



# Business Advisory Councils

## 2023-2024 Plan Template

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

### Preble County ESC Business Advisory Council

List all member districts Represented by the Business Advisory Council:

District	District Primary Contact and Role	Primary Contact Email	District Secondary Contact and Role	Secondary Contact Email
EATON COMMUNITY SCHOOLS	JEFF PARKER; SUPERINTENDENT	JPARKER@EATON.K12.OH.US	NOT APPLICABLE	NOT APPLICABLE
NATIONAL TRAIL LOCAL SCHOOL DISTRICT	ROBERT FISCHER; SUPERINTENDENT	BFISCHER@NATIONALTRAIL.US	NOT APPLICABLE	NOT APPLICABLE
PREBLE SHAWNEE LOCAL SCHOOL DISTRICT	TODD BOWLING; SUPERINTENDENT	BOWLINGT@PSARRROWS.COM	NOT APPLICABLE	NOT APPLICABLE
TRI-COUNTY NORTH LOCAL SCHOOL DISTRICT	WILLIAM DERRINGER; SUPERINTENDENT	BILL.DERRINGER@TCNSCHOOLS.ORG	NOT APPLICABLE	NOT APPLICABLE
TWIN VALLEY SOUTH LOCAL SCHOOL DISTRICT	SCOTT COTTINGIM; SUPERINTENDENT	SCOTTINGIM@TVS.K12.OH.US	NOT APPLICABLE	NOT APPLICABLE

Note: Add cells as needed

List business advisory council leads (both business and education). List industries represented on the business advisory council based on [Ohio's Top Jobs](#) classification. Include workforce boards, economic development, higher education and community partners.

Business Advisory Council Member	Title	Email	Industry
Darrel Cottle		Darrel.Cottle@edwardjones.com	Finance
Josh Moreland		eatonskyline@gmail.com	Business
Melissa Reimers		melissa.reimers@parker.com	Manufacturing
Perrica Short		pshort@trfcu.org	Finance
Justin Sommer		jsommer@prebledev.com	Economic Development
Leslie Collins		lcollins@cityofeaton.org	Government
Rachael Vonderhaar		rvonderhaar@prebco.org	Government
Jim Simon		jsimon@simonins.com	Insurance
Bob Fischer		bfischer@nationaltrail.us	Education
Jeff Parker		jparker@eaton.k12.oh.us	Education
Todd Bowling		bowlingt@psarrows.com	Education
Scott Cottingim		scottingim@tvs.k12.oh.us	Education
Bill Derringer		bill.derringer@tcnschools.org	Education
Shawn Hoff		shawn.hoff@preblecountyesc.org	Education
Shelley Lykins		shelley.lykins@preblecountyesc.org	Education
Rodney Creech		creech@lawn-plus.com	Agriculture
Angelia Erbaugh		aerbaugh@daytonrma.org	Manufacturing
Steve Rumpke		steve.rumpke@rumpke.com	Environmental
Mark Adams		mark@adamspaintinginc.com	Trades
Tom McQuiston		t.mcquiston@butlerrural.coop	Utility Services
Amy Weaver		amy.weaver@e-farmcredit.com	Finance
Amy Funkhouser		AFunkhouser@hennypenny.com	Manufacturing

Brooke Snyder		bsnyder@jobworksinc.org	Ohio Means Jobs
Tommy Renfro		trenfro@shookconstruction.com	Trades
Heather Morton		hmorton@medship.health	Healthcare
Mike Simpson		msimpson@preblecountysheriff.org	Law & Corrections
John Liddy		jliddy@bullentech.com	Manufacturing
Denver Norris		denver.norris@co-alliance.com	Agriculture
Pete Ferriell		pferriell@somervillenb.com	Banking
Brian Smith		briansmith@eatonfireoh.org	Public Safety
Chris Grider		cgrider@drakecomfort.com	Trades
Travis Early		<a href="mailto:acehardware7@embarqmail.com">acehardware7@embarqmail.com</a>	Business
Jenna Wenger		jwinger@edisonohio.edu	Education-Post Secondary
Ryan VanLoo		ryan.vanloo@timkensteel.com	Manufacturing
Marc Anderson		<a href="mailto:manderso@prattindustries.com">manderso@prattindustries.com</a>	Manufacturing

**Schedule of Meetings**

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

Quarter 1 Meeting: Oct 11, 2023	Quarter 2: Dec 13, 2023
Quarter 3 Meeting: Feb 14, 2024	Quarter 4: Apr 10, 2024

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

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

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

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

- Describe the plan, including initiatives, projects or events. Include specific districts impacted by initiative(s) and list all businesses involved.

Our BAC Plan has been annually reviewed and modified as a five-year set of strategic initiatives outlined below for K-12 students in all Preble County participating districts. Those items highlighted in

green are operational with the support and involvement of BAC members. Those items highlighted in yellow are to be additionally addressed during the 2023-2024 year with the remaining items in the plan to be expanded upon in the future.

The integration of identified professional skills and career trend data is included from BAC input at the various grade levels. As a priority of the BAC, educator engagement, along with student participation with employers who are involved in the classrooms or events/experiences are shared in the plan below and the related initiatives #1 through # 6.

Grade	Preble County Career Connections: Developing Professional Skills for Future Careers
<b>K</b>  2023 and beyond	<p><b>Education &amp; Training</b></p> <ul style="list-style-type: none"> <li>● With provided lesson outline and guiding questions to enhance the experience</li> </ul> <p>Administration Administrative Support Professional Support Services</p> <ul style="list-style-type: none"> <li>● Bus Driver</li> <li>● Counselor</li> <li>● Food Service</li> <li>● Librarian</li> <li>● Nurse</li> <li>● Teaching/Training</li> <li>● Technology Director</li> </ul>
<b>1</b>  2023 and beyond	<p><b>Law, Public Safety, Corrections, and Security</b></p> <ul style="list-style-type: none"> <li>● With provided lesson outline and guiding questions to enhance the experience</li> </ul> <p>Law enforcement services Emergency services Fire management services</p> <p>English Language Arts(1) Strand Reading: Foundational Skills Topic Print Concepts Career Connection: During shared reading, select a text with an alphabet theme that highlights different skills used across many careers (e.g., My Teacher Can Teach...Anyone! by W. Nikola-Lisa). After the read aloud, lead a discussion with students allowing them to identify how these skills relate to both the classroom and workplace.</p>
<b>2</b>	<p><b>Health Sciences</b></p> <ul style="list-style-type: none"> <li>● With provided lesson outline and guiding questions to enhance the experience</li> </ul> <p>Nurse / Nurse Assistant Doctor Optometrist Dentist</p>

Grade	<p style="text-align: center;"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
<p>2023 and beyond</p>	<p>Pharmacists / Technician</p> <p>English Language Arts (2) Strand Writing Topic Production and Distribution of Writing Instructional Strategies - Career Connection: Invite your school's technology director or another technology professional from the community to discuss how integrating technology in to a presentation strengthens and supports the speaker's message, rather than a tool used for delivering the message. Then, students will create a presentation that shares their personal strengths and interests, while demonstrating their skills for integrating technology and writing, speaking, and listening.</p>
<p>3  2021 and beyond</p>	<p><b>Agriculture, Food, &amp; Natural Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Agriculture STEM Day providing hands-on learning experiences in the following taxonomy areas:</b> <ul style="list-style-type: none"> <li>• <b>Agribusiness systems</b></li> <li>• <b>Animal systems</b></li> <li>• <b>Environmental services</b></li> <li>• <b>Food products &amp; processing</b></li> <li>• <b>Natural resources</b></li> <li>• <b>Plant systems</b></li> <li>• <b>Power, structural, &amp; technical systems</b></li> </ul> </li> </ul> <p><b>Sponsoring of a Career Club (Possibly in partnership with 4H)</b>            - Career activities and speakers monthly after school            - T-shirts awarded after attending 4 monthly meetings</p> <p>English Language Arts (3) Strand Reading: Literature Topic Key Ideas and Details Instructional Strategies and Resources – Career Connection: When focusing on understanding characters, students will choose an individually or group read text that includes characters that represent various careers (e.g., Community Helpers). Students will assume the role of a chosen character. Students may choose to dress like the character, include character-specific props, or make character puppets.</p>

Grade	Preble County Career Connections: Developing Professional Skills for Future Careers
<p style="text-align: center;"><b>4</b></p> <p>2021 and beyond</p>	<p><b>Exploring 8 of the 16 Career Clusters</b> (Ten minute stations for each)</p> <ul style="list-style-type: none"> <li>• Architecture &amp; Construction</li> <li>• Business Mgmt &amp; Administration</li> <li>• Finance</li> <li>• Health Services</li> <li>• Human Services</li> <li>• Law, Public Safety, Corrections, &amp; Security</li> <li>• Marketing</li> <li>• Transportation, Distribution, &amp; Logistics</li> </ul> <p><b>Follow with Career Train display and sponsorship of Career Dress Up day</b></p> <p>English Language Arts (4) Strand: Language Topic: Vocabulary Acquisition and Use Enduring Understanding Instructional Strategies and Resources- Career Connection: Using the Frayer Model, students will determine and clarify the meaning of unknown terms related to career readiness and provide characteristics, examples and non-examples of each term within the organizer. Conduct a class discussion guiding students through examples of characteristics of career readiness (e.g., Career Ready Practices, and Life and Career Skills.)</p> <p>S.S. Concept of Innovations *Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.</p> <p><b>Sponsorship of Innovation Nation Videos for classroom use to support S.S. curriculum</b></p>

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<p style="text-align: center;"><b>5</b></p> <p>2021 and beyond</p>	<p><b>Exploring 8 of the 16 Career Clusters</b> (Ten minute stations for each)</p> <ul style="list-style-type: none"> <li>• Agriculture, Food, &amp; Natural Resources</li> <li>• Arts, A/V Technology, &amp; Communications</li> <li>• Education &amp; Training</li> <li>• Government &amp; Public Administration</li> <li>• Hospitality &amp; Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Science, Technology, Engineering, &amp; Mathematics</li> </ul> <p><b>Follow with a shoebox float parade and sponsorship of Career Dress Up day</b></p> <p>English Language Arts (5) Strand: Speaking and Listening Topic: Presentation of Knowledge and Ideas Instructional Strategies and Resources – Career Connection: In small groups, students will discuss traditional and non-traditional careers (e.g., non-traditional for women would be engineer, traditional for women would be a nurse; non-traditional for men would be an early childhood educator, traditional for men would be a construction manager) within an identified career field (e.g., STEM, construction, education). For a list of non-traditional occupations for both women and men, visit <a href="http://dol.gov">http://dol.gov</a> (search: non-traditional). Students will research these careers and create multimedia presentations supported by facts and details that either inform or present an opinion of traditional and/or non-traditional careers</p> <p>HISTORY - FINANCIAL LITERACY 18. Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences. **Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.</p>

Grade	<p align="center"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
<p align="center"><b>6</b></p> <p>2024 and beyond</p>	<p><b>Ohio Means Jobs</b></p> <ul style="list-style-type: none"> <li>• Create a Student Profile</li> <li>• Take interest survey</li> </ul> <p><b>Create a Career Brochure and upload to the Student Career Success Plan Google Classroom</b></p> <p>English Language Arts (6) Strand: Writing Topic: Research to Build and Present Knowledge Instructional Strategies and Resources – Career Connection: Students will research a specific occupation within a selected career field. Using various resources (e.g., print, electronic, video, professional interview), students will focus on research questions identified ahead of time, such as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the future job outlook for your community and across the state? How much would you expect to be paid starting out?</li> <li><input type="checkbox"/> What are the education and training requirements?</li> <li><input type="checkbox"/> What types of classes or activities could you get involved in throughout middle and high school to prepare for this occupation?</li> <li><input type="checkbox"/> What types of skills are needed? What types of technology are used?</li> <li><input type="checkbox"/> What are the typical working conditions? What are some common tasks?</li> <li><input type="checkbox"/> What pathways and related occupations are available within the same career field?</li> <li><input type="checkbox"/> How does this career field, pathway, and occupation align with your interests, skills, abilities, and future goals?</li> </ul> <p>Students will present a summary of their research to the class while dressed according to their workplace (e.g., suit, uniform, business casual)</p>
<p align="center"><b>7</b></p> <p>2024 and beyond</p>	<p><b>Research a career and display at the Career Fair (like a science fair)</b></p> <ul style="list-style-type: none"> <li>• Judging at the school level by community volunteers</li> <li>• Top displays shared at Preble County Fair and awarded prizes</li> <li>• Upload photo of display to the Student Career Success Plan Google Classroom</li> </ul> <p><b>Have the “7<sup>th</sup> grade talk” explaining the important of earning credit in high school to graduate. You need to prepare yourself in Middle School to have success in your high school curriculum that will support your career choice(s).</b></p> <p>English Language Arts (7) Strand: Reading: Informational Text Topic: Range of Reading and Level of Text Complexity Instructional Strategies and Resources – Career Connection: Students will select an instruction manual that represents a career field of interest (selection provided by the teacher, contributed by student, or available on the Internet). Lead a class discussion where students have a chance to brainstorm which types of careers they think might be associated with the manual, answering questions like: who created it?, who designed it?, who produced it?, what is the purpose?, and who will consume it? (representing the many roles involved throughout the process). After students write their own instruction manuals, revisit the brainstorm discussion to emphasize the application of classroom content to the workplace.</p>



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<p style="text-align: center;"><b>8</b></p> <p>2021 and beyond</p>	<p><b>MVCTC 8<sup>th</sup> Grade Career Orientation visits</b></p> <p><b>Hands-on Career Fair experiences at a common location (PC Fairgrounds) in the Fall</b></p> <ul style="list-style-type: none"> <li>• Students choose top 4 of the 16 career clusters based on OMJ experiences and survey reflections</li> <li>• Use a pre-printed "career passport" with each station and time assigned that has to be turned in to the station leader</li> </ul> <p><b>Parent presentation on the Future Pathways of Work(Engage), Military(Enlist), and/or Further Education</b></p> <p>English Language Arts (8) Strand: Writing Topic: Text Types and Purposes Instructional Strategies – Career Connection: Students will brainstorm and then research the characteristics and skills of a quality employee (e.g. Career Ready Practices or Life and Career Skills. For their pre-writing activity, students will choose three to five of these ideas to focus their key idea statements, which will serve as the structure of their essay. Invite a Human Resources professional to the classroom to share their expectations of quality applicants. Students will realize the skills expected to be demonstrated during job interviews and in the workplace</p>
<p style="text-align: center;"><b>9</b></p> <p>2024 and beyond</p>	<p><b>Quarterly Lunch and Learn hands-on sessions</b></p> <ul style="list-style-type: none"> <li>• Students sign up and get an early "lunch pass," then eat and meet with someone with certain career knowledge, experience, or an activity.</li> </ul> <p><b>All 9<sup>th</sup> grade students to build a Résumé</b></p> <ul style="list-style-type: none"> <li>• All 9<sup>th</sup> grade students use the Résumé Generator or other templates to create their personal résumé</li> </ul> <p>English Language Arts (9-10) Strand: Writing Topic: Text Types and Purposes Instructional Strategies and Resources –Career Connection After reading an argumentative text (e.g., From Courage to Freedom: Frederick Douglass's 1845 Autobiography) and analyzing the author's craft, students will apply those strategies to their own writing. Students will develop an argumentative piece about themselves, convincing an employer of their skills and knowledge (e.g., letter of intent, scholarship essay, résumé). The letter will form their position as to why they are the best candidate, providing supporting details pulled from their self-analysis.</p> <p>Strand: Language Topic: Vocabulary Acquisition and Use Instructional Strategies and Resources – Career Connection: Important to Résumé and Cover Letter writing: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Grade	<p style="text-align: center;"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
<p style="text-align: center;"><b>10</b></p> <p>2025 and beyond</p> <p>2024 and beyond</p>	<p><b>MVCTC Visit to “Top 2” Programs of Choice</b></p> <p><b>Managing your personal brand</b></p> <ul style="list-style-type: none"> <li>• Creating a Linked In page</li> </ul> <p><b>Update personal Résumé and then...</b> Participate in a mock interview; may take various formats- phone, video, in-person, group, panel, or over a meal.</p> <p><b>Reverse Job Fair</b></p> <ul style="list-style-type: none"> <li>• Students have a display board and/or portfolio about themselves and their skills to share with parents and community guests during a PTC evening</li> </ul> <p><b>Optional Job Shadow</b></p> <p>S.S. Concept of Innovations (American History)            **Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy.            **Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes (and other mentions included in additional Expectations for Learning)</p>
<p style="text-align: center;"><b>11</b></p> <p>2023 and beyond</p>	<p><b>Credential class offerings (Leadership, Lean Six Sigma Yellow &amp; Green Belts, MSSC, Ag Business, etc.)</b></p> <p><b>Preparation for work in:</b></p> <ul style="list-style-type: none"> <li>• Internships</li> <li>• Apprenticeships</li> </ul> <p><b>Sponsor a Career Fair and Lunch &amp; Learns</b></p> <ul style="list-style-type: none"> <li>• Lunch with Adults from various careers</li> </ul> <p><b>Job Shadow or Service Learning Experience with adults in certain careers</b></p> <p><b>Individual Jr. meetings to outline their plan “A” &amp; “B”</b></p> <p>English Language Arts (11-12)            Strand Reading: Informational Text            Topic Integration of Knowledge and Ideas            Instructional Strategies and Resources - Career Connection: Before reading historical documents (e.g., President Lincoln’s and President Obama’s Second Inaugural Address), students will develop a speech describing their accomplishments over the past year. Students will identify key events that occurred in their school and personal life (e.g. Nominations, awards, extra-curricular activities, clubs, sports, academic successes, driver license, part-time job, CPR/First Aid). They will highlight the details of each accomplishment, and briefly describe a vision for their future (e.g., apply for financial aid, graduate high school, pass Algebra II, become an Insurance Broker). The format and substance of their accomplishments and vision should resemble that of the Inaugural Addresses of both Presidents Lincoln and Obama. Students will take their addresses and use the information to update or create a résumé.</p> <p>Strand: Language            Topic: Knowledge of Language            Instructional Strategies and Resources - Important to Résumé and Cover Letter writing: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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<p style="text-align: center;"><b>12</b></p> <p>2022 and beyond</p>	<p><b>Senior Career Consultations and Mentoring</b></p> <p><b>Industry Sectors Day (Including Manufacturing Tours)</b></p> <p><b>Real World Work-Based Learning</b></p> <ul style="list-style-type: none"> <li>• Internships</li> <li>• Apprenticeships</li> </ul> <p><b>Sponsor a Career Fair and Lunch &amp; Learns</b></p> <ul style="list-style-type: none"> <li>• Lunch with Adults from various careers</li> </ul> <p><b>Job Shadow or Service Learning Experience with adults in certain careers</b></p> <p><b>Reverse Job Fair</b></p> <ul style="list-style-type: none"> <li>• Students have a display board and/or portfolio about themselves and their skills to share with <i>community business professionals</i>, parents and community guests</li> </ul>
	<p><b>Sponsor Educator Tours to local businesses for CEU credit</b></p>