



Business Advisory Councils

Building Bridges to Careers

Business Advisory Council Plan: Academic Year 2022-2023

Organization Information

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

Vision: Successful Students, Prosperous Businesses, Thriving Communities

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

BB2C BAC Secondary contacts: Jordan Spence, jspence@bb2careers.org; Kristi Leonard-Webber, klwebber@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

2022-2023 Building Bridges to Careers Governing Board Members:

Member	Contact Information	Employer	Industry
Bret Allphin	ballphin@nado.org	National Association of Development Organizations	Economic and Community Development
Cindy Davis	fcdc@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@alexanderschools.org	Alexander Local Schools	Education (Superintendent)
Mike Elliott	melliott@thecareercenter.net	Washington County Career Center	Career Tech Center (High School Director)
DeeAnn Gehlauf	dgehlauf@mhsy stem.org	Memorial Health System	Health Science
Kyle Newton	kyle.newton@warrenlocal.org	Warren Local Schools	Education (Superintendent)
Danielle Bruni	Danielle.Bruni@pebo.com	Peoples Bank	Finance

2022-2023 BB2C Business Advisory Council Educator Points of Contact:

BB2C Liaison	School Building, District or ESC	Title
Shari Elfline	Washington County Career Center (WCCC)	Graduation Pathway Specialist
Abby Campbell/Kristine Winstanley	Fort Frye Local	Ag Science/Career Ed
Steve Parlin	Marietta City Schools	High School Career Search
Jenny Higgins	Warren Local Schools	CBI and Career Advising
Robyn Delaney	Wolf Creek Local Schools	Guidance Counselor
Marlee Miller	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
Sam Tuten	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 2022-2023 school year include:

Date:	Meeting type:
August 23	Board Meeting
September on various dates	Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking
October 25	Board Meeting
November on various dates	Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking
December 20	Board Meeting
January on various dates	Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking
February 28	Board Retreat
March on various dates	Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking
April 25	Board Meeting
May on various dates	Sub-committees: Youth Career Development, Entrepreneurial Development, Business/Education Networking
June 27	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 2022-2023 school year include (dates dependent upon WCCC board meetings):

Date 1: Sept. 15, 2022: Graduation Seals	Date 2: November 2, 2022 (Family Career Awareness Day)
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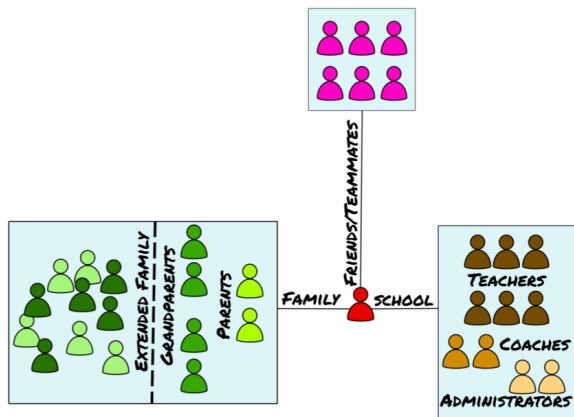
****General List of Business Contacts (outside of BB2C board members):**

Appalachian Oilfield Services, LLP • Appalachian Renewable Power Systems • Back to Basics Log Cabin • Best 1 Computers • Berkshire Hathaway • Burgess & Niple • The Cleaning Bee • Columbus Zoo • Crone Accounting • Dietz Futrell • Eckels Orthodontics • Family Counseling Rehabilitation Center of Ohio • Fourteen55 Media • Frye Dental • HMB Music Therapy • Huntington Bank • Jared Farnsworth, E.M.T • Kaleb Graham Productions • Keri Collins, LPN • Kristianna Weppler, Forensic Scientist • Larkin Warsinsky, MSW, LISW • Marietta College • Marietta Electrical JATC • Marietta Fire Department • Marietta & Beyond • Marietta Health Systems • Marietta Times • Miba Bearings • Micro Machine Works • Moran Construction • Nikki Butler Design • Noble County Corrections Center • Ohio Valley Educational Service Center • Operators Training Committee of Ohio • ParMar Stores • Power System Engineering • Pro 1 Electric • Reese Caslow, DO • River Pointe Reality • Solvay • Southeastern Ohio Regional Medical Center • Thomas E. Fisher, DDS, MD • Ohio Environmental Protection Agency • Ohio University • O'Neill Senior Center • Village Cakery • Washington County Job & Family Services • Washington County Public Defender's Office • Westbrook Health Services • Whitney Pinkston, Athletic Trainer • Williamstown Animal Hospital • Wit and Whimsy • Wood County Senior Citizens Association

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

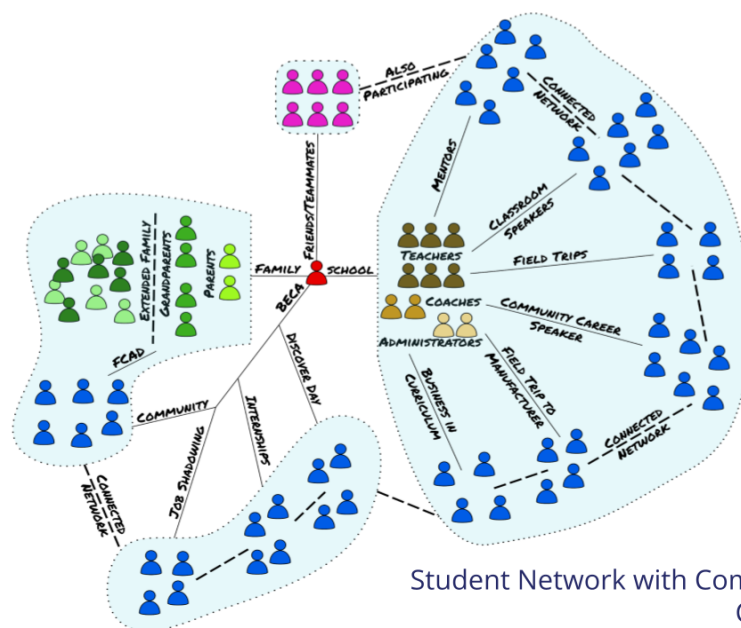
Quality Practice 1: Develop Professional Skills for Future Careers.

- **Community and Career Connected Learning:** BB2C has developed the concept of Community and Career Connected Learning (CCCL) in order to address the BAC quality practice of developing employment and professional skills. CCCL is a learning system integrating community partnerships and career awareness into experiential, place-based learning. The goal of CCCL is to provide an entire continuum of experiences for developing students to gain exposure, explore opportunities, and have sustained connection with community members and careers within the community. The core of CCCL includes the six identified competencies of the Portrait of a Graduate, which was adopted by Washington County through a series of business, education, and community engagement meetings.
- Visuals developed to show the impact of CCCL on students highlight the effect of increasing connections for schools through the engagement of various community networks.



The first visual indicates the typical student network within which a student might seek information about careers and their future. The second picture shows the expansion of the network through the engagement of various community networks.

that a student has access to when the school district is fully engaged in CCCL. The difference is quite clear. BB2C created these visuals to help demonstrate the power of existing networks and how they can be integrated into the school environment for the purpose of knowledge and skill development.



As students gain access to personal experiences and authentic work-based learning, they increase their ability to communicate and interact with a wider audience. A [study of students](#) that participated in high school internships developed by BB2C and Rural Action found that students gained communication skills (72%), technical skills (44%) and increased self-confidence (28%) (Ricket, Bentley, & Yahn, 2021). All work-based learning experiences have the potential to develop skills for students, therefore BB2C plans to increase the number of students participating and to work with stakeholders to overcome participation barriers.

Washington and Monroe Counties are included in the BAC umbrella of BB2C. The college and career readiness data is as listed in the chart below. Washington County has been involved in CCCL development work for over 5 years and Monroe County has developed goals with BB2C for two years. The long-term graduation requirements are now in place for all graduating cohorts, and an area of focus for the BAC is to make direct connections that increase attainment of graduation seals, especially those that require community and business engagement and demonstrate job readiness.

Data Point	Washington County: 2021	Monroe County: 2021	State: 2021
% with any college credit	48.5%	16.3%	21.3%
% with at least 3 college credits	29.5%	15.9%	18.5%
# of credentials earned	679	217	59,155
% of students with any credential	38%	42%	18%
OMJ Readiness Seal Attainment	0.7%	7.2%	3.1%
Graduation Rates (5 year longitudinal, Class of 2020)	92.5%	93.8%	89%

Data collected from reports.education.gov

As schools and businesses open up completely after COVID there will be a dizzying array of career exploration opportunities and expectations for them to participate. There is a triple need to streamline the process for students connecting to these opportunities, to coordinate the timing for businesses who wish to participate in all of them, and to keep track of metrics on behalf of schools and the BAC. Therefore, BB2C is continuing to pursue an app that can be directly accessed by students and businesses and that supports the tracking of impact. Year 1 of app development included a focus group with all stakeholders. Year 2 of app development will provide multiple opportunities to test the process and determine actual benefit to students and businesses.

	Plan or Initiative	Districts Impacted	Businesses Involved	Timelines	Resources	Potential Barriers	Metrics
	What collaborative action steps are required to facilitate achieving outcomes?	List all districts impacted.	List all businesses involved.	List all plan related timelines for each phase of plan development and deadline.	What resources are needed for implementation (funding, manpower, tools, etc.)	Identify any challenges that may impact this plan. How will the BAC overcome these challenges?	Identify existing data and set measurable outcomes to achieve plan. If data is unavailable, what steps are being taken to acquire this data?
Initiative 1	CCCL Goal Development with all partner school districts	Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Switzerland of Ohio,		Scheduling: August 2022; All meetings completed: September 2022; Follow-up meetings: January-February 2023	BB2C and district staff participation	Scheduling that includes the full district team (Belpre had to be rescheduled due to a student emergency)	8 goals set with accompanying outcomes and action steps; improve data points listed above

		Warren Local, Wolf Creek Local					
Initiative 2	Mobile app development process	(same)	Memorial Health System, MicroMachine Works, Grimm Scientific, Thermo Fisher, Miba Bearings, WSCC	August - September: pilot GivePulse; October - November: review GivePulse data, conduct focus groups; January-February: wider launch to participants	Funding for GivePulse; BB2C, district, and area business participation	student marketing; student access to GivePulse App	Data: 2021-2022 participation metrics (see joint statement); increased number of students job shadowing, internships, and discover day programming
Initiative 3	Graduation Seal Attainment	(same)	** See general list of business contacts	August - September: gather data from districts about local seal process, highlight seals at quarterly BAC meeting; October - May: work with district CCCL teams to establish baseline for seal attainment	guidance counselors, ODE seal requirements, meetings with businesses and organizations to introduce seal concept	students that earn two seals through end-of-course exams do not have motivation to earn more seals; students that cannot pass tests have difficulty with the process and steps needed to earn seals	OMJ readiness seal baseline (listed above); establish baseline for seal attainment; establish list of participating businesses and organizations in seal attainment

Quality Practice 2: Build Partnerships.

- BB2C has created a variety of ways to seek and develop partnerships over the years. Fostering relationships that lead to effective partnerships generally takes multiple touch-points with a business, organization, or community adult, which is why there are various programs and events designed specifically to address this quality practice. To grow our partnerships and simultaneously address the difficulties that businesses (especially small businesses with no Human Resource employees) face when trying to engage with schools, BB2C will implement the Real World Problem Scenario, hold the Education after Hours and other networking events, facilitate committee meetings for the Appalachian Ohio Manufacturers’ Coalition (AOMC), fully develop a new partnership with the Appalachian Children Coalition, and utilize a newly created position to increase engagement.
 - In order to facilitate relationship building among teachers and business representatives, the Real World Problem Scenario process provides the partners with a minimum of 7 touch points over the course of the semester. The Real World Problem Scenario partners teachers with business representatives to outline a problem of the business, connected to the curriculum, that is presented to students for developing solutions. The business partner is included in all steps of the process, which includes direct access to students over the course of implementation. This program will be promoted throughout both counties of the BAC and used to forge new relationships with in-demand industries. A county-wide professional development day has been scheduled by the Ohio Valley Educational Service Center and will include recruitment sessions to engage teachers in the process. BB2C will then utilize community networks to recruit businesses to participate.

- The Education after Hours event is specifically designed to provide time for educators and business representatives to network. This is a common practice among businesses through the efforts of the Chamber of Commerce, and they have partnered with BB2C to host an evening specifically for educators to be involved.
- BB2C has an established relationship with AOMC, which is primarily manufacturers, in which we facilitate the High School Engagement committee for members. This committee works to develop activities and programs that engage high school students in manufacturing awareness events. A new development of the partnership is high school internships with manufacturing companies. AOMC agreed to sponsor 4 interns, and BB2C recruits the students and coordinates the process on behalf of AOMC. The student manufacturing survey will be conducted again once all Manufacturing Month activities have been completed.
- The funds provided by the Ohio Department of Education to the Washington County Career Center specifically for career awareness for K-12 students were combined with funding support from BB2C to create a full-time position. All six school districts approved the decision and approved the job description for this position. The Community and Career Connected Learning coordinator works closely with all stakeholders to overcome barriers to participation in work-based learning and other BB2C programming. This position will increase access for students into existing programs and in-demand pathways, as well as develop programs and activities that fill gaps in awareness and exploration for students in K-10. This position will also foster relationships with businesses that are not currently engaged. BB2C has Teacher Liaisons and Student Ambassadors in each partner school district, and this new coordinator will lead and facilitate this internal school network, as well. Finally, the CCCL Coordinator will meet regularly with each district to address specific identified areas of increased career connections development and to map out K-12 district specific CCCL programs.

- 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)
STEAM Camp	Work Readiness Camp and Workshops	Mock Interviews and Resume Development
Students Solving Problems	Employment Connection Curriculum	CCCL Coaching
STEM Pen Pal project	CCCL District Mapping	Liaison/Ambassadors

- The Appalachian Children Coalition (ACC) has partnered with BB2C to address the workforce shortage for the mental and behavioral health field. This partnership includes three layers:
 - ACC has funded internships for high school students that are coordinated and facilitated by BB2C (business and student recruitment, process facilitation);
 - the Students Solving Problems program is directly aimed at recruiting students from all high schools to participate in a school level group that addresses problems of health and

behavioral health within the schools; student leaders are partnered at the county level to address broader problems in a team; all students involved are educated about mental and behavioral health career pathways, networked to businesses and organizations in this field, and invited to apply for the funded internships

- o ACC is in the process of developing workforce support at a regional and collegiate level that will guide students that choose to pursue the mental and behavioral health career pathway and will directly connect more behavioral health businesses and organizations to us and the students.

	Plan or Initiative	Districts Impacted	Businesses Involved	Timelines	Resources	Potential Barriers	Metrics
Initiative 1	Real World Problem Scenario implementation	Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Switzerland of Ohio, Warren Local, Wolf Creek Loca	Business participation is determined when teachers register to participate. ** See general list of business contacts	September 23: teacher recruitment; November 18: teacher/business partner scenario development session; December - February: in-class implementation; March: follow-up session and participation in Education after Hours	BB2C staff and business volunteers; substitutes for teacher/business partner session	lack of substitutes; using BB2C staff to facilitate presentations while educators meet with BB2C staff for coaching on RWPS	See 2021-2022 data listed on Joint Statement ; up to 10 teacher participants partnered with 10 business partners from in-demand businesses; 200 students participants
Initiative 2	Increase networking opportunities for all stakeholders (see activities chart above)	Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Switzerland of Ohio, Warren Local, Wolf Creek Loca	All area businesses are recruited for networking events - regardless of past or present participation, **see general list of business contacts	September - October: develop and distribute list of networking events through multiple channels (i.e. Chamber of Commerce); Plan and execute events as they draw closer	BB2C staff; Chamber Staff; School staff; event coordination app (GivePulse)	time frame of events in relation to existing school, business, and Chamber activities	See 2021-2022 data listed on Joint Statement ; Increase engagement numbers in all stakeholder categories
Initiative 3	Community and Career Connected Learning Coordinator	Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Warren Local, Wolf Creek Loca	**See general list of business contacts	August - September: CCCL Coord orientation to all school districts - participate in CCCL goal development with each school; October - May: implement actions steps from goal setting, build network of business relationships, increase professional development opportunities for engaging teachers	collaboration and cooperation from all school districts	transportation; coordinating, not duplicating efforts of existing personnel	See 2021-2022 data listed on Joint Statement ; Increase engagement numbers in all stakeholder categories

Quality Practice 3: Coordinate Experiences.

- The primary purpose of BB2C is to coordinate experiences for students, teachers, parents, community and business representatives. 2021-2022 brought opportunities to increase coordination capacity for BB2C and some partner school districts with the addition of the Community and Career Connected Learning coordinator. There has also been an increase in funding support for high school internships through partnerships with AOMC, ACC, Rural Action, and the Tech Internships Pilot program presented by the Department of Development and Office of Workforce Transformation. BB2C adds capacity to school districts to take advantage of these opportunities due to the placement of students and recruiting of businesses that is taken on by the BB2C coordinators. With the support of these partnerships, students can now be assured of a paid internship experience, whereas in the past they would only get paid if the business/organization agreed to pay them. This is also an incentive for businesses to participate, especially if they have never hosted a high school student before. BB2C coordinated efforts with the Washington County Career Center to include hours from Real World Problem Scenarios and Discover Day participation for work-based learning requirements.
- In-depth programs offered by BB2C include internships, Real World Problem Scenario, and the Discover Day Series. Pre-apprenticeships can be developed locally through the East Central Ohio Educational Service Center (ECOESC), as they are a state recognized sponsor. BB2C will facilitate a partnership between ECOESC and districts that are prepared to implement or pursue pre-apprenticeships for their students. Locally, there are a multitude of registered apprenticeship programs that students can apply for through trade unions. For example, the apprenticeship coordinator for the IBEW is a member of the BB2C Governing board and is highly engaged with school districts in the region. BB2C also has a partnership with the local Plumbers and Pipefitters apprenticeship coordinator. We work together frequently to ensure students and educators are aware of these pathways and know how to access them.
- While BB2C offers a variety of programs and activities that provide students with experiences, showing competency of skills comes through more in-depth opportunities. Ideally, the impact on students can come from direct evidence and the earning of diploma seals that indicate this. The reality for school districts (as evidenced by the CCCL goal development meetings) is that the graduation requirements for the class of 2023 and diploma seal process are still very new. Our goal is to support schools as they work to navigate and improve upon the implementation process, while incorporating the earning of them into our programs.
- BB2C has undertaken a research process to investigate the impacts of high school internships on the stakeholders, not just students, but the businesses at which they are placed as well. The results can be viewed in the [Internship Impact Report using this link](#). BB2C will continue to increase the number of students and businesses participating in high school internships and incorporating them into diploma seal attainment when relevant. An area of improvement for the program is the onboarding of new businesses to high school internships. The BAC Business/Education Networking subcommittee will work to develop a playbook for businesses new to this program.
- Another goal of BB2C is to provide evidence of impact for additional programs. This will be done through consistent surveys at the conclusion of in-depth student experiences, connections to diploma seals as appropriate, and the continued development of the app. The student experience app development process began in 2021-2022, which included a focus group of students, educators, and business representatives. This improvement process will be continued throughout this school year to ensure that what gets developed actually serves to improve in-depth experiences for students and businesses. The app can also support placements for students and communication of opportunities directly to students through the medium that they use the most: technology!

	Plan or Initiative	Districts Impacted	Businesses Involved	Timelines	Resources	Potential Barriers	Metrics
Initiative 1	In-depth student program development - with support from multiple state agencies (Office of Workforce Transformation, etc.), businesses (OhioCAT, etc.), and organizations (Appalachian Children Coalition, etc.)	Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Switzerland of Ohio, Warren Local, Wolf Creek Local	MicroMachine Works, Thermo Fisher, Pioneer Pipe, Grimm Scientific, Integrated Services, Life and Purpose, WC Behavioral Health board, Hopewell Health, all BB2C Board Businesses	August - September: solidify business participants for fall experiences; October - December: recruit students and begin experiences; work with Business/education subcommittee to develop business playbook for HS Internships; January - February: second round of recruitment, final reflective presentations for fall participants - complete exit surveys	coordination from BB2C; business time and effort; school cooperation	scheduling issues from student and/or business perspective; transportation	See 2021-2022 data listed on Joint Statement ; Increase engagement numbers for in-depth programs
Initiative 2	Community and Career Connected Learning Coordinator	Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Warren Local, Wolf Creek Local	**See general list of business contacts	August - September: CCCL Coord orientation to all school districts - participate in CCCL goal development with each school; October - May: implement actions steps from goal setting, build network of business relationships, increase professional development opportunities for engaging teachers January: revisit goals and evaluate progress with each school	collaboration and cooperation from all school districts	transportation	See 2021-2022 data listed on Joint Statement ; Increase engagement numbers in all stakeholder categories
Initiative 3	Effective Feedback and evidence of impact	Belpre City Schools, Fort Frye Local, Frontier Local, Marietta City Schools, Switzerland of Ohio, Warren	All businesses that participate in internships, Real World Problem Scenario, and/or Discover Days; Current Discover Days hosts: Thermo	September: create list of survey questions that effectively report impact for students, parents/teachers, and businesses; September - May: implement surveys after each	BB2C staff time	survey completion by an appropriate % of participants	Existing impact metrics ; our intention is to gather impact data from more in-depth experiences in order to communicate more effectively about Real

		Local, Wolf Creek Local	Fisher, Perry and Associates	subsequent event or participation; October - June: analyze survey results and communicate impact to stakeholders			World Problem Scenarios and Discover Days, as well as increase data for high school internships
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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. 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 30th**.
- 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 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 include a copy of the joint statement
 - Local data capturing the implementation of the Quality Practices (provide data where * is indicated) Data may be obtained from school counselors, administration, career navigators, etc.
 - If the Business Advisory Council represents multiple school districts, specify initiatives and objectives for each district and provide data for each district served.
 - Responses to the following questions:
1. How has the business advisory council helped students prepare and successfully enter the local workforce?
 - Include any curriculum changes influenced by the Business Advisory Council (State specific initiatives, include outcomes and data)
 - BB2C's role with students and the local workforce is layered. We work directly with businesses to connect them to their future workforce; and we work directly with students to help them gain experience in fields that interest them (while building their skills to support success) and educate them about career pathway options (while helping them choose). We also support educators and parents that may or may not know how to help students identify and choose career options. This means that our support runs along a continuum with direct, individual job placement at one end and overarching system support at the other. The needs of our stakeholders are wide and quite varied, therefore our approach with all of them has to be differentiated.
 - Systemic support: BB2C meets with all partner school districts to create community and career connected learning goals for the year. The initial meeting includes a team from the district (superintendent, administrators, guidance, BB2C liaisons, and other career teachers) and concludes with a goal, desired outcomes, and action steps. At the deeper end of the continuum this process provides 'permission' for BB2C staff to work at various levels within the school to teach CCCL lessons, coach educators, and provide technical support that increases access for all school stakeholders. At the other end of the continuum, this process allows for BB2C staff to work directly with students and develop relationships that will lead to connections with external stakeholders - like local businesses who need employees. The gap between education and employment is primarily a communication gap. The more touch points there are between schools and businesses, the more chances there are that students will find out about local employment opportunities and businesses will find people that they are interested in hiring. Below are the goals from each school district. [This link shows the desired outcomes and action steps](#) that will be taken with each district to achieve these goals.
 - Individual support: BB2C works individually with businesses and students. Once relationships are established with a business contact the next step is to work together to determine how students can be incorporated into the daily operations of the business. No two businesses are alike in their operations.

This information is then used to identify students whose schedule and interests are a good fit for the business. BB2C also works directly with students and can include them in opportunities by having them apply for placements directly through the BB2C website. In this way, BB2C can work with students even if their school district does not have formal systems of work-based learning and community and career connected learning.

BB2C Partner School District Goals

Career Connected Learning system goals for 2022-2023:	
Belpre	(rescheduled due to student emergency)
Frontier	Connect and engage with students early and often, and increase student and educator networks
Fort Frye	Increase authentic, real world experiences and build relationships through engagement of students, all educators, and local business and community members; focus on middle school and utilizing external resources (BB2C)
Marietta	Develop a culture of engagement with the Capstone process. (Successful students, prosperous businesses, thriving communities)
Warren	Address access to CCCL for younger grade teachers and increase STEAM activities for all students K-12.
Wolf Creek	Build student networks through relationship and skill building, and staff development
Career Center	Provide more ways to engage students and motivate through increased personal experiences
Switzerland	Build communication channels with local communities and make direct connections between students and local businesses.
Noble Local	Main goal for this school year is for the new admin team to successfully maintain the goals that were implemented last school year. (100% administrative turnover)

- Include how the Council is preparing students with skills needed to address local business needs. (Technical and professional skills)
- Technical and professional skills for students are addressed through work-based learning experiences, direct teaching, and mock experiences. Mock experiences include mock interviews, Discover Day hands-on learning activities, and other career development activities that take place outside of business and industry locations. Several of the partner schools have programs and classes that address employment and expected competencies. BB2C supports them and offers a class presentation to support skill development. BB2C has also developed stand alone programs to address skill development. There are two specific examples that demonstrate programs that address skill attainment:
 - STEAM Camp and Opportunities: STEAM (Science, Technology, Engineering, Art, and Math) Camp is held during the summer and provides a week-long, overnight camp to students from Appalachia to learn STEAM Concepts and technical skills while developing interpersonal skills. This past summer 22 students worked in teams to build individual Rube-Goldberg (mechanical engineering) contraptions and then connected each individual contraption to each other. There

was a specific focus on leadership, diversity of experience, expertise, and learning styles. More emphasis was placed on conflict resolution both internally and within group dynamics. Ultimately, the STEAM Camp provided space and time for students to simultaneously learn technical skills and professional skills desired by employers. STEAM opportunities are provided in smaller time increments for students through schools, the Boys and Girls Club, and other local afterschool programs. STEM-to-Go Kits have been developed for implementation during the 2022-2023 school year in order to bring STEAM concepts to students through classroom presentations.

- Internships can be life changing for students. As mentioned above, BB2C embarked on a research project that sought out students who completed high school internships who have graduated and moved into the next phase of their lives. Skill attainment is one the benefits of these internships, even if the students ended up not pursuing the career field of their placement. [To see the full report, please use this link.](#)

2. How has the business advisory council and its members supported students in work-based learning (internships, apprenticeship and pre-apprenticeship) opportunities? (Career exploration activities, (job shadowing, mock interviews, mentoring should not be included in data)
 - BB2C has worked to fully develop an internship program, which now incorporates components from multiple organizations that want to support the program and be involved. A brief explanation of the evolution: BB2C completed a pilot program in 2016-2017; the concept spread to the Athens/Meigs region and Rural Action was awarded grants to fund student stipends in 2019; the BB2C Network applied to pilot the state's Tech Internships in 2021; BB2C incorporated the stipend concept into internships and received funding support from Appalachian Children Coalition for behavioral health related internships in 2022; the Appalachian Ohio Manufacturers' Coalition funded internships specifically for local manufacturers in 2022. Each partnership and connection is increasing the capacity of BB2C and local businesses to incorporate high school internships. Again, the [recent study](#) highlights the importance of these opportunities for students to make career pathway decisions, gain employability skills, and play a deeper role in their communities. As more students are able to take advantage of internships, more information will be gathered to help determine the impact on all stakeholders involved.
 - BB2C supports pre-apprenticeship and apprenticeship programs in a variety of ways. The East Central Ohio ESC is supporting area school districts with pre-apprenticeship implementation. Local unions and other employers are involved in registered apprenticeship programs. Both of which are communicated to students as a career pathway. The primary way we support apprenticeships is through our partnership with the Appalachian Ohio Manufacturers' Coalition. BB2C works to build earn and learn programs in collaboration with employers and related technical instruction providers that leads to a nationally portable credential. This work is funded through a Department of Labor grant managed by Lorain County Community College and The Ohio Manufacturers' Association. As earn and learn programs are built, either directly through employers or through local education providers, students are made aware of their existence. Students who intern with manufacturers are directly connected to these next level opportunities in this field. One overarching goal of AOMC is to develop an ecosystem that provides access to NIMS Credentialing, and BB2C is working directly with the Robert C. Byrd Institute (RCBI) to support implementation of this goal.
- a. How many students have been placed in work-based learning experiences?
 - a. Washington County internships: 20

- b. What are some examples of high-quality work-based learning supported by your council?
 - a. [This article highlights](#) a few of the internships that students completed over this past summer. BB2C places students in Washington County and coordinates the internship resources for the other 24 counties in the Jobs Ohio, OhioSE region. [This link highlights](#) the partnership between AOMC and BB2C as we worked together to develop high school internships for local manufacturing companies.
 - c. How many of your business partners have accepted students into work-based learning experiences?
 - a. BB2C has ongoing relationships with 46 businesses for this type of student experience. (**See also the general business contact list)
3. How has the business advisory council supported mentorship programs and/or provided networking opportunities for students and professionals? 4. What major decisions have the Business Advisory Council influenced for the member school districts and how have decisions impacted students?
 - o BB2C created the Career Mentor program in 2015. This program trains community adults to mentor middle school students once a week at the partner school. 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 2021 – June 2022, 571.91 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.
 - o Discover Days are coordinated by BB2C and students are recruited to attend through the BB2C teacher liaisons and student ambassadors. As part of our partnership, school districts agree to support the teacher liaison and student ambassador in their work with BB2C. A series of Discover Days has been scheduled for the 22-23 school year. The first two are Discover Accounting and Discover Manufacturing. Both are at capacity. The new post covid direction is having businesses host the events to capture the true nature of the jobs and subsequent careers involved within their infrastructure, which provides another opportunity for students and teachers to tour their facility. These events are mostly developed by the businesses, involving their staff with our support. The increased value of commitment from the businesses demonstrates the value to the students, while providing both a full day of networking time.
 - o Educators are provided many opportunities to network directly with local businesses through professional development. The Real World Problem Scenario program 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.
 - o Development of the Community and Career Connected Learning Coordinator for Washington County increases capacity for outreach and facilitation within classrooms, collaboration with district liaisons, ambassadors, mentors, and businesses to provide authentic experiences that meet the unique needs of each district. Networking will move to the forefront of career awareness and development with the addition of this position.

- What career activities have been influenced by the BAC? (Include districts involved and data on students involved in each activity)

Community and Career Connected Learning system outcomes and actions steps for 2022-2023:	
Belpre	<u>Outcomes:</u> (rescheduled due to student emergency)
	<u>Action Steps:</u>
Frontier	<u>Outcomes:</u> ~5 guest speakers every 9 weeks ~job shadow for all students in a particular grade ~increase educator engagement
	<u>Action Steps:</u> ~continue development of community and career connected learning district map ~work with I and E teachers to develop structure for career exploration ~engage with staff during staff meeting when appropriate ~work with individual students to connect to existing BB2C programs
Fort Frye	<u>Outcomes:</u> ~0% undecided about plan for after graduation ~increased amount of students with personalized, authentic experiences ~increase engagement of staff in Community and Career Connected Learning activities
	<u>Action steps:</u> ~BB2C work with Liaisons to create structure for existing job shadow and internship programs (work-based learning) - clarity and procedures needed along with local community business partners - clarify liaison roles ~Provide direction on TinkerCAD/Solidworks for 3D printer use ~Middle school focus: job-site trips; RWPS implementation (micro internships?); continue Career Mentor program with quality recruits ~Staff: Teacher Tours; RWPS; business networking events at FF during Friday collaboration time; BB2C increase connections and support to build relationships ~Events: Further develop Community Day into something more; FCAD - bussing; Partner with Warren for Trades Day ~follow-up meeting to further develop district CCCL map
Marietta	<u>Outcomes:</u> ~100% of students with a completed capstone project and extended CCCL experience ~Staff that are aware of graduation requirements (MCS & ODE) and the options for each student
	<u>Action steps:</u> ~identify and engage the MHS CCCL team (see contact list on data pulse) ~facilitate the creation of the District CCCL Map with teachers; begin with 7-12, engage during staff meetings, PD Day, advisory periods, and individually ~we will continue to consult with MCS to assist with Capstone implementation ~BB2C will increase interactions with students through classroom visits and one-on-one CCCL discussions ~engage the BB2C student ambassadors with the CCCL team ~continue to help make direct connections between the school and community/businesses
Warren	<u>Outcomes:</u> ~Become a designated STEAM district

	<p>~Increase all numbers in Data Pulse spreadsheet</p> <p><u>Action Steps:</u> ~Kristi and Jenny design career inventory curriculum ~Warren to revise health class to incorporate SSP, Career Inventory, and Strengths ~Onboard middle school educators as additional support at the middle school level ~ add Warren #'s to data pulse list, including students with jobs as possible ~Adding student Ambassadors and use them to network and enroll students into BB2C events ~complete CCCL map for the district with all levels of educators and admin ~create easy steps for students to register for Discover Days, and other career exploration events ~work with BB2C Placement regularly to increase meaningful job shadow and internship placements</p>
Wolf Creek	<p><u>Outcomes:</u> ~increase opportunities for skill development (R&R, Community Service@K-8, etc) ~1 guest speaker per teacher per quarter ~add district level certification through CTE pathways</p> <p><u>Action Steps:</u> ~meet with teachers to identify guest speaker list ~BB2C will increase interactions with students through classroom visits and one-on-one CCCL discussions ~engage the BB2C student ambassadors with the CCCL team ~continue to help make direct connections between the school and community/businesses ~continue development of CCCL map ~work with Brad Lanier to develop CCCL specific activities for K-8</p>
Career Center	<p><u>Outcomes:</u> ~meet WBL target of 14% of concentrators ~increase attendance rate ~increase graduation rate ~support and address the SEL needs of the sophomore academy</p> <p><u>Action Steps:</u> ~gather data from WCCC to include on the data pulse ~define sophomore academy team and meet with them regularly ~determine marketing channels and use them to promote opportunities to K-10 students ~work with liaison to identify BB2C ambassadors; once identified work to develop relevant student engagement/personal experiences</p>
Switzerland of Ohio	<p><u>Outcomes:</u> ~increase the number of students participating in career experiences that are being built through the support of the Career Pathways Specialist ~increase communication of the interactions to all stakeholders</p>

Schools	JobShadow Placements
Marietta	57
Warren	13

Fort Frye	0
Waterford	0
Frontier	14
Belpre	1
WCCC	0
Williamstown	9
Out of school	4

Schools	Internship Placements
Marietta	6
Warren	5
Fort Frye	3
Waterford	0
Frontier	1
Belpre	0
WCCC	1
Williamstown	2
Morgan	1
Other	2

4. How are the members of your business advisory council representative of the job market of the area you serve? (Specify industries represented on your council reflective of in-demand occupations in the area) *
- The BB2C governing board includes representatives from in-demand occupations and has a specified membership as stated in the by-laws. In-demand occupations (outside of education) are highlighted and based on data obtained from <https://topjobs.ohio.gov/list>.
 - i. Bret Allphin, National Association of Development Organizations (NADO)
 - ii. Danielle Bruni, Peoples Bank
 - iii. Cindy Davis, Family and Children First Council
 - iv. Kelsy Eaton, Marietta Area Chamber of Commerce
 - v. Mike Elliott, Washington County Career Center
 - vi. DeeAnn Gehlauf, Memorial Health System
 - vii. Joseph Grimm, Grimm Scientific
 - viii. Jona Hall, Washington State Community College

- ix. Will Hampton, Alexander Local Schools
 - x. Daryl Jones, IBEW
 - xi. Kyle Newton, Warren Local Schools
 - xii. Linn Yost, Micro Machine Works
- o Quarterly BAC meetings attract an audience that includes a variety of occupations and are outside of the governing board. As an example, listed are the attendees of the June 2022 BAC (excluding BB2C staff members):

Name	Organization
Linn Yost	MicroMachine Works
Will Hampton	Marietta City Schools
Dalton Summers	OVESC
Amanda Sutphin	Ohio Means Jobs
Jason Hamilton	Marietta Municipal Court
Teisha Gibson	ThermoFisher
Jenny Higgins	Warren High School
Mary Beth Shultz	Fort Frye High School
Tony Huffman	WCCC
Shari Elflin	WCCC
Stacey Hall	WCCC - Board
Beth Brown	Frontier Local
Katie Grimm	Marietta City Schools
Flite Freimann	WCJFS
Lori Ullman	Ely Chapman Center
Jen Tinkler	Marietta Main Street
Stephanie Schott	Ohio Valley Employment Resource
Sherry McKenzie	BB2C/Memorial Health System

Caroline Perruci	Little Muskingum Kettle Farm
Susie Warman	Memorial Health Foundation
Evan Schaad	WCCC
Lily Sands	Student - MHS

5. How is the business advisory council collecting and responding to feedback? Include samples of feedback (Business, Educator and Student).
- BB2C collects feedback from stakeholders of all programs. In addition to the Internship Impact report referred to repeatedly throughout this plan document, the Career Mentor Program collects and provides impact information on an annual basis.
 - Both students and mentors completed feedback surveys. The data is organized and analyzed by BB2C staff and then shared with stakeholders. Annual meetings occur with school district administrators and guidance counselors, Memorial Health System (which provides 40%+ of the participating mentors and exclusively sponsors the program), and the Washington County Behavioral Health Board in order for more employers to review the data. Below are links to the data reports:
 - i. [2021-22 MENTOR SURVEY DATA](#)
 - ii. [2021-22 STUDENT SURVEY DATA](#)
 - BB2C's goal for 2022-2023 is to refine the metrics and survey collections to focus on stakeholder impact in order to gain a better understanding of the impact of the programs collectively. A list of survey questions was developed that will be used across all programs in order to provide consistency and clear areas for improvement. Listed are the questions developed by the BB2C data team:

Parents/Educators

1. Because of this event/program do you feel your child/student is better self directed about his/her career options? Y/N
2. To what degree did this event/program expand your knowledge of careers in this area? (On scale of 1-5)
3. To what degree is this changing the way you talk to your children/students about career options? (On scale of 1-5)
4. Describe how this helped you make informed decisions about your child's/student's future career options?
5. How could we make this event/program more impactful for families/schools?

Students

1. Did this event/program expand your knowledge about career options for YOU? Y/N

2. To what degree did you learn about options in your local area? (On scale of 1-5)
3. To what degree did this event/program help you connect your classes to your potential future career? (On scale of 1-5)
4. Describe how this helped you make informed decisions about your future career options?
5. How could this event/program be improved to help increase your exploration of career options?

Businesses

1. Do you feel as a result of this event/program that you are better connected with your future workforce?
Y/N
2. Did this event/program give you a chance to expand your network?Y/N
3. Events/Programs like today are an effective way to support the development of a thriving workforce?
(On scale of 1-5)
4. To what degree did this event/program help develop a future workforce for your area? (On scale of 1-5)
5. Do you feel more positive about your role/job because of the opportunity to share with young people about it? Y/N/O
6. How could we make this event/program more impactful for businesses within our community?

Degree ranking

1(not at all)

3(neutral)

5 (Absolutely)

6. What barriers have your business advisory council encountered in implementing these quality practices?
 - o Being rural, geography plays a part in equal access to programs and activities, as well as which occupations a student has access to pursue. Data collected from reports.education.ohio.gov for the 25 counties of OhioSE provide a good indication of industry recognized credentials that are available for students to pursue. The data table provides a high-level overview of 12-point credentials for the graduation cohorts of 2019 and 2020. Different credentials are available in each county, and it appears that a higher number of students in Washington and Pike counties are earning credentials than in other counties. BB2C is working with OhioSE to provide access to more varied data to understand indications beyond industry recognized credential attainment.

COUNTY	Number of Credentials earned by Graduating Cohorts	2019 Earned	2020 Earned	Top 3 Career Fields
ATHENS COUNTY	56	40	16	Manufacturing (26), Health (22), Ag. and Environmental Systems (14)
HOCKING COUNTY	31	16	15	Health (15), Manufacturing (7), Human Services (5)
MEIGS COUNTY	38	38	0	Transit (26), Health (10), Human Services (2)
MUSKINGUM COUNTY	136	83	53	Health (55), Construction (43), Manufacturing (28)
PERRY COUNTY	22	15	7	Health (8), Construction/Human Services (5), Manufacturing (4)
VINTON COUNTY	22	13	9	Health (14), Manufacturing (5), Construction (3)
WASHINGTON COUNTY	245	132	113	Manufacturing (125), Ag. and Environmental Systems (103), Health (96)
BELMONT COUNTY	30	13	17	Manufacturing (24), Health (4), Human Services (2)
CARROLL COUNTY	39	17	22	Manufacturing (26), Construction (25), Ag. and Environmental Services/Engineering (23)
COSHOCTON COUNTY	93	48	45	Manufacturing (51), Construction (28), Health (14)
GUERNSEY COUNTY	45	26	19	Manufacturing (19), Health (14), Ag. and Environmental Systems/Construction (10)
HARRISON COUNTY	40	23	17	Manufacturing (29), Construction (15), Ag. and Environmental Systems/Engineering (14)
HOLMES COUNTY	31	24	7	Ag. and Environmental Systems (12), Manufacturing (8), Health (5)
JEFFERSON COUNTY	71	46	25	Health (30), Manufacturing (17), Education and Training/Law and Public Safety (8)
MONROE COUNTY	52	31	21	Manufacturing (36), Health (9), Human Services (7)
MORGAN COUNTY	26	14	12	Health (25), Human Services (1)
NOBLE COUNTY	19	8	11	Health (10), Manufacturing (8), Transit (1)
ADAMS COUNTY	143	75	68	Health (15), Manufacturing (13), Ag. Environment Systems (9)
GALLIA COUNTY	51	34	17	Health (30), Manufacturing (9), Human Services (7)
HIGHLAND COUNTY	92	41	51	Manufacturing (33), Ag. Environmental Systems (31), Transportation (14)
JACKSON COUNTY	80	47	33	Health (38), Construction (31), Manufacturing (6)
LAWRENCE COUNTY	189	65	124	Construction (74), Health (56), Education and Training (48)
PIKE COUNTY	296	170	126	Construction (177), Manufacturing (80), Health (32)
ROSS COUNTY	187	100	87	Health (117), Manufacturing (45), Ag. Environmental Systems (30)
SCIOTO COUNTY	167	93	74	Manufacturing (96), Construction (81), Health (79)
*TAKES INTO ACCOUNT 2019 AND 2020 COHORTS				
**ONLY ACCOUNT FOR 12 POINT CREDENTIALS				

- The biggest barrier for implementation in our rural geography is transportation. BB2C is collaborating with the Washington County Career Center (WCCC) to try to overcome this barrier. The newly hired Community and Career Connected Learning Coordinator and three other WCCC employees are working to earn their chauffeur license. Also, the Ohio Valley Educational Service Center has partnered with all school districts to support the implementation of Driver's Education at each high school. Another way BB2C is working to overcome this barrier is through a donation of fuel cards to provide to families that have need of gas money in order to provide transportation to scheduled activities and programs taking place around the county.
- Another way that BB2C is working to overcome the geography barrier is through the development of STEM-to-Go Kits. The BB2C Makerspace offers 7 different spaces for students and community members to build skills with the equipment on site. BB2C has been successful with school field trips and partnerships with local afterschool programs, however, there are still many area students that may never gain access to the innovative equipment housed in the Makerspace. The STEM-to-Go Kits were built out around 4 STEM themes and include skill development around a variety of in-demand occupations (arduinios, coding, robotics, electricity/solar, etc.). Teachers will schedule classroom time for the Makerspace team to implement the kits with students. In this way students will have initial access to the curriculum and further connections can be made with students that identify interest in these career fields.

7. 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.

- BB2C writes a blog that is shared with the community in a variety of ways. [This particular article explores an internship](#) with a new entrepreneur in Washington County, the Little Muskingum Kettle Farm.
- The Business Advisory Council meetings are also called BB2C Community Meetings and are designed to share information within the community. Panel discussions are conducted during EVERY BAC meeting to engage businesses, educators, community members and students in conversations and groundwork initiatives that support the needs of local businesses while supporting our schools. After each panel discussion the meeting breaks into small groups, each with business, education, and community representation, to discuss questions related to the BAC topic, which is determined by BB2C board members. The interaction between meeting participants leads to many collaborative efforts that wouldn't have taken place without the opportunity for the people to build relationships. For example, an HR person from a local manufacturing company plans to help incorporate HR issues (professional skills) into classroom interactions based on conversations and connections made during the last BAC meeting.

8. 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?

- Discussions with business partners have led to improvements in the Discover Day series. Previously, Discover Days were held at a neutral location with multiple businesses attending. This year, two of the Discover Days, Discover Accounting Day and Discover Manufacturing Day, will be held at the businesses' locations. This change allows for the incorporation of a tour, as well as the full participation of a team from the business in the activities of the day. Discover Days are full day events designed to provide students in-depth, hands-on activities that highlight the various components of the career field. Networking lunches are included in the day specifically to provide time for students to network with the organization's various employees. These types of program improvements can only occur where there are true partnerships.
- The BB2C Business Incubator was established to directly support local entrepreneurs while also providing real experiences for students. Community members wishing to start or expand a business concept can become members of the Small Business Incubator in the BB2C Epicenter, which provides them an office, business coaching, access to internet, printers, conference rooms and other things needed to develop all aspects of a new business. These entrepreneurs in-turn work with area students in a variety of ways: job shadow placements, internship placements, career activities scheduled for school districts, and general networking while students are at the Epicenter. Over the 5 years of Small Business Incubator project implementation, many businesses have grown and graduated and many students have accessed the opportunity to learn from the entrepreneurs that are building our economy.

9. What additional information would you like to share about how career readiness experiences are coordinated? How have these experiences benefitted students and employers? *

- [This article highlights](#) benefits to students and employers from the Discover Engineering Day held in February 2022.

"Students interested in engineering enjoy problem solving and the fact that there is more than one way to solve a problem. That's what they shared with us after our 2022 Discover Engineering Day. This year's event was sponsored by Burgess & Niple and Power Systems Engineering and was held on Friday, February 25 at the BB2C Epicenter.

Engineers from our sponsoring organizations, as well as from Magnum Magnetics and Marietta College, came to showcase this career pathway. They provided hands-on activities that simulated the work of engineers. They also networked with students to discuss career opportunities, training, and education and professional goals. Twenty-four students from Belpre High School, Marietta High School, Warren High School, the Washington County Career Center, and Williamstown High School participated in the event.

Engineering specialties that were highlighted included civil, electrical, environmental, and mechanical/manufacturing. And Makerspace member Esther Salem, a former instructor at Washington State Community College, joined the event to talk to students about computer engineering as well.

Matt Newlon, from Burgess and Niple, was happy to be involved with this annual event again. “After doing the event for multiple years and seeing it evolve, it is really refreshing to see how engaged the students are with the activities and see how interested they are in learning about what the engineering field has to offer. DED is a great event for the youth of the Mid-Ohio Valley and I enjoy seeing our area’s future engineering prospects blossom.”

As per student feedback, Discover Engineering Day showed that there are more engineering disciplines than many students are aware. It reinforced that English classes are important when it comes to writing and comprehending reports. And it highlighted that collaboration is vital in this field, as is the ability to think outside the box. Students also shared that this event helped them explore which engineering fields were right for them. And the engineers offered tips to the students on how they can get their first job.

An 11th grader from Warren stated that they will use what they learned to “focus on what I am doing now to set myself up for success.” Students and engineers also enjoyed lunch with one another. And one lucky student won a special grand prize- an online Mark Rober 30 day class.

This month, a new Future Careers in Engineering group will launch, with the first virtual meeting on March 28. This group, supported by BB2C, will focus both on keeping students engaged in the engineering field and with local companies.”

- [This article shows](#) the benefit to students of the opportunity to job shadow, intern, and be connected to a new network beyond that provided by the local school.

“Olivia Moretto works in the criminal justice field. In high school, that was always her goal. She took her first step by job shadowing with the Marietta Police Department, where she rode with an officer. Her job shadowing experience taught her that while she wanted to work with law enforcement, she didn’t want to be behind a desk from 9 a.m. – 5 p.m. Next, with the guidance of a friend and fellow intern, she accepted an internship with the Operator Training Committee of Ohio (OTCO) working with water and wastewater mapping.

Olivia was a rising senior at Frontier High School in the summer of 2019. She also became a paid intern with OTCO at that time thanks to a partnership with BB2C. While OTCO is based in Columbus, OH, they had a satellite office in BB2C’s Small Business Incubator at the time. The satellite office provided an opportunity for high school students through flexible, remote internships.

Olivia was on boarded by another intern and had the opportunity to onboard a future intern during her time with the company. The interns uploaded old maps from municipalities to update information concerning the location of valves, manholes, storm drains, and other aspects of the wastewater system. She had a positive internship

experience and credits her fellow interns as well as her supervisor, Curtis Trust, Jr. Executive Director of OTCO, for being very helpful and always willing to answer questions.

Even though this type of work wasn't exactly in-line with Olivia's long-term goals, it did allow her to work in the public sector. And it taught her invaluable skills including communication, organization, and time-management. It also helped her "get out of her shell" and gave her a chance to present to a group about the work she was doing.

While her OTCO internship ended in March of 2020 due to COVID, that wasn't the end of Olivia's experience with internships. A practicum at Washington State Community College (WSSC) allowed her to work with the Pleasant's County, WV, Sheriff's Office. Because of the confidence she gained through her OTCO internship, she felt comfortable reaching out to the Sheriff's office directly and was able to secure another internship with them from August through November of 2020. She followed-up with the Sheriff's Office in January of 2021 when she saw they were hiring an entry-level position. She was hired on as a court security officer and bailiff. She also graduated from WSSC in 2021. Moving forward, she plans to apply to become a K-9 officer working in narcotics or bomb detection.

When reflecting on her job shadowing and internship experiences and how they helped her with her career pathway, she had a few key words of advice for other students:

Job shadowing helps you not waste time; you can figure out what you want to do in advance. Internships go ever deeper. They are opportunities to figure out where you want to go, get your hands dirty, learn about the company and what they do, and figure out what you want to do. Take your internships seriously and get the job done. Your reputation, connections, and experience matter. It can help you move up.

If you'd like to know more about job shadowing and internship opportunities through BB2C, contact Hunter Warsinsky, Placement Coordinator, at hwarsinsky@BB2Careers.org."

- [This article highlights](#) the Real World Problem Scenario and the business partners recruited to participate.

"How does BB2C work with businesses and teachers to bring careers to life in the classroom? One way is through Real World Problem Scenarios (RWPS). This professional development opportunity for educators brings teachers and business representatives together to mesh class-content with issues faced by businesses and organizations. Together, they create Real World Problem Scenarios for students to tackle. The students then have the opportunity to use classroom learning to brainstorm real solutions. In this way, students are able to see how what they are learning in the classroom translates to careers, businesses, and professional fields.

So far during the 2021-2022 school year, BB2C has offered Real World Problem Scenario to teachers in six different counties through our BB2C Network partners. Two of the school districts in these counties chose to take a district-wide approach to implementing RWPS in their classrooms. BB2C has worked closely with them both, one in Washington County and the other in Noble County, to help teachers in multiple grade levels learn, develop, and implement the program for their students. This has resulted in an increase in the number of community members and businesses coming in to talk with the students about work-based learning and career-readiness skills.

Some of the unique Real World Problem Scenarios from Washington & Noble Counties:

At Warren Local High School, Marietta Memorial CEO Scott Cantley challenged Cindy Kubala's business class at Warren Local High school to take a fresh approach to the nursing shortage problem. And students in Ryan Werry's leadership class workshopped their practicums with community leaders who could help advance their ideas. At Warren Middle School, Terry Reiter's machining students solved a critical machine part issue for a local manufacturer.

Middle school language arts students in Chance Goolie's Noble Local School District class worked with Micro Machine Works to figure out advertising solutions to increase awareness around manufacturing careers. Rural Action joined students in Mike Legets's middle school science class to work together in Noble Local School District's outdoor lab to generate ideas around sustainable ginseng forest farming. Other class projects included designing a website for Noble County businesses and diagnosing injuries to be treated with physical therapy.

Real World Problem Scenario adds depth to both the learning process and the level of community engagement students experience. It also reinforces career awareness in the classroom and enriches the communities and businesses students are able to work with and learn from. This type of hands-on learning truly takes a village. We are thankful for our business and community partners, our school partners, and our BB2C Network partners who come together to make this learning approach possible.

To learn more about the Real World Problem Scenario, including how you can bring it to your community, schools, or classrooms, contact Allison Ricket, BB2C Network Director and Education Engagement Specialist, at aricket@bb2careers.org. You can access our library of Real World Problem Scenarios at bb2careers.org/rwps-library.

[CHECK OUT THIS VIDEO](#), MADE BY MIDDLE SCHOOL LANGUAGE ARTS STUDENTS FROM NOBLE LOCAL SCHOOL DISTRICT, HIGHLIGHTING THEIR TRIP TO MICRO MACHINE WORKS AND HELPING PROMOTE MANUFACTURING.”