwi.com | MicroMachine Works | Manufacturing |
| Will Hampton | whampton@mariettacsdo.org | Marietta City Schools | Education (Superintendent) |
| Mike Elliott | melliott@thecareercenter.net | Washington County Career Center | Career Tech Center (High School Director) |

| | | | |
|----------------|-----------------------|------------------------|----------------|
| DeeAnn Gehlauf | dgehlauf@mhsystem.org | Memorial Health System | Health Science |
|----------------|-----------------------|------------------------|----------------|

2020-2021 BB2C Business Advisory Council Educator Points of Contact:

| BB2C Liaison | School Building, District or ESC | Title |
|---------------------|---|--|
| Shari Elflin | Washington County Career Center (WCCC) | Graduation Pathway Specialist |
| Abby Campbell | Fort Frye Local | Ag Science |
| Steve Parlin | Marietta City Schools | High School Career Search |
| Jenny Lynch | Warren Local Schools | CBI and Career Advising |
| Robyn Delaney | Wolf Creek Local Schools | Guidance Counselor |
| Kristi Leonard | Frontier Local Schools | Middle School Math and Career Advising |
| Meridith Greene | Belpre City Schools | K-12 TAG Coordinator |
| Sandy Doudna | OVESC and Switzerland of Ohio | Career Pathways Specialist |

2020-2021 BB2C Business Advisory Council School Board Points of Contact:

| Point of contact | School Building, District or ESC |
|-------------------------|---|
| Lloyd Booth | Fort Frye Local |
| Stacey Hall | Marietta City Schools |
| Debbie West | Warren Local Schools |
| Hugh Arnold | Wolf Creek Local Schools |
| Jeff Lauer | Frontier Local Schools |
| Steve Lyons | Belpre City Schools |
| Dalton Summers | OVESC |
| Mark Romick | Switzerland of Ohio |

Schedules of Meetings

The Building Bridges to Careers Governing Board meets monthly in board meetings or in sub-committee meetings. The planned meeting dates for the 2021-2022 school year include:

| Date: | Meeting type: |
|----------------------------|--|
| August 24 | Board Meeting |
| September on various dates | Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking |
| October 26 | Board Meeting |
| November on various dates | Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking |
| December 28 | Board Meeting |
| January on various dates | Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking |
| February 22 | Board Retreat |

| | |
|------------------------|--|
| March on various dates | Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking |
| April 26 | Board Meeting |
| May on various dates | Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking |
| June 28 | Board Meeting |
| July on various dates | Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking |

The Building Bridges to Careers Community and Business Advisory Council meetings are held on a quarterly basis. These meetings are held at the Washington County Career Center with all stakeholders in the service area invited to attend. Topics of these meetings are determined by the BB2C governing board and include panel discussions with people that are directly involved in the meeting topic. The planned meeting dates for the 2021-2022 school year include (dates dependent upon WCCC board meetings):

| | |
|-----------------------|--|
| Date 1: Sept. 9, 2021 | Date 2: October 28, 2021 (Family Career Awareness Day) |
| Date 3: March 2022 | Date 4: June 2022 |

Annual Activities, events and programs include:

| | | |
|--------------------------------------|-----------------------------|---|
| Discover Day Series | Family Career Awareness Day | Teacher professional development |
| Job Shadowing | Career Exploration Courses | Site Visits |
| OhioMeansJobs Implementation | Work-based Learning | Internships |
| WIOA CCMEP | Career Mentor Program | Career Pathway Videos |
| Business/education networking events | BB2C Community Meetings | Future Career Student groups (sector based) |

Responsibilities

Describe the responsibilities of the business advisory council, as agreed upon with the district or ESC governing board. At a minimum, address the responsibilities outlined under [Ohio Revised Code \(ORC\) 3313.82](#) and [ORC 3313.821](#) in this template.

Responsibilities: Delineation of Employment Skills and Development of a Curriculum to Instill Employment Skills

Community and Career Connected Learning: BB2C has developed the concept of Community and Career Connected Learning (CCCL) in order to address the BAC responsibilities surrounding employment and professional skills. This has been a 3-year process that started with the creation of the Washington County Portrait of a Graduate. Funded by Martha Holden Jennings, BB2C engaged businesses, schools, and multiple community and government organizations through a 4-month process in 2019 of identifying the top 6 competencies local employers need graduates to

possess upon graduation. They are as follows: adaptable, communicators, critical thinkers, responsible, empathetic, problem solvers. The next step included working with Washington County districts and businesses to create and pilot self-direction community and career connected learning rubrics for grades 5-12 aligned to the Portrait of a Graduate. The plan for 2021-2022 is to increase the use of these rubrics throughout the schools through various professional development opportunities and with the implementation of multiple CCCL lessons, projects, and activities. Student involvement with the rubrics is the key to instilling the identified professional and employment skills.

Washington County has responded well to the CCCL concept and districts are taking advantage of experiences and pathways that are offered to students, as demonstrated by the following data:

| Data Point | Washington County | State |
|---|--------------------------|--------------|
| % with any college credit 2014-2019 | 48.6% (2,022 students) | 20.3% |
| % with at least 3 college credits 2014-2019 | 27.4% (1,139 students) | 18.5% |
| # of credentials earned 2014-2019 | 2,372 credentials | NA |
| % of students with any credential 2014-2019 | 27% | 10% |
| OMJ Readiness Seal Attainment (2018&2019) | 5.9% (83 students) | 1.5% |

Data collected from reports.education.gov.

The primary initiative of the BAC is to create a deeper, more innovative, network of connections to local businesses for students. The problem identified is: how does each student organize information, resources, and relationships to support their own learning as they navigate the local college and career pathways that are presented to them by the Business Advisory Council? There is a dizzying array of community and career connected learning options. For example, BB2C has five major programs (Job shadow, Internship, Career Mentor, Discover Day Series, Family Career Awareness Day), a makerspace and small business incubator, and dozens of events involving thousands of students. Our students, families, educators, and employers need a simpler way to engage with BB2C.

Remote learning in a time of COVID taught us the need for flexible, and user-friendly technological supports for student self-directed learning. An example that brought our attention to the ability of technology in this realm started happening in May 2020 with the addition of our Regional Network Coordinator who is in a much younger generation. Because of COVID, schools were fully virtual. Many businesses were in dire need for summer employment, but could not connect with students in the traditional way. The Regional Network Coordinator connected with multiple employers throughout May and June to find out their needs and was then able to connect them with students to fill their positions through social media, specifically Snapchat. Clearly an additional way to connect students to local opportunities is needed.

The proposed project is called Build My Bridge, again funded by the Martha Holden Jennings Foundation. It will be a mobile app to support self-direction as each student engages BB2C programming. Build My Bridge will include separate student, educator, employer and community channels so all participants can better access and organize BB2C information, resources, and relationships.

| Action Steps | Responsible Party | Deadline | Resources | Potential Barriers | Result/Metric of Success |
|--|---|-----------------|---|--|--|
| <i>What action steps are required to meet the goal or expected outcome ?</i> | <i>Who will complete the task?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, etc.)</i> | <i>What could get in the way of this task completion? How will you overcome these barriers?</i> | <i>What is the desired outcome of this task? How will you measure success?</i> |
| Task 1: Meet with school districts to develop 21-22 CCCL goals and actions steps | BB2C Staff | October 1 | Schedule meetings | COVID spikes – reschedule as needed | Each school district partnered with BB2C develops a district CCCL goal with actions steps for each stakeholder to follow |
| Task 2: Mobile App development process | App Design Advisory Team (ADAT) composed of BB2C staff, district liaisons, students, business partners, and consultants | May 2022 | Determine app developer; build pilot app with engagement of ADAT; implement, evaluate, and revise | COVID spikes; engaging end users – use at every BB2C event and meeting to increase engagement | App fully developed and being used by students successfully |

Responsibilities: Changes in the Economy, Job Market and Future Job Availability

BB2C has developed multiple ways to help students and educators become aware of the economy and future jobs that are available in the local market. It is important to have re-occurring events and opportunities to connect because of the rapid changes that happen and because each year there are new students in each grade level to orient to these concepts. Student focused events include Family Career Awareness Day and Discover Days, as well as career days and speaker events that BB2C supports within each school district. These are described further below in the action steps. Teacher focused professional development is also available and is described further in the next section of responsibilities.

BB2C recently became partnered with the Appalachian Ohio Manufacturers’ Coalition (AOMC), which is a manufacturing sector partnership. BB2C serves as the intermediary for this organization. This relationship has increased the flow of information to school districts about the local job market in manufacturing. BB2C and AOMC collaboratively planned activities for Manufacturing Week that will address the job availability of local manufacturers, as well as share information about career pathways in this field. AOMC and BB2C jointly conducted a survey for students in AOMC’s 6 county service region to find out their perception of manufacturing. To date, 743 students have responded representing a pretty equal spread of students in grades 6-12. Survey responses will continue to be solicited through the end of October. Preliminary results indicate that students graduating in the next 1-4 years will not be pursuing a career in manufacturing. Students were asked the question: How interested are you in having a career in manufacturing? 72.3% of students chose- Not Interested, 19.8% chose-Don’t know, and 8%-Interested. When asked: How would you like to learn about manufacturing careers? Videos (34.2%) and interactive tours (22.6%) were the top two methods

chosen. It was also determined that parents were the number one source of information about manufacturing. This data indicates a need for manufacturers to find more ways to communicate with parents and their children about the opportunities available in the field of manufacturing.

On a more positive note, the connection to AOMC has increased connections that will likely make a difference: AOMC nominated Marietta High School to receive 3D printers through an America Makes grant; the AOMC Quarterly Gathering in November will take place at the Swiss Hills career center; and there is increased participation of manufacturers in the [Real World Problem Scenario program](#).

One of the best ways to help students become aware of changes in the economy and the local job market is to have them job shadow and intern for local businesses. BB2C provides direct services to schools that have chosen BB2C as their BAC. These services are provided in a scaffolded way depending on what each district needs. Schools that have their own program in place may only need support placing a couple of students. However, schools that do not have the resources to house their own program can rely on BB2C to place their students for job shadow and/or internship opportunities.

The focus for 2021 has been on industry recognized credentials, which is a vast and ever changing topic. The quarterly Community and BAC meeting in March 2021 highlighted the employers side of this conversation with a panel of local employers describing their use of credentials. The September 9, 2021 meeting highlighted the educational side of the conversation with a panel of educators discussing the use and impact of credentials in the K-12 world. This topic will continue through the BAC meetings scheduled for the remainder of this year focusing specifically on where students can earn credentials, which employers have internal earn and learn and apprenticeship programs, and how school districts can increase access to credentials on their campus. Again, the relationship with AOMC has greatly increased the general knowledge of credentials for BB2C and the BAC, as not all employers on the BAC utilize credentials in the same way as manufacturers.

| Action Steps | Responsible Party | Deadline | Resources | Potential Barriers | Result/Metric of Success |
|--|---------------------------------------|--|---|--|--|
| <i>What action steps are required to meet the goal or expected outcome?</i> | <i>Who will complete the task?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, etc.)</i> | <i>What could get in the way of this task completion? How will you overcome these barriers?</i> | <i>What is the desired outcome of this task? How will you measure success?</i> |
| Task 1: develop and implement annual calendar of events to include Discover Days and Family Career Awareness Day | BB2C staff | Event calendar developed Sept. 1; recruitment for each event complete at least 1 week in advance | Staff time, marketing budget | Time constraints, availability of businesses; school schedules that impact student participation | Each event to include business and student participation, and to receive positive responses on follow-up surveys |
| Task 2: support schools with internal career | BB2C staff, volunteers, liaisons, and | Monthly | Staff time | School communication | School developed events |

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|--|---------------------|---------|------------|---|--|
| days and speaker events | student ambassadors | | | of support needed | include a variety of local businesses |
| Task 3: utilize AOMC relationship to increase student knowledge of employment options in manufacturing | AOMC and BB2C | Ongoing | Staff time | Not having the necessary relationships with member businesses | Increase the number of student interactions with local manufacturers |

Responsibility: Develop Relationships

Relationships need to be developed amongst all stakeholders involved in the education to employment transition process: students to employers, businesses to schools, teachers to business representatives, parents to employers. Increasing student relationships with local businesses occurs through direct interactions of job shadow and internship placements, as well as through our Career Mentor program. The Career Mentor program (included in action steps) is designed to pair a community adult from partnering businesses with a 7th or 8th grade student. The adult works with the student on decision making skills and builds a developmental relationship with them. Parents are directly connected to employers through the Family Career Awareness Day event, an event held during evening hours so that parents accompany their children to have direct conversations with the local employers that participate.

BB2C also offers professional development to teachers and other educators to increase opportunities for relationships with local businesses. These courses include the Real World Problem Scenario, Educator Career Resources, Epicenter Connect, BB2C Practitioner, and Teacher Tours. Each class awards graduate credit, is designed to build the networking skills of the teacher involved, and includes a direct connection with a local business representative that helps the teachers achieve the course objectives. By participating, the teacher and their business partners complete a multi-step process together which encourages the creation of a professional relationship that has a direct impact on students in the classrooms.

The third component of addressing this responsibility includes the way in which the quarterly BAC meetings are conducted. Each meeting begins with a panel discussion and/or review of supporting data. Once the panel discussion has completed, the participants of the meeting break into small groups that each include business, education, and community representatives. The group then proceeds to have a discussion about the topic driven by 3-4 leading questions. The purpose of these discussions is two-fold, 1) for each person to be heard from all perspectives on the current topic, and 2) to increase the opportunity for relationships to develop between educators, business reps, parents, and students that are in attendance.

And finally, BB2C has heard from multiple employers that they have difficulty engaging with schools and school districts. This is not surprising given the very different nature of each of the industries. For this reason, the BB2C Teacher Liaison and Student Ambassador programs were created. Funded through grants, the Teacher Liaisons are appointed for each partner school and their supplemental role includes being a point person to external stakeholders. Student Ambassadors are

also recruited in order to support both the Teacher Liaison and businesses wanting to connect directly to students within their school. Communication about events and other career related programs that are planned by any external organization flows through the Liaisons and Ambassadors directly to other teachers and students.

The focus for 2021 will be supporting the additional schools that have been added to the service list for BB2C, OVESC and Switzerland of Ohio. As stated, relationships are important and the BAC process is a great way to establish long lasting relationships with local employers. Switzerland of Ohio school district encompasses all of Monroe County, for this reason it is important for them to develop their own BAC so that their local employers are connecting to the local schools and their students. BB2C will work with them over the course of the next year to develop their own BAC while providing career awareness and development programs for students within the schools.

| Action Steps | Responsible Party | Deadline | Resources | Potential Barriers | Result/Metric of Success |
|---|------------------------------------|---|---|--|---|
| <i>What action steps are required to meet the goal or expected outcome?</i> | <i>Who will complete the task?</i> | <i>By when?</i> | <i>What do you need to complete this step? (People, money, tools, etc.)</i> | <i>What could get in the way of this task completion? How will you overcome these barriers?</i> | <i>What is the desired outcome of this task? How will you measure success?</i> |
| Task 1: Career Mentor Program implementation | BB2C staff, school admin | Mentor/Mentee matches made by mid-October for each school | Staff time | Scheduling conflicts, lack of communication to potential student mentees | Mentors/mentees meet regularly; positive responses to annual program survey |
| Task 2: Recruit teachers for professional development opportunities | BB2C staff | Ongoing | Time, marketing materials, contact information | Availability of teachers | # of graduate credits received by teachers; direct connections between teachers and business partners continue after PD is complete |
| Task 3: liaison recruitment | BB2C staff and district admin | August 2021 | Internal school connections | Teacher fatigue due to COVID | 7 liaisons recruited from school districts and the career center |
| Task 4: student | BB2C staff and teachers | October 2021 | Staff time | Quality student candidates | 7 student ambassadors |

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|---|----------------------------------|----------|--|--|--|
| ambassador recruitment | | | | that are engaged in other extra-curricular activities | recruited from the school districts and the career center |
| Task 5: recruit business, education, parent, and student participants to each BAC meeting | BB2C staff | Ongoing | Time, marketing materials, contact information | These meetings occur at 4:30 so teachers can participate – sports, business availability, school personnel availability; COVID | 25-40 attendees at each meeting representing community, business, and education; data gathered from discussions that can be used to further develop programs, projects, and initiatives that support the goals of the BAC. |
| Task 6: Support Switzerland of Ohio's development of a BAC | BB2C staff and Switzerland staff | May 2022 | Staff time | Lingering COVID issues; lack of employers located in Monroe county – very rural area | For Switzerland to begin to coordinate regularly occurring meetings with local businesses and for them to establish a fully functioning BAC. |

Business Advisory Council Recognition Plan Addendum

Ohio Business-Education Leader Awards for Excellent Business Advisory Councils

The Ohio Business-Education Leader Awards for Excellent Business Advisory Councils recognize educators, business partners, staff, schools, businesses, educational service centers 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. 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 **September 30**.

- Data Considerations: EMIS-reported data metrics considered as part of the selection criteria include, but are not limited to, trend data on previous school year graduation cohorts earning the OhioMeansJobs Readiness Seal 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 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 working relationships among businesses, labor and education personnel.
3. **Coordinate Experiences** – Create environments that allow students to demonstrate proficiency in critical professional and specialized skills that will aid in future employment.

BUSINESS ADVISORY COUNCIL RECOGNITION PLAN ADDENDUM

As an addendum to the Business Advisory Council Plan, the following information is requested from the submitting organization to qualify for **Ohio Business-Education Leader Awards for Excellent Business Advisory Councils**:

- A link to the previous year’s joint statement: <https://bb2careers.org/board-bac>
- Responses to the following questions:
 1. How has the business advisory council helped students prepare and successfully enter the local workforce? In general, BB2C fosters student, civic, and business relationships to inspire career choices through experience, entrepreneurship, and education. Students are first supported while they narrow down their career choices through programs like Family Career Awareness Day and the Discover Day series. Then they receive direct experience with their choices through the career development programs offered in collaboration with schools and businesses, like job shadowing and internships. Several of the partner schools have programs and classes that address employment and expected competencies, and BB2C offers a work ready camp and shortened class presentation to support skill development. BB2C also works directly with educators to increase their awareness of local career opportunities so curricular connections are able to be made. Once students have knowledge of the career and education path needed for their choice, direct connections are made to employers that are in need either for immediate employment or for future employment. The many partnerships developed and fostered by BB2C serve to coordinate, not duplicate, career development services available to students throughout the county.
 - a. Specifically, two examples that support this question are detailed.
 - i. BB2C is a non-profit organization. This allows us to provide contract services, which we do for the local Job and Family Services agency for the Comprehensive Case Management and Employment Program (CCMEP). BB2C works with individual students and groups across 4 counties to provide a variety of group sessions/presentations, camps, and 1 on 1 mentoring that teaches students how to be prepared for the workforce. CCMEP defines youth as students and non-students ages 14-24, therefore

BB2C does work with youth that are out of school, as well. Job placement and business networking is a part of this work.

- ii. The BB2C High School Internship program, full developed in 2018, has led to full time employment for students upon graduation. While COVID reduced the total number of internships for the 2020-2021 school year to 19 total, two of them graduated and received full time employment with their placements.

2. How has the business advisory council and its members supported students in work-based learning opportunities? All businesses partnered with BB2C are asked to participate in work-based learning experiences. The bulk of these experiences are a direct result of the job shadow and internship program. Other shorter term connections, such as student business tours, Discover Days, and Family Career Awareness Day, are networking events at which students can be introduced to business partners.
 - a. How many students have been placed in work-based learning experiences? From July 2020 – June 2021: 148 students had a job shadow or internship placement
 - b. What are some examples of high-quality work-based learning supported by your council? Job shadow and Internship programs: job shadow placements are generally 2-6 hours and are designed to introduce the student to the type of work they are interested in and the employer to a possible future employee; internships can range from 30 hours – a full year, depending on the situation of the student and the business; general part-time employment placements, either during school or during the summer, has also been included in the past year due to COVID and the addition of staff.
 - c. How many of your business partners have accepted students in to work-based learning experiences? Many businesses beyond the ones represented on the BB2C Board accept students for work-based learning experiences. Total businesses engaged in job shadowing and internship programs specifically from July 2020 – June 2021 is 25.
3. How has the business advisory council supported mentorship programs and/or provided networking opportunities for students and professionals?
 - a. BB2C created the Career Mentor program in 2015. This program trains community adults to mentor middle school students once a week. The program focuses on the development of decision making skills. In general, about 40 community adults mentor over 65 students from partner school districts. From July 2020 – June 2021, 488 hours of mentoring from community business and community organizations occurred at BB2C partner schools. Mentoring, on a more informal basis, happens in many of the career development programs through relationships with students and local businesses, especially the Internship program.
 - b. The Discover Day program had to revamped due to COVID. A series of virtual Discover Days was scheduled for the 20-21 school year. One was focused on the field of criminal justice. As interest is high for this field but options for experience are low due to the nature of the work (especially during COVID), a group of students that participated in the event in December of 2020 decided to continue meeting to find out more about the field. BB2C coordinated the student-led group that ended up meeting weekly on a virtual platform. Students from 5 different school districts participated and were mentored through the process of getting in-depth information about criminal justice, calling themselves the Future Careers in Criminal Justice group. Sessions included local employers discussing the work of the field, including the importance of credentials that would help students enter the field. The group continued to meet through the end of the school year. One student pursued and received the requested credential to add to her resume.
 - c. Educators are provided many opportunities to network directly with local businesses, as well. The Real World Problem Scenario Project partners teachers with a business professional to

develop a scenario for students to solve, and the business partner participates in the implementation with the class, thereby including networking for the students too. This professional development process has greatly expanded due to the addition of the Regional Network Coordinators. Over 30 teachers were partnered with a local business partner for this experience, which led to 30 business partners in the classroom with students.

4. What major decisions have the Business Advisory Council influenced for the member school districts?
 - a. Since the Portrait of a Graduate competencies were chosen already, the focus for the 2020-2021 school year was the development of a rubric that could be used by teachers and students in partner schools to gauge increases in the desired skills after participating in activities and projects designed to address them. The self-directed learning rubric was created and piloted during the year with teachers and students. This rubric is also designed to provide a formative assessment that can be used before and after the implementation of the Real World Problem Scenario Process. Increased use of the rubric is the goal for the coming school year.
 - b. Each partner school develops a community and career connected learning goal for their school at the beginning of the year. Annual goals are based on their current implementation level and Prepared for Success data, and then BB2C supports their efforts to meet their goal.
 - c. Current goals for the 2021-2022 school year:

BB2C Partner School District Goals

| Career Connected Learning system goals for 2021-2022: | |
|--|--|
| Belpre | Directly connect students and teachers to community members and businesses in Belpre and surrounding area to further embed the Eagle Flight Plan and POG competencies |
| Frontier | (meeting rescheduled due to COVID) |
| Fort Frye | To refocus the scope and sequence of the district plan to grades 5-12; to have more staff and students participating in community and career connected learning. |
| Marietta | Work toward using the same vocabulary and applying the current activities to the competencies and the community and career connected learning system that engages parents, teachers, and students. |
| Warren | To fully evolve from Portrait to Practice |
| Wolf Creek | To identify the support and structure needed to transition to a full community and career connected learning system for Wolf Creek |
| Career Center | To increase and improve coordination from school to work communications and transitions |
| Switzerland of Ohio | Develop county level BAC that includes local employers |

5. How are the members of your business advisory council representative of the job market of the area you serve?
 - a. BB2C has a nominating committee that is responsible for recommending new board members, and this committee ensures that business representation is varied and representative of the job market area. Also, all business types are included in the BB2C Community meetings that are scheduled quarterly.
 - b. Current list of governing board members:

2020-2021 Building Bridges to Careers Governing Board Members:

| Member | Contact Information | Employer | Industry |
|----------------|-------------------------------|------------------------------------|---|
| Bret Allphin | ballphin@sixmoae.com | Buckeye Hills Regional Council | Economic and Community Development |
| Cindy Davis | fcfc@suddenlinkmail.com | Family and Children First | Community Development |
| Daryl Jones | mejatc@ibew972.org | IBEW Local 972 | Electrician's Union |
| Kelsy Eaton | president@mariettachamber.com | Marietta Area Chamber of Commerce | Business Development |
| Joe Grimm | joe@grimmscientific.com | Grimm Scientific | Manufacturing |
| Jona Rinard | jhall@wscc.edu | Washington State Community College | Education |
| Linn Yost | lyost@e-mmwi.com | MicroMachine Works | Manufacturing |
| Will Hampton | whampton@mariettacsdo.org | Marietta City Schools | Education (Superintendent) |
| Mike Elliott | melliott@thecareercenter.net | Washington County Career Center | Career Tech Center (High School Director) |
| DeeAnn Gehlauf | dgehlau@mhsystem.org | Memorial Health System | Health Science |

c. The BB2C bylaws require the following:

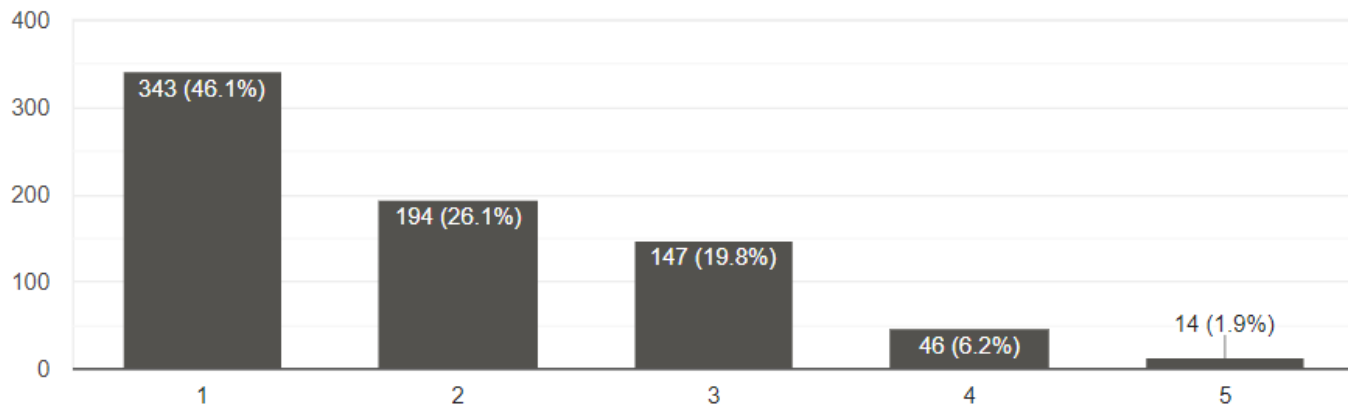
Board composition: the board is responsible for ensuring that the total number of Board Members represents a broad spectrum of the community we serve, including at least one person from each of the categories defined below:

- a. K-12 representation, actively employed teacher or administrator of a school district
- b. Higher Education representation, actively employed by an institution of higher education
- c. Local business representative(s) minimum of 1/3 representation
- d. Chamber of Commerce representative
- e. Non-profit or governmental agency related to the mission of BB2C (not educational)

6. How is the business advisory council collecting and responding to feedback? Include samples of feedback.
 - a. Feedback comes to the BAC from students, teachers, business partners, school districts in general, etc. Each program and project requires the collection of data in quantitative and qualitative forms.
 - b. One example of feedback that is very relevant is the student perception survey data about the field of manufacturing. Below are some samples from the current responses (this survey will remain open throughout October): 1 not at all interested - 5 very interested

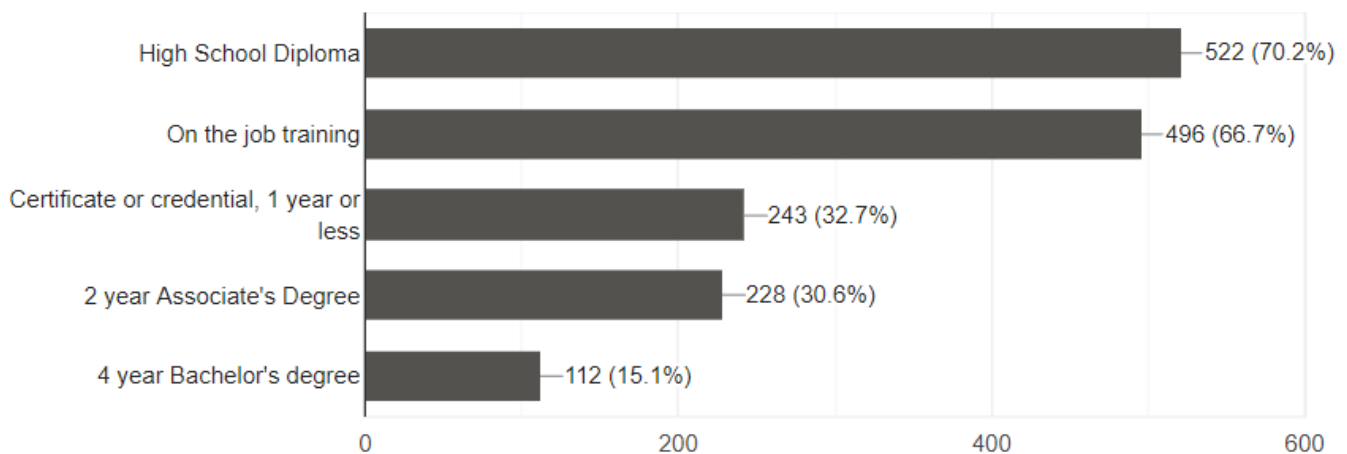
How interested are you, in having a career in the manufacturing field?

744 responses



What education or training do you believe is needed to work the manufacturing field?

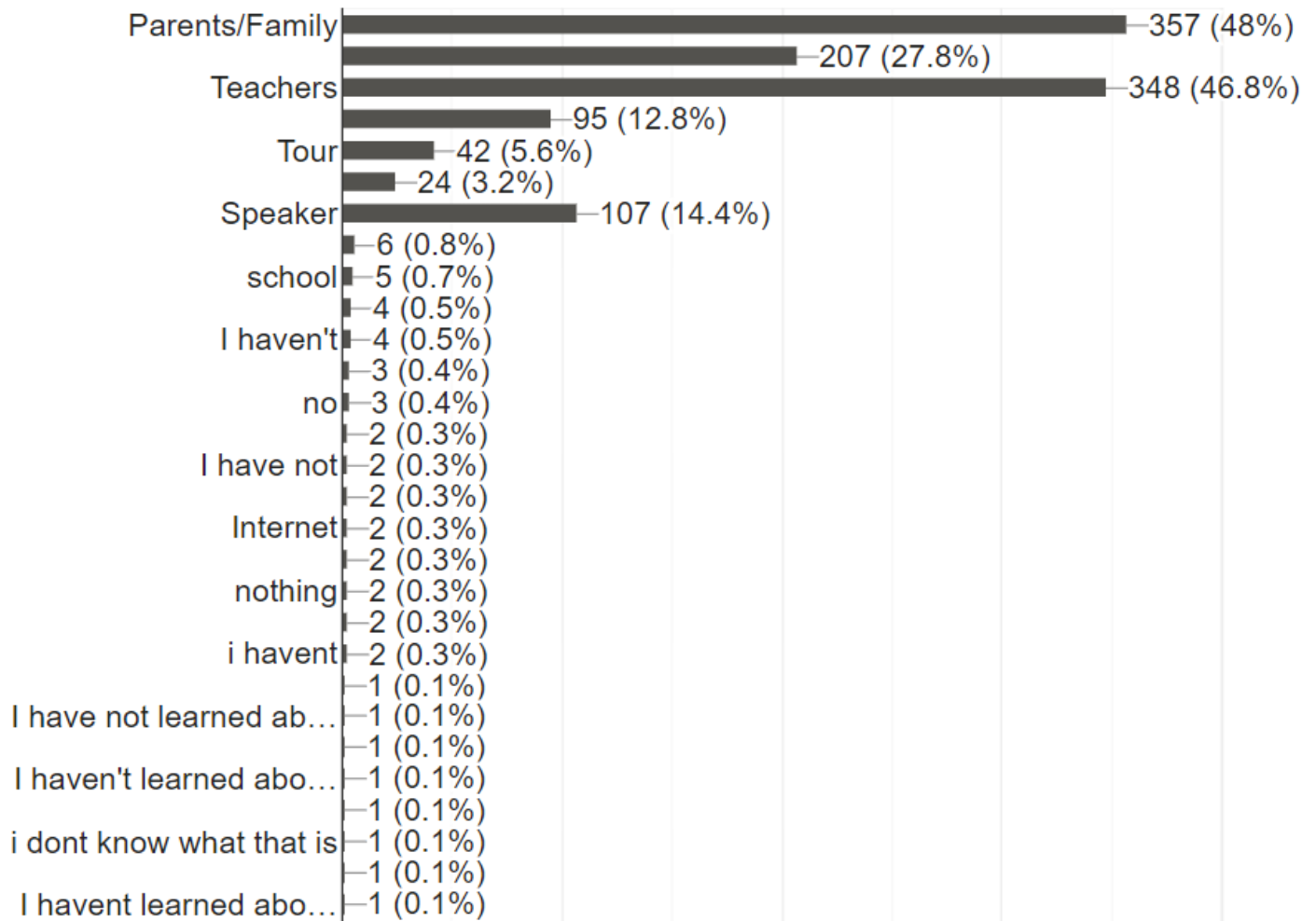
744 responses



In the response below, the bar with 207 responses is 'social media', the bar with 95 responses is 'friends', and the bar with 24 responses is 'job shadowing'.

How have you learned about manufacturing careers?

744 responses



- c. Because of this data, AOMC and BB2C are now planning to use resources to develop a campaign directed at students in southeast Ohio specifically in order to change their perception of manufacturing. This will have to include parents and teachers, as indicated by the data.
- d. Feedback gathered during quarterly meetings is also very relevant to this work and is included in reflections of and improvements to programs. This is a link to the Padlet responses from the March 2021 BAC meeting focused on industry recognized credentials: [March 2021 BAC Meeting Notes](#)

- 7. What barriers have your business advisory council encountered in implementing these quality practices?
 - a. COVID, COVID, COVID. As with everyone else, COVID changed everything. Not to mention the fact that BB2C hired new staff just at COVID shut down schools and a lot of businesses. Engagement in existing programs decreased immensely. However, we were able to create virtual ways for everyone to participate and keep connecting. I just try to imagine where career awareness and development would be in schools today had BB2C not existed during this unprecedented time.

- a. How have you overcome these barriers or what will you need to overcome these barriers?
 - a. All programs were revamped to be virtual, which did reduce participation. On a positive note, this transition actually created more opportunities for students because they could participate in any event that was planned for students in the region. BB2C has been working to create a regional network of BAC's and other organizations that are built for business engagement with career awareness (BECAs). Because these groups had already started to connect, each shared any events that they were hosting so that students from multiple schools could participate. The FCCJ group mentioned earlier is a good example of this, as well.
8. What additional information would you like to share about how the business advisory council develops professional skills for future careers?
 - a. There has been an increased demand for the Work Ready presentation, which includes lessons on networking, interviewing, quality of work, taking initiative, and the Portrait of a Graduate competencies. This presentation was initially created for a two-week summer camp with CCMEP students, and was adapted to also be included in a 45-minute class. As the presentation concludes, students are encouraged to participate in work-based learning programs that their school provides and/or BB2C provides.
9. What additional information would you like to share about how the business advisory council builds partnerships?
 - a. Partnerships get created in a wide-variety of ways. BB2C is piloting a coaching process for school districts this year, and we took on two schools for the pilot. Each school will have 10 teachers go through the Real World Problem Scenario, who will then be coached on a monthly basis on the various ways to increase community and career connected learning in their classrooms and for their students. One of the pilot schools has their own BAC, however we included the CCCL goal development process for this school. In our conversation with this school, data from reports.education.ohio.gov were used to show the progress of the county in terms of college and career readiness. There are only two school districts in this county. Because of this data and the results that represent the whole county, the superintendent decided to include the second superintendent in the next BAC meeting. This led to the realization that more needed to be done in the other school district and the second superintendent reached out to the BB2C Network Coordinator to begin working directly with their students – starting with the Work Ready presentation. Conversations lead to more conversations and then to partnerships.
 - b. BB2C has always been responsive to needs that arise in the realm of bridging the gap between education and employment, but this year our responsiveness had to be taken to a new level. From using the Makerspace to provide PPE for local businesses, to making direct connections between all of the career navigators, career coordinators, career pathway specialists, etc., that were out there trying to continue their work during COVID, BB2C worked in collaboration with everyone to reinvent ways to keep connecting.
10. What additional information would you like to share about how experiences are coordinated?
 - a. All of the BB2C programs and projects are networked to each other. For example, the Makerspace is in the process of developing an Intro to Manufacturing space that will be used to introduce area students to the concepts of manufacturing. This space is available to the public, as are all of the spaces in the Makerspace. The concepts will be incorporated into class visits, as well as during summer camps that utilize the Makerspace. This idea was developed in collaboration with the Appalachian Ohio Manufacturers' Coalition in order to provide more opportunities for students to learn about manufacturing outside of schools.
 - b. In terms of general coordinating, one of the difficulties we found over the years was the ability to connect directly with students who weren't being served by a specific WBL program in their school. To address this disconnect, BB2C added the ability to sign-up for a [job shadow](#)

[placement directly from the BB2C website](#). This allows students access to the coordinator that will make sure they gain relevant experience to support their individual career choices.