Tomorrow’s workers... They are right here
Montgomery County ESC Business Advisory Council
Ensuring our workforce can compete by enhancing partnerships between schools, higher education and employers

THE BUSINESS ADVISORY COUNCIL IS:

- Ensuring student success and career-readiness
- Helping existing and new businesses thrive
- Keeping talent in our region
- Making Montgomery County a great place to live and work

Our region’s Business Advisory Council will continue to work with local schools and employers to push our work forward this upcoming school year. COVID introduced us to new technologies and we will continue to adapt with new ways to expose students to future career paths and opportunities. Over the next 12 months, we will strive to create both in-person and online experiences for students to gain the skills and perspectives they’ll need to compete in a post-COVID economy. As you review this plan, you’ll notice we are beginning to implement the work we’ve been planning over the last couple of years, while taking extra consideration to more strategically connect with statewide and national initiatives to better leverage existing opportunities.

VISION
All MCESC BAC member districts’ students are career-focused and have the preparation they need to succeed on the job and in life.

MISSION
We will promote substantive and effective collaboration between educators and industry to prepare students to compete in a global economy.

VALUES
We believe in:

1. **Integrity** — Our workforce must embrace personal and civic responsibility and hold strong ethical standards.

2. **Equity** — All students’ educational needs and aspirations must be respected. Every career choice has value.

3. **Innovation** — The job market and employers’ needs are ever-changing. Innovation is a constant and requires life-long skill development.

4. **Diversification** — Montgomery County’s economy is diverse by design, and every industry sector is counting on access to talented employees. Young people need to have access to diverse educational options that prepare them to succeed in our local economy.

5. **Collaboration** — Industry leaders and educators must work together to create a cohesive and sustainable system that builds a highly skilled and adaptable workforce.

6. **Communication** — Clear and proactive feedback is a prerequisite for successful partnerships.
How we work together

The Plan was established at this level, and continues to be reviewed and updated based on feedback, and then re-submitted to the Ohio Department of Education and the Governor’s office as per ORC mandate.

Members of the Steering Committee are comprised of P2P Institute Attendees, Co-Chairs and 5 Sub-Committee Leaders.

Co-Chairs host the Annual BAC Dinner and facilitate three other MCESC BAC At-Large Quarterly Meetings. Additionally, the Steering Committee convenes at least two times per year.

Communication feeds to industries and school districts from the subcommittee members to aide in the implementation.

Industry, Higher Ed, School Districts, Business/Government Network members will implement the BAC strategies and actions within their own institutions based on their level of capacity, need and responsibility. (See Menu document and Structure and Support document.)

Feedback should be given to the reps on the BAC subcommittee(s) to inform the on-going plan.

Each of the BAC member organizations is expected to have representation on at least one BAC subcommittee.

Each of the 5 subcommittees is responsible for carrying out the specific BAC Goals. The “Plan” established includes the strategies, actions and those responsible associated with each of the 5 Goals. (See Plan, pages 10-14.)

Each subcommittee meets regularly. Updates are documented for use at MCESC BAC quarterly meetings.
Choose your district’s level of involvement.

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**BAC Engaged**

**BENEFITS:**
- Plan and Joint Statement of Work will be completed on your behalf
- Access to opportunities aligned or resulting from BAC Plan
- District leadership and staff connected to work-based learning opportunities
- Students and families connected to jobs, internships, camps, clubs and other important employment resources

**DISTRICT COMMITS TO:**
- Take formal action to join MCESC BAC
- Career Champion attends the BAC quarterly meetings
- Career Champion/Industry Rep actively participates in one of the 5 subgroups
- Attendance at the Annual BAC Dinner

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**BAC Mobilized**

**BENEFITS:**
- All from Engaged
- Support in implementing career readiness progression, identification of high impact CCP courses
- Provide opportunities to train your staff to help students understand their findings
- Priority to grant opportunities with MCESC and Learn to Earn Dayton
- Introduction to industry labor market trends and information for educators and counselors
- First consideration for new work-based learning opportunities

**DISTRICT COMMITS TO:**
- All commitments from Engaged & Mobilized
- Will have two cohorts of high school students take the YouScience Assessment
- Will implement K-5, 6-8, and 9-12 MCESC Career Curriculum in an aligned manner to the Career Readiness Progression
- Will offer at least three of the formalized In-Demand Career Pathways to high school students

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**BAC Invested**

**BENEFITS:**
- All from Engaged & Mobilized
- Priority for pilot opportunities with MCESC and Learn to Earn Dayton
- Priority to Workforce Director
- Access to Seamless WBL data infrastructure
- Receive priority access to limited special events and opportunities

**DISTRICT COMMITS TO:**
- All commitments from Engaged & Mobilized
- Will have two cohorts of high school students take the YouScience Assessment
- Will implement K-5, 6-8, and 9-12 MCESC Career Curriculum in an aligned manner to the Career Readiness Progression
- Will offer at least three of the formalized In-Demand Career Pathways to high school students

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Choose your district’s level of involvement.
PATHWAYS TO PROSPERITY NETWORK UPDATE

On behalf of the Business Advisory Council, in the fall of 2018, the Montgomery County ESC joined the Pathways to Prosperity Network in support of implementing the Council's goals. Pathways to Prosperity is an initiative of Jobs for the Future at the Harvard Graduate School of Education. Many young people want to become career-ready and move into local jobs. Pathways to Prosperity’s data-driven work is focused on creating meaningful career pathways for students who are eager to complete high school and earn a high-value credential or degree.

In April 2021, a working group virtually attended the 2021 Spring Pathways to Prosperity Institute. Our group consisted of superintendents and staff from Sinclair College and Learn to Earn Dayton, as well as industry leaders and economic development professionals from the Dayton Development Coalition. Despite COVID-19's challenges, we have continued to leverage that convening and are now working with the Network to strengthen our local industry partner organizations. Our Pathways team has assisted us in forming a monthly Greater Dayton Area Hospital Association Education Subcommittee. This year we will continue to focus on strengthening the college and career pipeline using the frameworks we designed to connect students to careers in information technology and healthcare/bioscience. We will specifically focus on the implementation stage of these efforts. We will also continue to focus on framework design for the region’s students interested in having a career in advanced manufacturing.
NEW FRAMEWORKS

Our Business Advisory Council spent the last 12 months working with industry and education partners to create frameworks intended to outline a common set of experiences for students in two of our region’s in-demand sectors (IT and healthcare). These pathways include coursework, potential postsecondary programs, and potential career outcomes. These frameworks will support the alignment of regional stakeholders, including employers, higher education, K-12, and workforce. Most notably, these frameworks were reverse mapped from labor market data - we were particularly interested in jobs that paid a living wage ($23.16+) that could be obtained with an associate’s degree. Much of the data we pulled for our framework, highlighted a preference for bachelor’s degrees in IT/CS fields. After we determined high-wage, high-growth jobs, we looked at programs at Sinclair Community College to prepare people for these jobs. We also determined high school coursework and activities (advising, work-based learning, and competency development) that would set students up for success in college and career. We will continue to draft a similar framework for students interested in going into careers in advanced manufacturing as well. This work was supported by our friends at Jobs For Our Future’s Pathways To Prosperity initiative. For a closer examination of these frameworks, we included both in the index of this plan.

CREATING A REGIONAL CAREER CONNECTIONS CALENDAR

This school year we built on last year’s momentum around embracing national and statewide sponsored Career Connections Weeks of Action by producing a calendar with a general timeline of when we recommend districts participate in these initiatives. This is a living document so it will change as the year progresses but we are excited to leverage a regional strategy linked to proven annual efforts like MFG Month and National Health Professions Week.

Some of our region’s coordinated Career Connections Weeks of Action will include:

Construction Appreciation Week September
Manufacturing Month October
Health Professions Week November
Computer Science Education Week December
BUSINESS ADVISORY COUNCIL DATES

BAC Main Meetings 2021/2022

- **September 1** 8:30 am-10:00 am
- **November 10** 8:30 am-10:00 am
- **February 23** 5:00 pm-8:00 pm (Annual Dinner)
- **May 3** 8:30 am-10:00 am

WORKING GROUP MEETINGS

**Educator Engagement**

- **September 13** 10:30 am-12:00 pm
- **October 21** 10:30 am-12:00 pm
- **February 10** 10:30 am-12:00 pm
- **May 24** 10:30 am-12:00 pm

**Industry Engagement**

- **September 9** 10:00 am-12:00 pm
- **November 11** 10:00 am-12:00 pm
- **February 3** 10:00 am-12:00 pm
- **May 9** 10:00 am-12:00 pm

**Parent & Community Engagement**

- **September 28** 8:30 am-10:00 am
- **November 8** 8:30 am-10:00 am
- **January 31** 8:30 am-10:00 am
- **April 12** 8:30 am-10:00 am

**Policy & Advocacy**

- **September 14** 8:30 am-10:00 am
- **November 16** 8:30 am-10:00 am
- **March 7** 8:30 am-10:00 am
- **April 14** 8:30 am-10:00 am

**Student Engagement**

- **October 5** 9:00 am-10:30 am
- **December 1** 9:00 am-10:30 am
- **March 10** 9:00 am-10:30 am
- **April 5** 9:00 am-10:30 am

**Warren County Working Group**

- **August 31** 9:00 am-10:30 am
- **October 4** 9:00 am-10:30 am
- **December 2** 9:00 am-10:30 am
- **April 7** 9:00 am-10:30 am
THE WAY FORWARD

Each spring our Business Advisory Council sends approximately 7,000 high school graduates to the next step in their college and career journeys. We need no reminder to highlight just how daunting last school year actually was. Admittedly, it is still somewhat difficult to forecast what this upcoming school year will hold. As a region, our BAC consists of 23 different school districts and we are committed to pioneering new ways to connect students to their next round of opportunities. Over this school year, we will continue to examine information management tools like Nepris and Transeo to see how we can leverage the lessons and technology of last school year and build off them as in-person events and opportunities resume. This school year will be a year of implementation and an expansion of the truly innovative work we have set out in this plan.

A note on our new Warren County Working Group:
This Working Group has been formed to better connect Warren County districts with opportunities and resources. They will not have their own separately defined strategies in our annual plan but will instead explore each working group's efforts with intentionality to support Warren County students.
OBJECTIVES

1) Student Engagement
For students to be well-equipped to make a career plan, they must be aware of the diverse career opportunities that exist locally and beyond and understand what it takes to prepare for these careers.

Schools must offer opportunities for career experiences for students both inside and outside of school and assist students in making appropriate plans for after high school.

Industry must provide career experiences that help students explore their career opportunities and help advise schools and students on how to move effectively toward careers.

2) Parent and Community Engagement
Our region is rich in career and educational opportunities, but our parents and community need to better understand how they can be advocates for students’ success.

Schools must share with parents and the community what is already occurring to help prepare students for their futures. They must highlight the diversity of industries that can lead to successful careers.

Industry must collaborate with schools to create opportunities for industry exposure that elevates the community’s understanding of locally available careers.

3) Industry Engagement
For efficient and productive career experiences (i.e. internships, job shadowing, apprenticeships) to be feasible, we need a one-stop shop for industry and schools to connect.

Schools must provide flexibility in scheduling to allow students to participate in career experiences.

Industry must engage in meaningful partnerships and invest in opportunities for students to have career experiences while they are still in school.
4) Policy and Advocacy
A statewide approach is critical in addressing the needs of an ever changing workforce landscape.

*Schools must* inform policymakers on the needs and challenges of K-12 partners.

*Industry must* Inform policymakers on the specific needs of our future workforce.

5) Educator Engagement
Educators are well-positioned to guide our students on a path toward career success if they have the training, curriculum tools and support from industry to increase their own awareness, knowledge and skills to support students’ career planning.

*Schools must* provide opportunities for educators to connect to careers and curriculum designed to give students experiences to help them design plans after high school.

*Industry must* invest time and resources in our region’s career connections work while acknowledging the challenges educators face.

6) Warren County Working Group
As our BAC enters a new year of work, we have added a 6th working group. This subcommittee will specifically focus on how we can better leverage our BAC’s momentum, successes, and initiatives within Warren County’s member districts.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>1. Utilize social media to expand awareness of careers &amp; educational opportunities</td>
<td>• Develop &amp; deploy social media engagement plan in conjunction with County Communications Collaborative and Think TV</td>
<td>Regularly present at County Communications monthly meetings</td>
<td>73% of districts utilizing social media for career awareness</td>
</tr>
<tr>
<td></td>
<td>• Student Engagement at County Communications</td>
<td>Present a mid-school year review via email to the BAC</td>
<td>100% of all districts using YouScience, Naviance, OME, or some other assessment tool</td>
</tr>
<tr>
<td></td>
<td>• Educator Engagement</td>
<td>Fully funded for member districts</td>
<td>Produces social media content for schools to share about career opportunities</td>
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<tr>
<td></td>
<td>• Parent &amp; Community Engagement</td>
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<td></td>
<td>• Chamber/Industry Orgs/ BIBDCC</td>
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<tr>
<td>2. Increase understanding of students’ aptitude in relation to in-demand careers</td>
<td>• Implement Career Aptitude tool (ex. YouScience)</td>
<td>MCESC/All Districts</td>
<td>2Q 2022</td>
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<tr>
<td></td>
<td>• Provide info/photos/etc. for social media engagement</td>
<td>Chamber/Industry Orgs/ BIBDCC</td>
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<td></td>
<td>• resource career activities (provide speakers, open for tours, etc.)</td>
<td>BAC/Trade Orgs</td>
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<tr>
<td>3. Promote a student-facing information campaign with videos that address in-demand industry sectors, college affordability, and options for education beyond HS</td>
<td>• Leverage Inside Dayton Internship Program recommendations and work with the Montgomery County Student Advisory Delegation for future feedback and input</td>
<td>MCESC/All Districts</td>
<td>20% of partner school districts utilize K-5 career connection activities</td>
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<td></td>
<td>• Resource career activities through classes and other communications channels</td>
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<td></td>
<td>• Develop videos through classes and other communications channels</td>
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<tr>
<td>4. Create more career videos for each of the local in-demand industry sectors</td>
<td>• Develop K-5 student outreach strategies on a school by school basis utilizing our A-Z videos plus other partner resources</td>
<td>MCESC/All Districts</td>
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<tr>
<td></td>
<td>• Host 350+ different activities across partner districts</td>
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<td></td>
<td>• Maintain a majority of businesses involved in the BAC to represent our region’s in-demand sectors</td>
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<tr>
<td>5. Focus on K-5 career connections outreach</td>
<td>• Identify companies and employees for career videos</td>
<td>Trade Orgs/Businesses/ MVHRA</td>
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<tr>
<td></td>
<td>• Share videos that highlight at least 75 different careers</td>
<td>Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions</td>
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<tr>
<td></td>
<td>• Share videos that highlight at least 9 different in-demand sectors</td>
<td>MCESC/All Districts</td>
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<td>• Host 350+ different activities across partner districts</td>
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<td>Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions</td>
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<td>• Share videos that highlight at least 9 different in-demand sectors</td>
<td>MCESC/All Districts</td>
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For students to be well-equipped to make a career plan, they must be aware of the diverse career opportunities that exist locally and beyond and understand what it takes to prepare for these careers. Industry must provide career experiences that help students explore their career opportunities and help advise schools and students on how to move effectively toward careers.
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<td>• Develop &amp; deploy social media engagement plan in conjunction with County Communications Collaborative and Think TV</td>
<td>• Student Engagement&lt;br&gt;• Parent &amp; Community Engagement&lt;br&gt;• Educator Engagement&lt;br&gt;• County Communications Collaborative&lt;br&gt;• All Districts</td>
<td>Regularly present at County Communications Collaborative monthly meetings</td>
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<td></td>
<td>Industry</td>
<td>• Provide info/photos/etc. for social media engagement</td>
<td>Chamber/Industry Orgs/ BBB/DDC</td>
<td>Present a mid-school year review to the BAC via email in Jan. 2022</td>
</tr>
<tr>
<td>2. Promote parent-facing information campaign videos that address in-demand industry sectors, college affordability, and options for education beyond HSS</td>
<td>Schools</td>
<td>• Deploy content through official school communications channels and other social media campaigns and community specific groups</td>
<td>MCESC/All Districts</td>
<td>1Q 2022</td>
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<tr>
<td></td>
<td>Industry</td>
<td>• Provide videos, events, and other resources</td>
<td>Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions</td>
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<tr>
<td>3. Focus on K-5 career connections outreach</td>
<td>Schools</td>
<td>• Develop K-5 parent outreach strategies on a school by school basis using events like “Dress for Success” utilizing age appropriate career exploration curriculum</td>
<td>L2ED/MCESC</td>
<td>2Q 2022</td>
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<td></td>
<td>Industry</td>
<td>• Provide necessary information for outreach communications</td>
<td>Trade Orgs/Businesses/ MVHRA/Think TV/Higher Ed institutions</td>
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<td>4. Organize outreach to alumni and recently graduated seniors</td>
<td>Schools</td>
<td>• Conduct outreach and highlight alumni via digital and physical marketing like posters and social media&lt;br&gt;• Focus on outreach to grandparents during career connections weeks of action</td>
<td>MCESC/All Districts</td>
<td>2Q 2022</td>
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<td>Industry</td>
<td>• Provide necessary information for outreach material</td>
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<tr>
<td>1. Continue adoption and deployment of the Engage platform to educate students, parents, and industry and promote occupational opportunities</td>
<td>• Deploy the Engage platform through links on school websites including materials and important links to standardize messaging for both students, parents and employers</td>
<td>MCESC/All Districts</td>
<td>4Q - 2022</td>
<td>• 50% of schools link to Engage on their websites by May 30</td>
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<tr>
<td></td>
<td>• Develop/Publish Engage deployment plan; Sign up 50 businesses on Engage</td>
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<td>In progress</td>
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<td></td>
<td>• Ensure job descriptions and Career Connections Framework are reflected in coursework</td>
<td>SOCHE/Business/Trade Organizations</td>
<td>4Q - 2022</td>
<td>• 50% of schools utilize Engage and Career Connections Framework by May 30</td>
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<td></td>
<td>• Advertise job descriptions and Career Connections Framework to students participating in career engagement</td>
<td></td>
<td>In progress</td>
<td>High School develop list of companies for engagement</td>
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<td></td>
<td>• Continue to provide feedback on the Engage platform</td>
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<td>• Establish committees in 5 Trade Associations Sign up 50 businesses on Engage</td>
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<td></td>
<td>2. Promote and continue to build additional job descriptions with student qualifications and desired learning outcomes in key industries</td>
<td>• Partner with SOCHE for assistance with student career engagement with industry</td>
<td>2Q 2022</td>
<td>• Engage with 600 students</td>
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<td></td>
<td>• Identify companies in close proximity to your school for partnership in career engagement</td>
<td>SOCHE/Business/Trade Organizations</td>
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<td>• Build workforce development sub-committees in your industry group to discuss and participate in career engagement</td>
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<td>• Analyze operations to determine areas in organization that can benefit from an intern</td>
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<td>• Utilize the career engagement form on Engage to partner with schools in the region</td>
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<td>• Work with Trade Associations to engage with Schools and utilize a sustainable process to build workforce opportunities</td>
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A statewide approach is critical in addressing the needs of an ever changing workforce landscape.

**Schools must** Inform policymakers on the needs and challenges of K-12 partners.

**Industry must** Inform policymakers on the specific needs of our future workforce.

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<tr>
<td>1. Create a policy agenda to guide our efforts for the 2021/2022 school year</td>
<td><strong>Schools</strong> • To provide on the ground observations as it pertains to workforce development policy for schools</td>
<td>All districts</td>
<td></td>
<td>• Creation of a policy agenda</td>
</tr>
<tr>
<td></td>
<td><strong>Industry</strong> • To provide feedback on workforce needs and possible policy and legislative language changes</td>
<td>Chamber/Industry Orgs/ BBB/DDC</td>
<td></td>
<td>• Identification of 2 to 3 key policy priorities</td>
</tr>
<tr>
<td>2. Specifically examine policies to address our state's digital divide and online access issues</td>
<td><strong>Schools</strong> • Remediate those barriers with local, state, and federal resources available</td>
<td>All districts</td>
<td>2Q 2022</td>
<td>• Successfully map online learning access and barriers in our region</td>
</tr>
<tr>
<td></td>
<td><strong>Industry</strong> • Highlight possible public/private partnerships</td>
<td>Chamber/Industry Orgs/ BBB/DDC</td>
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<tr>
<td>3. Explore policies specifically aimed at offering more work-based learning opportunities for K-12 students</td>
<td><strong>Schools</strong> • Partner with employers to create high quality work-based learning experiences</td>
<td>All districts</td>
<td>2Q 2022</td>
<td>• Successfully define draft incentives/policies</td>
</tr>
<tr>
<td></td>
<td><strong>Industry</strong> • Identify pragmatic incentives and policies to increase employer participation in work-based learning opportunities</td>
<td>Chamber/Industry Orgs/ BBB/DDC</td>
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<tr>
<td>4. Improve tracking and access to community workforce data</td>
<td><strong>Schools</strong> • Define what datasets would help build capacity for schools to understand if equity or opportunity gaps exist • If equity gaps exist, define strategies to close those identified gaps</td>
<td>All districts</td>
<td>2Q 2022</td>
<td>• Define strategies to identify important workforce data</td>
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<td></td>
<td><strong>Industry</strong> • Explore, measure and disaggregate college credit attainment, industry recognized credential attainment, Ohio means jobs readiness seal attainment</td>
<td>Chamber/Industry Orgs/ BBB/DDC</td>
<td></td>
<td>• Provide access to relevant data</td>
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**Educator Engagement** Educators are well-positioned to guide our students on a path toward career success if they have the training, curriculum tools and support from industry to increase their own awareness, knowledge and skills to support students’ career planning.

**Schools must** provide opportunities for educators to connect to careers and curriculum designed to give students experiences to help them design plans after high school.

**Industry must** invest time and resources in our region’s career connections work while acknowledging the challenges educators face.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Responsibility</th>
<th>Timeframe</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Align existing programs and resources to meaningfully meet the ODE career connections requirements</td>
<td>Determine and Promote MCESC BAC Operational Definitions of Work-Based Learning</td>
<td>Educator Engagement Team, with ODE Representative</td>
<td>May 2022 focus on IT, Healthcare, and Adv Manufacturing</td>
<td>Measured by awareness of School Career Connections Survey</td>
</tr>
<tr>
<td></td>
<td>Provide Work-Based Learning Resources (Guidance documents, OMJ readiness seal, pre-apprenticeships, job shadowing, etc.)</td>
<td>Educator Engagement Team, with ODE Representative</td>
<td>May 2022 focus on IT, Healthcare, and Adv Manufacturing</td>
<td>75% of BAC districts participate in Career Champions meetings this year</td>
</tr>
<tr>
<td></td>
<td>Share examples of Career Connections at Career Champions meetings</td>
<td>MCESC Staff</td>
<td>Ongoing Qrtly Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an adaptable career connections planning tool for districts that identifies requirements by band, aligns available resources, and identifies gaps</td>
<td>Educator Engagement Team</td>
<td>2021-2022 focus on IT, Healthcare, and Adv Manufacturing</td>
<td>Hold information session for management tools to foster career connections planning</td>
</tr>
<tr>
<td>Industry</td>
<td>Partner with schools to help plug identified gaps with industry-relevant opportunities (speakers, tours, lunches, projects, etc)</td>
<td>TBD as gaps are identified</td>
<td>2021-2022 focus on IT, Healthcare, and Adv Manufacturing</td>
<td>Partner with 100% of districts in a one on one meeting to discuss industry-relevant opportunities</td>
</tr>
<tr>
<td>2. Utilize data to drive decision and increase career readiness across the educational continuum</td>
<td>Share Learn to Earn Indicators, Career Readiness Survey Data, and SnapShot Data with Career Champions, Counselors, Building Admin, MVRCD, Teachers</td>
<td>MCESC/L2ED Staff &amp; Educator Engagement Team</td>
<td>Annually</td>
<td>Host professional learning around state’s new data portal</td>
</tr>
<tr>
<td></td>
<td>Share protocols to use for data walks in districts</td>
<td></td>
<td></td>
<td>75% of districts reporting use of data walks</td>
</tr>
<tr>
<td>Strategy</td>
<td>Actions</td>
<td>Responsibility</td>
<td>Timeframe</td>
<td>Metric</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>3. Expand authentic experiences and activities connected to careers</strong></td>
<td>Leverage and promote career activities and tasks that align with content standards (technical and employability skills)</td>
<td>All districts, MCESC staff</td>
<td>2021-2022 academic year</td>
<td>• Track # of career connection experiences • Track # of schools implementing K-5 career connections • Usage of Employability Skills &amp; Career Sector Courses</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>Promote careers within each Industry Cluster, by generating resources and activities for one week’s worth of programming for each cluster (using Manufacturing Week as a model)</td>
<td>All districts, MCESC staff</td>
<td>2021-2022 academic year</td>
<td>• Creation of (1) week of programming for each cluster</td>
</tr>
<tr>
<td></td>
<td>Host quarterly Career Champions/Counselors Meetings with Industry Tours</td>
<td>All districts, MCESC staff</td>
<td>2021-2022 academic year</td>
<td>• 4 quarterly meetings</td>
</tr>
<tr>
<td></td>
<td>Host Teacher Industry Experience</td>
<td>All districts, MCESC staff</td>
<td>2021-2022 academic year</td>
<td>• 4 teacher industry experiences</td>
</tr>
<tr>
<td><strong>Industry</strong></td>
<td>Attend focus groups to develop career activity ideas and identify career alignment with content standards Host Industry Tours and Experiences</td>
<td>Chamber &amp; Trade Orgs to identify key employers to participate</td>
<td>2021-2022 academic year</td>
<td>• Track # of focus groups</td>
</tr>
<tr>
<td><strong>4. Create plug and play structural course alignment options for workforce sectors</strong></td>
<td>Work with P2P to identify career pathways structures - research existing options within and beyond the local districts and draft local pathway option</td>
<td>MCESC &amp; L2ED in coordination with the Educator Engagement Team</td>
<td>2021-2022 academic year</td>
<td>• Finalize 3rd pathway • Track # of pre-apprenticeships/apprenticeships</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>Work with schools (K-12 &amp; HE) to identify targeted pathways, coursework, and credentials</td>
<td>Chamber, Trade Orgs &amp; Key business leads in identified pathways</td>
<td>2021-2022 academic year</td>
<td>• Track # of credential opportunities</td>
</tr>
<tr>
<td><strong>Industry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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19 Information Technology / Computer Science Framework

21 Healthcare Framework

Advanced Manufacturing Framework coming in Nov. 2021
Academic Coursework

This general coursework is recommended for all students in the IT/computer science pathway.

### Grade 8

**Career Focused Courses**
- Information Technology Networking Programming
- Foundational IT/Comp Sci or CCP Course such as: CIS 1107—Introduction to Operating Systems, BIS 1120—Introduction to Software Applications, CIS 1105—IT Fundamentals

**English**
- Grade 8 English
- English I
- English II
- English III

**Math**
- Algebra I
- Geometry
- MAT 1470—College Algebra
- Algebra II

**History**
- Social Studies
- World History
- US History

**Science**
- Physical Science
- Biology
- Chemistry
- Physics

### Grade 9 and 10

**Career Planning:**
- Job Shadow
- HR Interview
- Virtual Pathway Mentor
- Resume Prep

**Advising**
- YouScience
- Individualized College and Career Plan (ICCP)
- Confirmation of Pathway
- Identification of Credentials and College Options
- Revisit ICCP

**Work-Based Learning**
- Career Exploration:
  - Career Adventures Course—IT
  - Work-Site Tours
  - Power Lunches
  - Pathway Fairs

### Grade 11

**Career Planning:**
- Internship
- Career Fair
- Mock Interview

**Competencies**
- Employability Skills Course
- User and Customer Support
- Principles of IT Systems and Concepts
- Principles of Data and Documentation
- Logic and Fundamentals of Computer Languages
- Principles of Software
- Word Processing, Spreadsheet, and Presentation Software

**Principles of Software**
- Use understanding of designing, writing, testing, and maintaining source code of computer program to manage, maintain, and edit software.
- Word Processing, Spreadsheet, and Presentation Software

**Principles of Software**
- Use understanding of Microsoft Office and Google Suite to create written documents, organize data, and develop visual presentations.

**IT/Computer Science Technical Competencies**
- Use understanding of data backup systems to store and recover information.
- Use understanding of the features, benefits, and concepts of virtualization to differentiate among types of cloud services.

**Server and Storage**
- Use understanding of common networking protocols to explain the purpose of routing, monitoring, and network configurations.

**Security, Compliance, and Risk Management**
- Use understanding of malware, firewall, IDS, and legal or regulatory requirements to recognize basic threats to networked computers and ensure procedures are in place for compliance.

**Routing and Network Configurations**
- Use understanding of the range of services and technology options available to support routing, monitoring, and network configurations.

**YouScience**
- Resume Prep
- Virtual Pathway Mentor
- HR Interview
- Internship

**College and Career Preparation**

These additional activities support students in preparing for both college and career. Work-based learning enables students to apply their academic learning in a real-world setting. Advising supports students in making decisions that align best with their strengths and future goals. Competencies describe the technical skills students need for a successful career in information technology and computer science.

### Grade 12

**Career Planning:**
- Internship
- Career Fair
- Mock Interview
- Exposure to Related Software Languages

**YouScience**
- Resume Prep
- Virtual Pathway Mentor
- HR Interview
- Internship

**Note:** College Credit Plus courses apply to both high school and postsecondary requirements, saving students time and money. Students who complete the following six courses can earn the IT Fundamentals Certificate at Sinclair Community College: BIS 1120, CIS 1107, CIS 1111, CIS 1130, CIS 1140, CIS 2165

**Montgomery County Information Technology/Computer Science Pathway**

This framework outlines a common set of experiences for students in an information technology (IT)/computer science pathway from 8th grade through their future careers. It supports the alignment of regional business, higher education, K-12, and workforce outcomes to ensure that pathways prepare young people for careers with family-supporting wages and build a robust talent pipeline for employers. This is a living document that will need to be updated frequently to be up-to-date with current education programs and workforce needs.
Selected Postsecondary Options

These selected postsecondary credentials in IT/computer science, based on program options and transfer agreements at Sinclair Community College, lead to careers with family-supporting wages. Some education paths have credentials that easily stack or build from the previous credential, while others are not as easily stackable. Stackable credentials can help an individual progress in their career pathway or move up a career ladder to different or higher paying jobs. Within the fields of IT and computer science, a particular education credential can prepare students for a variety of occupations.

<table>
<thead>
<tr>
<th>Potential Initial Credential</th>
<th>Stackable Credentials</th>
<th>Typical Occupational Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Technology</td>
<td>• CompTIA A+ • CompTIA IT Fundamentals+</td>
<td>• Computer Information Systems—User Support Associate of Applied Science Students eligible to take the following certification exams: A+, Network+, Security+, MCSA Exam TestOut Client Pro</td>
</tr>
<tr>
<td></td>
<td>• CompTIA IT Fundamentals+ • CompTIA A+ • CCENT • Network+ • MTA</td>
<td>• Computer Information Systems—Network Engineering Associate of Applied Science Students eligible to take the following certification exams: CCNA, Security+, A+<em>, MCSA Exam TestOut Server Pro 2016: Install and Storage</em></td>
</tr>
<tr>
<td></td>
<td>• CompTIA IT Fundamentals+ • MTA • CompTIA A+ • OCAJ</td>
<td>• Computer Information Systems—Software Development Associate of Applied Science Students eligible to take the Network+ certification exam</td>
</tr>
</tbody>
</table>

Cybersecurity: Prevention and Investigation Technology

|                              | • CompTIA IT Fundamentals+ | • Computer Information Systems—Cyber Investigation Technology Associate of Applied Science Students eligible to take the following certification exams: A+, Network+, Linux+, Security+, MCSA Exam TestOut Server Pro 2016: Install and Storage, Securing Windows Network Environment 2016 Exam |

Guided Transfer

| Computer Information Technology | • CompTIA IT Fundamentals+ • CompTIA A+ • CompTIA Security+ | • Computer Science Associate of Science |
|                              | • Computer Science Bachelor of Science |

Selected Occupations, Wages, and Job Growth

The IT and computer science careers listed below are projected to grow in the region. The living wage is from the MIT Living Wage Calculator for one adult and one child in Montgomery County. Note that all occupations included have median hourly earnings above a living wage, but that some jobs have a large pay range; this means that employees who have less experience, credentials, and skills can be paid significantly less than the median wage, which can be seen in the “entry level wages” column. The last column shows national data on how many workers in these positions have a bachelor’s degree or higher, indicating that for some positions, a four-year degree is an important credential.

<table>
<thead>
<tr>
<th>Typical Job</th>
<th>Alternate Job Titles</th>
<th>Median Hourly Earnings</th>
<th>Entry Level Wages</th>
<th>Positions (2020)</th>
<th>Percent</th>
<th>Typical Work Experience Required</th>
<th>Workers with a Bachelor’s or Higher*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Developers</td>
<td>• Application Developers • Systems Engineer</td>
<td>$44.13</td>
<td>$26.68</td>
<td>5,561</td>
<td>12%</td>
<td>None</td>
<td>85%</td>
</tr>
<tr>
<td>Computer Systems Analysts</td>
<td>• Information Technology Analyst</td>
<td>$42.09</td>
<td>$26.36</td>
<td>1,740</td>
<td>7%</td>
<td>None</td>
<td>73%</td>
</tr>
<tr>
<td>Computer and Information Systems Managers</td>
<td>• Application Development • Director IT Director</td>
<td>$63.86</td>
<td>$41.01</td>
<td>943</td>
<td>10%</td>
<td>5+ Years</td>
<td>73%</td>
</tr>
<tr>
<td>Computer User Support Specialists</td>
<td>• Desktop Support Technician • Help Desk Analyst</td>
<td>$25.39</td>
<td>$15.82</td>
<td>2,129</td>
<td>3%</td>
<td>None</td>
<td>48%</td>
</tr>
<tr>
<td>Information Security Analysts</td>
<td>• Information Security Officer • Network Security Analyst</td>
<td>$47.61</td>
<td>$27.32</td>
<td>373</td>
<td>17%</td>
<td>Less Than 5 Years</td>
<td>67%</td>
</tr>
<tr>
<td>Network and Computer Systems Administrators</td>
<td>• Network Administrator • Systems Administrator</td>
<td>$37.41</td>
<td>$23.56</td>
<td>955</td>
<td>3%</td>
<td>None</td>
<td>54%</td>
</tr>
<tr>
<td>Computer Network Architects</td>
<td>• Network Analyst • Network and Security Engineer</td>
<td>$43.36</td>
<td>$28.72</td>
<td>293</td>
<td>8%</td>
<td>5+ Years</td>
<td>57%</td>
</tr>
<tr>
<td>Web Developers</td>
<td>• Web Designer • Webmaster</td>
<td>$38.45</td>
<td>$21.03</td>
<td>750</td>
<td>1%</td>
<td>None</td>
<td>68%</td>
</tr>
</tbody>
</table>

*National data

This document was developed by JFF, Learn to Earn Dayton, and the Montgomery County ESC. Special thanks to Sinclair Community College and the Technology First Workforce Committee for your feedback and contributions.
Montgomery County Health Science Pathway Framework

This framework outlines a common set of experiences for students in a health science pathway from 8th grade through their future careers. It supports the alignment of regional business, higher education, K-12, and workforce outcomes to ensure that pathways prepare young people for careers with family-supporting wages and build a robust talent pipeline for employers. This is a living document that will need to be updated frequently to be up-to-date with current education programs and workforce needs.

Academic Coursework

This general coursework is recommended for all students in the health science pathway.

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science and Technology</td>
<td>Foundational Health Science or CCP Course such as: ALH 1101–Introduction to Healthcare Delivery</td>
<td>Strategic CCP Course such as: HIM 1101–Medical Terminology</td>
<td>Strategic CCP Course such as: PSY 1100–General Psychology</td>
</tr>
<tr>
<td>English</td>
<td>Grade 8 English</td>
<td>English III</td>
<td>English IV</td>
</tr>
<tr>
<td>Math</td>
<td>Grade 8 Math or Algebra I</td>
<td>Algebra II</td>
<td>Trigonometry/Calculus</td>
</tr>
<tr>
<td>History</td>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

College and Career Preparation

These additional activities support students in preparing for both college and career. Work-based learning enables students to apply their academic learning in a real-world setting. Advising supports students in making decisions that align best with their strengths and future goals. Competencies describe the technical skills students need for a successful career in the health sciences.

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grades 9 and 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Based Learning</td>
<td>Career Planning: Job Shadow, HR Interview, Virtual Pathway Mentor, Resume Prep</td>
<td>Career Planning: Internship, Career Fair, Mock Interview</td>
<td>Career Planning: Internship, Career Fair, Mock Interview</td>
</tr>
</tbody>
</table>

Competencies

- Employability Skills
  - Computer Applications, Records, and Data Recording
  - Professional Working Environments
  - Healthcare Rules and Regulations
  - Healthcare Industry Ethics
  - Healthcare Confidentiality

- Healthcare Rules and Regulations
  - Use understanding of basic laws and regulations (Patient Bill of Rights, CLIA, EMTALA, OSHA, etc.) to meet accreditation standards and obey the law.

- Healthcare Industry Ethics
  - Use understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.

- Healthcare Confidentiality
  - Use understanding of HIPAA in order to adhere to legal requirements and maintain confidentiality.

- Medical Terminology
  - Use understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.

- Customer Service and Patient Focus
  - Use understanding of communication, active listening, and conflict resolution to identify and meet the needs of a patient or customer.

- Healthcare Safety Systems and Environment
  - Use understanding of health and safety procedures and protocols to ensure a safe, secure, and healthy work environment.

- Health Professional Licensure
  - Use understanding of appropriate industry education requirements, licensure, and certification to ensure adherence to regulations that guide service delivery.

- Healthcare Sanitation
  - Use understanding of health cleanliness regulations and sanitation procedures to ensure that healthcare facilities and tools meet standards for cleanliness.
Advising

Science Courses need to be updated frequently to be up-to-date with current education programs and workforce needs. K–12, and workforce outcomes to ensure that pathways prepare young people for careers with family-supporting wages. Some education paths have credentials that easily stack or build from the previous credential, while others are not as easily stackable. Stackable credentials can help an individual progress in their career pathway or move up a career ladder to different or higher paying jobs.

### Selected Postsecondary Options

The selected postsecondary credentials in health science, based on program options and transfer agreements at Sinclair Community College, lead to careers with family supporting wages. Some education paths have credentials that easily stack or build from the previous credential, while others are not as easily stackable. Stackable credentials can help an individual progress in their career pathway or move up a career ladder to different or higher paying jobs.

<table>
<thead>
<tr>
<th>Potential Initial Credential</th>
<th>Stackable Credentials</th>
<th>Typical Occupational Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiographer</td>
<td>Associate of Applied Science in Radiologic Technology—students eligible to take the ARRT exam</td>
<td>Radiologic Technician</td>
</tr>
<tr>
<td>State Tested Nurse Aide (STNA)</td>
<td>Bachelor of Science in Respiratory Care</td>
<td>Respiratory Therapist</td>
</tr>
<tr>
<td>Certified Dental Assistant</td>
<td>Associate of Applied Science in Dental Hygiene—students eligible to take state board exams and apply for state licensing</td>
<td>Dental Hygienist</td>
</tr>
</tbody>
</table>

### Nursing

<table>
<thead>
<tr>
<th>State Tested Nurse Aide (STNA)</th>
<th>Associate of Applied Science (AAS) in Nursing—students eligible to take RN exam</th>
<th>Bachelor of Science in Nursing (BSN)</th>
<th>Master of Science in Nursing (MSN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Practical Nurse (LPN)</td>
<td>Mortality, and legal concepts to evaluate ethical and moral choices</td>
<td>Not typically stackable</td>
<td></td>
</tr>
</tbody>
</table>

### Guided Transfer

<table>
<thead>
<tr>
<th>State Tested Nurse Aide (STNA)</th>
<th>Associate of Science in Pre-Professional Studies</th>
<th>Bachelor of Science</th>
<th>Doctoral Degree</th>
<th>Physician (Doctor or Dentist)</th>
</tr>
</thead>
</table>

### Selected Occupations, Wages, and Job Growth

The health science careers listed below are projected to grow in the region. The living wage is from the MIT Living Wage Calculator for one adult and one child in Montgomery County. Note that some jobs in the table do not pay a living wage and do not easily stack to further credentials, making economic advancement difficult.

<table>
<thead>
<tr>
<th>Typical Job</th>
<th>Pays Living Wage</th>
<th>Median Hourly Earnings</th>
<th>Preferred Education</th>
<th>Stackable Credential</th>
<th>Positions (2020)</th>
<th>Positions</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Health and Personal Care Aides</td>
<td>No</td>
<td>$11.33</td>
<td>Short-Term Home Health Aide Certificate</td>
<td>Not typically stackable</td>
<td>3,458</td>
<td>860</td>
<td>25%</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td></td>
<td>$16.53</td>
<td>Medical Assistant Technology (AAS)</td>
<td>Not typically stackable</td>
<td>1,701</td>
<td>432</td>
<td>25%</td>
</tr>
<tr>
<td>Emergency Medical Technicians and Paramedics</td>
<td></td>
<td>$16.53</td>
<td>Emergency Medical Services (AAS)</td>
<td>Not typically stackable</td>
<td>502</td>
<td>159</td>
<td>32%</td>
</tr>
<tr>
<td>Phlebotomists</td>
<td></td>
<td>$16.85</td>
<td>Short-Term Phlebotomy Certificate</td>
<td>Not typically stackable</td>
<td>742</td>
<td>144</td>
<td>19%</td>
</tr>
<tr>
<td>Medical and Health Services Managers</td>
<td>Yes</td>
<td>$47.22</td>
<td>Health Information Management/Administration (BS)</td>
<td>Health Administration (MS)</td>
<td>808</td>
<td>116</td>
<td>14%</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td></td>
<td>$28.60</td>
<td>Respiratory Care (AAS)</td>
<td>Respiratory Care (BS)</td>
<td>584</td>
<td>71</td>
<td>12%</td>
</tr>
<tr>
<td>Radiologic Technicians</td>
<td></td>
<td>$28.24</td>
<td>Radiographic Technology (AAS)</td>
<td>Radiation Science Technology (BS)</td>
<td>626</td>
<td>43</td>
<td>7%</td>
</tr>
<tr>
<td>Diagnostics Medical Sonographers</td>
<td></td>
<td>$35.77</td>
<td>Diagnostic Medical Sonography (AAS)</td>
<td>Diagnostic Medical Sonography (BS)</td>
<td>284</td>
<td>39</td>
<td>14%</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td></td>
<td>$34.00</td>
<td>Dental Hygiene (AAS)</td>
<td>Expanded Function Dental Auxiliary (EFDA) License</td>
<td>644</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>Yes</td>
<td>$32.61</td>
<td>Nursing (BS)</td>
<td>Nursing (BS)</td>
<td>10,190</td>
<td>611</td>
<td>6%</td>
</tr>
<tr>
<td>Nurse Practitioners</td>
<td>Yes</td>
<td>$51.02</td>
<td>Nursing (BS)</td>
<td>Terminal degree for this occupation</td>
<td>672</td>
<td>174</td>
<td>26%</td>
</tr>
<tr>
<td>Physicians</td>
<td>Yes</td>
<td>$101.08</td>
<td>Doctor of Medicine (MD)</td>
<td>Terminal degree for this occupation</td>
<td>1,220</td>
<td>141</td>
<td>12%</td>
</tr>
</tbody>
</table>

This document was developed by JFF, Learn to Earn Dayton, and the Montgomery County ESC. Special thanks to the Greater Dayton Area Hospital Association (GDAHA) Education Subcommittee and Sinclair Community College for your feedback and contributions.
MONTGOMERY COUNTY BUSINESS ADVISORY COUNCIL PARTICIPANTS

Thank you to the members of the Business Advisory Council. The group includes representatives from 25+ school districts, 7 in-demand industries, higher education, local government, local economic development organizations and other community partners.

To join the Council or to learn more about how your school or business can participate, contact Bryan Stewart, Workforce Director at Bryan.Stewart@MCESC.org.

Abbot Nutrition  Little Miami Local School District
All Service Plastic Molding  Loveland City Schools
Better Business Bureau  Mad River Local Schools
Brookville Local Schools  Miamisburg City Schools
CareSource  Miami Valley Apprenticeship Coordinators Group
Carlisle Local Schools  Miami Valley Career Technology Center
Centerville City Schools  Miami Valley HR Association
Construction Builders Association  Montgomery County
CRG, Inc.  Montgomery County Educational Service Center
Dayton Area Chamber of Commerce  New Lebanon Local Schools
Dayton Area Logistics Association  Northmont City Schools
Dayton Business Committee  Northridge Local Schools
Dayton Children’s Hospital  Oakwood City Schools
Dayton Development Coalition  PSA Airlines
Dayton Metro Library  Rush Transportation & Logistics
Dayton Region Manufacturers Association  Shook Construction
Dayton Public Schools  Sinclair College
Expedient Technology Solutions  Southwestern Ohio Council for Higher Education
Franklin City Schools  Springboro Community City School District
Greater Dayton Area Hospital Association  Technology First
Hobart Institution of Welding Technology  Trotwood-Madison City Schools
Huber Heights City Schools  Valley View Local Schools
Jefferson Township Local Schools  Vandalia-Butler City Schools
Kettering City Schools  Warren County Career Center
Kettering Health Network  Warren County Educational Service Center
Kings Local Schools  Wayne Local Schools
Learn to Earn Dayton  West Carrollton City Schools
Lebanon City Schools  Wright-Patterson Air Force Base
Libra Industries

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