

THE SPRINGFIELD CITY SCHOOL DISTRICT

Business Advisory Council



JOINT STATEMENT
March 1, 2025



The Springfield City School District's Business Advisory Council (BAC) is committed to strengthening the workforce by fostering collaborations among schools, higher education institutions, and employers. Our BAC partnerships aim to ensure that our students are well-equipped to compete in the evolving job market.

The Springfield City School District Business Advisory Council strives to:

- Foster academic achievement and prepare students for future careers
- Support the growth and success of established and emerging businesses
- Retain skilled individuals within our local area
- Contribute to the development of Clark County as an attractive location for living and professional endeavors



In 2024, we built on the successes of 2023, continuing to grow and expand the initiatives that earned our Business Advisory Council (BAC) a two-star rating. As we await an increase in our star rating for this year's activities, we are proud to highlight the continued progress and impact we've made in workforce development and student career-readiness.



In 2023, the Springfield City School District celebrated significant strides made by its Business Advisory Council in its first year of award submission. The Council's innovative efforts to cultivate professional skills and build strong industry partnerships were recognized with a two-star rating from the Ohio Department of Education and Workforce.



As we look to 2024 and beyond, our commitment to broadening real-world opportunities for students remains steadfast. We continue to prioritize early engagement with industry-relevant experiences, ensuring that our students are well-equipped for success in the workforce.





SPRINGFIELD CITY SCHOOL DISTRICT

VISION

One Community:

Inclusive. Compelled. Future Ready.

MISSION

Foster a consistent, collaborative learning culture where each student is **engaged, encouraged** and **empowered** to achieve full potential.

VALUES

W Well-rounded
I Inclusive
L Learners
D Dedicated
C Collaborative
A Ambitious
T Trustworthy
S Service Oriented



S PORTRAIT OF A GRADUATE

ADAPTABLE

- Maintains a global perspective and values diversity within a multicultural society.
- Approaches life with a positive mindset and a willingness to grow and learn from a variety of sources.

CRITICAL THINKER

- Evaluates information from multiple sources, identifies credible sources and draws logical conclusions.
- Analyzes information, makes educated decisions and creates solutions.

LIFELONG LEARNER

- Fosters a desire to learn, is intrinsically motivated to continue learning and connects that knowledge to meaningful employment and productive citizenship.
- Commits to lifelong learning with actions that expand on-going knowledge and skills.

COMMUNITY-ORIENTED

- Supports their community through acts of service and strives to maintain healthy relationships with coworkers, family and community members.
- Respects the values of others while offering support to those in need, whether academic, emotional or through service.

EMPLOYABLE

- Collaborates as a team player, communicating effectively and solving problems while remaining flexible and open-minded when giving or receiving constructive feedback.
- Maintains a positive work ethic and demonstrates a willingness to improve while being open to new ideas and experiences.

S Springfield
CITY SCHOOL DISTRICT

Enrolled

Tell us your E!

Employed

Tell us your E!

Enlisted

Tell us your E!

READINESS FOR SUCCESS

Noncognitive skills, behaviors, and dispositions



WORK HABITS

In a task related environment, work habits are acquired behavior patterns regularly followed until they have become almost involuntary, dominant or regular dispositions or tendencies, prevailing character or qualities.

- Consistently demonstrates respectful and helpful behavior
- Always punctual and prepared
- Consistently displays a positive attitude
- Spends extra time to ensure tasks are well done
- Adheres to organizational protocol related to behavior, appearance, and communication



LEARNING STRATEGIES

Learning strategies are the megacognitive, self regulatory, and task oriented activities in which students engage to facilitate thinking, remembering, and understanding.

- Utilizes information, media, and/or digital literacy required to complete tasks
- Uses multiple strategies to recall facts, monitor comprehension, and self correct confusion or errors
- Consistently shows evidence of actively seeking, identifying, and using feedback to revise work to high quality
- Eager to explore new things and shows an active interest in learning



COLLABORATION

A student's capacity to work and communicate with other people in a process that requires interdependence to solve a problem, achieve a goal, or complete a task.

- Completes tasks assigned or agreed upon by the group
- Encourages the ideas, opinions, and contributions of others. leveraging individual strengths
- Seeks to obtain resolution of disagreements/conflicts to achieve a common goal
- Asks questions to deepen and/or clarify one's understanding when listening to others
- Actively participates and takes initiative on the activity/discussion, team meeting, or independent time and has personal strategies for staying focused

The Business Advisory Council Collaboration

The Business Advisory Council (BAC) Plan is developed by the Steering Committee, which regularly revises the plan based on feedback before submitting it to both the Ohio Department of Education and the Governor's Office, in accordance with the mandates of the Ohio Revised Code.

The Steering Committee is a joint effort between the Springfield City School District and the City of Springfield. Within this committee, a specialized workforce sub committee is responsible for investigating, assessing, and advising on the community's immediate labor needs. This sub committee also plays a crucial role in identifying real world challenges for our high school pathway courses and developing solutions. Additionally, a dedicated STEAM (Science, Technology, Engineering, Arts, Mathematics) sub committee has been formed to support Springfield High School in achieving STEAM accreditation.

Established in 1995, the Award of Excellence sub committee recognizes students who excel academically, exhibit strong character and leadership, and contribute significantly to their community. This award honors students with a GPA of 3.3 or higher who also make notable contributions to community service. The sub committee reviews over 100 applications annually and, in the coming year, will provide nearly \$10,000 in scholarships to students pursuing further education in either a trade or a college setting.



Mission

The purpose of the Springfield City School District BAC is to facilitate a collaborative partnership between the local business community and the District to support college or career readiness and personal success for every student by examining changes in the economy and job market; advocating for the employment skills most critical to business and industry; developing a working relationship among its members; and advocating for public education and the District within the greater Springfield community.



MEMBERSHIP

2024-2025 SPRINGFIELD CITY SCHOOL DISTRICT BUSINESS ADVISORY COUNCIL

MEMBER	EMPLOYER	INDUSTRY
John Brown	Park National Bank	Banking/Finance
Bryan Heck	City of Springfield	City Government
Kristy Kohl-McCready	Mercy Health Foundation	Healthcare
Karissa Lisch	Woerber Mustard Company	Food Production
Mike McDorman	Greater Springfield Partnership	Board of Trade
Dave Myers	McGregor Metalworking	Manufacturing
Pete Noonan	Midland Properties	Real Estate
Katy Osborn	Bricker Graydon	Legal Practitioners
Toni Overholser	Clark State College	Higher Education
Patrick Sheehan	Sheehan Brothers Vending	Vending Machine Operations
Chris Williams	Yaskawa America, Inc.	Robotics Automation

2024-2025 SPRINGFIELD CITY SCHOOL DISTRICT BUSINESS ADVISORY COUNCIL

MEMBER	SCHOOL BUILDING, DISTRICT OR ESC	TITLE
Nicole Cottrell, CPA	Springfield City School District	Chief Financial Officer
Carol Dunlap	Springfield City School District	Board Member
Joan Elder	Springfield City School District	Board Member
Ron Gordon, Ed.D.	Springfield City School District	Director of Community Initiatives
Robert F. Hill, Ed.D.	Springfield City School District	Chief Executive Officer
Malia Johnson	Springfield City School District	CBI Educator
Sarah Lemon	Springfield City School District	Business Outreach Coordinator
Kelli Liebherr	Springfield City School District	Transition Coordinator
Amy Stacy	Springfield City School District	Chief Strategy Officer

BUSINESS EDUCATIONAL LEAD

NAME	EMAIL	PHONE
Amy Stacy	stacyad@scsdoh.org	(937) 505-2828

SUMMER INTERNSHIPS

for Springfield High School Students

✓ Paid Opportunities ✓ Diverse Internship Fields

✓ Deadline to Apply **MARCH 14**

APPLY AT: clarkcounty.jobs → Student Internship Application



WORKFORCE SUBCOMMITTEE MEMBERS

MEMBER	EMPLOYER	INDUSTRY
John Brown	Park National Bank	Banking/Finance
Pamela Crosby	7-Eleven	Retail
Adam Groshans	Mercy Health	Healthcare
Jessimi Jones	Springfield Museum of Art	Arts
Kevin Matthies	Hauck Brothers HVAC	Construction Trades
Lindsay McKenna	City of Springfield	City Government
Chris Moore	City of Springfield	City Government
Adam Russell	Kapp Construction	Construction Trades
Kassie Scott	City of Springfield	City Government
Jeannie Seery	Sheehan Brothers Vending	Vending Machine Operations
Kara Williams	McGregor Metalworking	Manufacturing

STEAM SUBCOMMITTEE MEMBERS

MEMBER	EMPLOYER	INDUSTRY
Lisa Cunningham	Springfield City School District	Secondary Education
Ron Gordon, Ed.D.	Springfield City School District	Secondary Education
Emily Hartshorn	Springfield City School District	Secondary Education
Amy Korpieski	Springfield Museum of Art	Arts
Karissa Lisch	Woeber Mustard Company	Food Production
Rosie Matthies	Clark State College	Higher Education
Jamie McGregor	McGregor Metalworking	Manufacturing
Craig Myers, Ed.D.	Springfield City School District	Secondary Education
Kevin Schalnatt	Springfield City School District	Secondary Education
Tyler Wallin	Springfield City School District	Secondary Education
Chris Williams	Yaskawa America, Inc.	Robotics Automation

SCHEDULE OF MEETINGS

The Springfield City School District Business Advisory Council meets on a quarterly basis. The planned meeting dates for the 2023-2024 school year include:

September 25, 2024

November 20, 2024

February 19, 2025

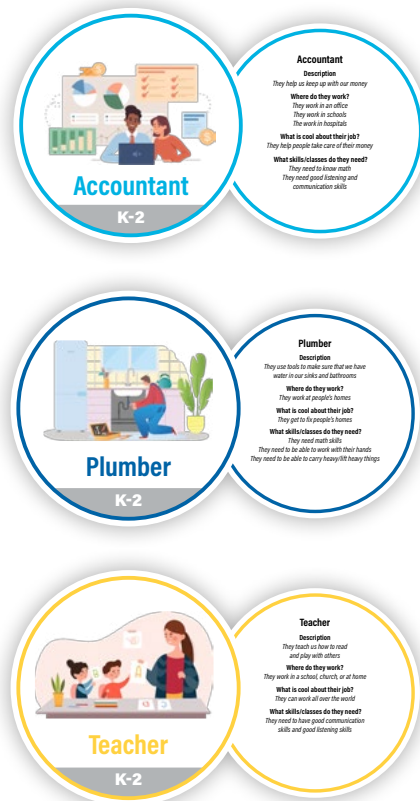
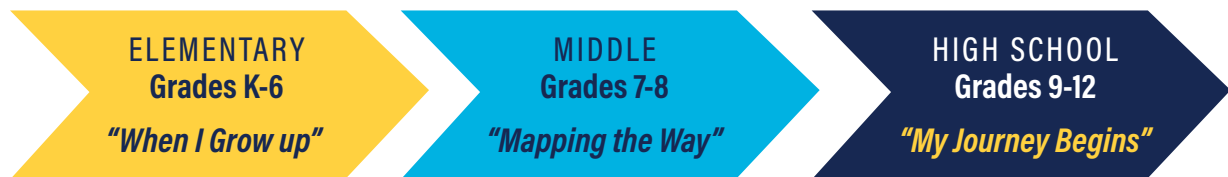
April 23, 2025



Responsibilities

The council shall advise and provide recommendations to the Board on matters specified by the Board including, but not necessarily limited to, the delineation of employment skills and the development of curriculum to instill these skills; changes in the economy and in the job market, and the types of employment in which future jobs are most likely to be available; and suggestions for developing a working relationship among businesses, labor organizations, and educational personnel to develop a pipeline for a local future workforce.

CAREER READINESS PROGRESSION



Meeting Minutes

September 25, 2024

November 20, 2024

February 19, 2025

April 23, 2025

2024-25 CAREER CALENDAR

AUGUST '24 National Back to School Month

- ✓ JA Career Exploration Curriculum Roll Out
- ✓ YouScience Assessment Middle School Career Exploration Course
- ✓ STEAM course (*Springfield High & School of Innovation*)

SEPTEMBER '24

International Update Your Resume Month

- ✓ Résumé workshop (*Springfield High*)
- ✓ Middle School Career Leadership (MSCL) Program Introduction
 - ✓ Tie into Career Exploration Class
 - ✓ Apply for Middle School Career Leadership
- ✓ Career Tables (*Springfield High & School of Innovation*)

OCTOBER '24 Manufacturing Month

- ✓ Middle School Career Exploration (*Start Next Course*)
- ✓ JA Inspire
- ✓ Wit and Wisdom (*K-6*)
- ✓ Workshop with Masonic Home
- ✓ Career Tables (*Springfield High & School of Innovation*)
- ✓ Community Speakers

NOVEMBER '24 National Career Development Month

- ✓ Middle School Career Leadership (MSCL)
 - ✓ Speed Dating for Careers Session
 - ✓ Planning Sessions
- ✓ Career Table (*Springfield High & School of Innovation*)
- ✓ City of Springfield Legacy 24

DECEMBER '24 National Write A Business Plan Month

- ✓ City of Springfield Legacy 24

JANUARY '24 What is Your Ideal Career

- ✓ Middle School Career Exploration (*Start Next Course*)
- ✓ Career Tables (*Springfield High & School of Innovation*)
- ✓ City of Springfield Legacy 24
- ✓ GSP - Internship Application Opens and Promotion of Available Positions

FEBRUARY '24 Career Progression Month

- ✓ Career Tables (*Springfield High & School of Innovation*)
- ✓ City of Springfield Legacy 24

OPPORTUNITIES STILL TO COME

MARCH '25 National Social Work Month

- Middle School Career Exploration (*Start Next Course*)
- Tell Us Your E Video Shoot (*Senior Class*)
- Career Tables (*Springfield High & School of Innovation*)
- Industry Tour School of Innovation
- Clark State College Informational Fair (*Springfield High*)
- City of Springfield Legacy 24

APRIL '25 National Occupational Therapy Month

- GSP - Career Fair
- GSP - Training Day
- District Wide Service Day
- Springfield High Career Fair
- City of Springfield Legacy 24

MAY '25 National Military Appreciation Month

- In Demand Jobs Week
- Governor's Office of Workforce Transformation
<https://topjobs.ohio.gov/week>
- 8th Grade Career Exploration
- Internship Interview Day GSP
- City of Springfield Legacy 24

Student ENGAGEMENT

To effectively plan their careers, students need to explore a wide range of local and global opportunities. Understanding the requirements for these careers is crucial. By gaining insight into various professions, they can better prepare for the future, aligning their education and skills with their career aspirations.



SCHOOLS MUST provide students with both in school and external career experiences, aiding them in crafting suitable post-high school plans. This involves guiding students through the exploration of various career paths and educational opportunities.



INDUSTRY MUST offer career experiences that allow students to discover potential paths and advise both schools and students on effectively transitioning towards chosen careers. This partnership is vital for preparing students for future success.



ACCOMPLISHMENTS

The Springfield City School District has made significant strides in advancing student career readiness:

- **Career Exposure Growth:** Career exposures increased by 14%, reaching **7,410** students, with expanded initiatives for middle and elementary students.
- **Career Aptitude Assessments:** The YOUScience program saw a **54% increase**, with **2,110** students completing career aptitude assessments.
- **Student Employment Support:** **160** more students (a **10% increase**) obtained employment and work permits, supported through guided application assistance.
- **Internship Opportunities:** **30** students secured higher-level employment through the **Magnify Internship program**, in collaboration with community partners.
- **Hands-On Learning:** Innovative programs like **Makerspace (361 students)** and **YOUmedia (3,408 students)** enhanced technical skills and digital literacy.
- **Career Event Participation:** **11,100** students (a **22% increase**) engaged in career related events, including fairs, career visits internal and external, college resources day, resume and interview workshops.
- **Targeted Support:** The **Career Advocacy Program** provided personalized career guidance to **30 at-risk middle school students**.

CONCLUSION

Through strategic partnerships, innovative programming, and targeted career readiness initiatives, the Springfield City School District continues to expand opportunities for students at all levels. By increasing career exposures, strengthening hands-on learning experiences, and fostering meaningful employment connections, the district remains committed to preparing students for successful futures in an evolving workforce.

Parent & Community ENGAGEMENT

Enhancing parental and community understanding of available educational and career pathways is vital. Empowering them as advocates for student success is imperative for leveraging our region's abundant opportunities effectively.



SCHOOLS MUST transparently communicate current initiatives preparing students for their futures. Emphasizing the diverse range of industries leading to successful careers is crucial in engaging parents and the community effectively.



INDUSTRY MUST facilitate opportunities for community exposure to local career options. Such initiatives enhance understanding and promote the availability of diverse career pathways within the community.



ACCOMPLISHMENTS

- **Career Events Calendar & Engagement Menu:** Developed and launched a district wide career events calendar and career engagement menu, enhancing accessibility through our website and social media channels.
- **"Tell Us Your E" Campaign:** Introduced an initiative highlighting post graduate student successes in **Employment, Enlistment, and Enrollment**, fostering a culture of celebration and inspiration.
- **CatChat Podcast:** Produced and hosted over **10 episodes** of the **CatChat Podcast**, featuring community connections, distinguished alumni, and **CatDen** updates to strengthen collaboration and engagement.
- **CAP Program:** Launching in **Spring**, this program supports at risk students, helping them finish the school year strong while preparing them for the next year with renewed career aspirations.

CONCLUSION

Through these initiatives, the district continues to expand opportunities for students, celebrate their achievements, and strengthen community connections. By fostering engagement and accessibility, we are committed to empowering students for success in their future careers and education.

Industry ENGAGEMENT

Efficient career experiences like internships require a centralized hub for industry school connections, streamlining opportunities such as job shadowing and apprenticeships.



SCHOOLS MUST offer flexible scheduling to enable student participation in career experiences, ensuring they can engage effectively in opportunities beyond the classroom.



INDUSTRY MUST forge meaningful partnerships and invest in providing students with valuable career experiences during their schooling years, fostering early career exploration and readiness.



ACCOMPLISHMENTS

- Conducted an annual resume workshop tailored for Springfield High School (SHS) and School of Innovation (SOI) students, equipping them with essential skills for future career opportunities.
- Hosted the 7th annual career fair, which continues to expand each year, with over 40 businesses participating—driven by positive feedback and support from the Business Advisory Council (BAC).
- Hosted four BAC meetings and four subcommittee meetings to assess goals developed in the BAC plan and create implementation teams to support students in career readiness and workforce development.
- Actively collaborating as part of the Greater Springfield Partnership Jobs and Job Readiness Committee and Internship Program. This initiative connects students with high level summer employment, and we anticipate doubling student involvement this year due to increased marketing efforts targeting parents.
- Engaged over 400 students in both the Junior Achievement Inspire Career Exposure event and the Greater Springfield Partnership 8th Grade Career Fair. These events are available to students upon completing the YouScience Aptitude assessment, ensuring they are matched with opportunities that align with their strengths and interests.

CONCLUSION

Through these initiatives, we are providing students with meaningful career exposure, skill development, and employment opportunities. As we continue these efforts through the end of the year, we remain committed to expanding student engagement, strengthening community partnerships, and enhancing workforce readiness for Springfield's future leaders.

Educator ENGAGEMENT

Educators play a pivotal role in guiding students towards career success. With adequate training, curriculum tools, and industry support, they enhance their own awareness, knowledge, and skills to effectively assist students in career planning.



SCHOOLS MUST offer educators opportunities to connect with careers and curriculum aimed at providing students with practical experiences to aid in post-high school planning.



INDUSTRY MUST dedicate time and resources to support the region's career connections initiatives, recognizing and addressing the challenges educators encounter in facilitating these efforts effectively.



ACCOMPLISHMENTS

- Facilitated Professional Development Opportunities – Hosted structured career exploration training for educators, aligning classroom instruction with industry expectations and workforce demands.
- Expanded Industry Collaboration for Educators – Partnered with local businesses to bring industry leaders into schools, allowing educators to gain direct insights into evolving career fields and skill requirements.
- Launched Career Exploration Curriculum Enhancements – Supported teachers in implementing career exploration frameworks, such as YouScience and Junior Achievement Career Foundation courses, ensuring students receive informed career guidance.
- Developed Plans for Future Workforce Training – Established a roadmap for professional development workshops, aiming to create long-term opportunities for educators to stay connected with industry advancements.

CONCLUSION

Through these initiatives, we are strengthening educator engagement with industry partners, equipping teachers with the knowledge and resources needed to guide students toward successful career pathways. By continuing to build these connections, we ensure that our educators remain informed and empowered to integrate real world workforce trends into their teaching, ultimately benefiting both students and the local economy.

Policy & Advocacy

A statewide strategy is essential for effectively addressing the evolving demands of the workforce landscape, ensuring comprehensive solutions that can adapt to ongoing changes and meet the diverse needs of all stakeholders.



SCHOOLS MUST actively communicate with policymakers to articulate the needs and challenges faced by K 12 partners, facilitating informed decision making and collaborative solutions for educational advancement.



INDUSTRY MUST play a crucial role in informing policymakers about the specific requirements of our future workforce, facilitating informed decision making and effective policy development.



ACCOMPLISHMENTS

- As a member of the **Greater Springfield Partnership Expand 2029** campaign, the Springfield City School District (SCSD) contributed to a community wide effort that successfully raised **\$6.6 million** to strengthen school-business partnerships. A key pillar of this initiative is increasing the time business partners spend in Clark County schools, reinforcing the connection between education and workforce development. One major outcome is the planned implementation of **career navigators** for all **8th, 10th, and 12th-grade students**, utilizing the **YouScience assessment** to help guide students in exploring and planning their futures.
- As an active participant in the **Jobs and Job Readiness Committee** within the Greater Springfield Partnership, SCSD prioritizes key policy initiatives such as **expanding transportation access** and strengthening collaboration between businesses and education. These efforts ensure students have the necessary resources and opportunities to succeed in the workforce.
- SCSD has also partnered with the **Greater Springfield Partnership** to establish a **citywide education committee** that meets **quarterly** to focus on improving student outcomes. By bringing together local businesses, educators, and community leaders, this initiative fosters coordinated strategies to address systemic challenges, pool resources, and provide comprehensive support for students' academic and career success.

CONCLUSION

Through strong partnerships and advocacy, SCSD continues to drive meaningful policy changes that expand opportunities for students and strengthen workforce readiness. These collaborative efforts ensure sustained community investment in education, equipping students with the tools and support they need to thrive in their future careers.

STEAM Group

The Springfield High School STEAM re-accreditation group ensures adherence to the Ohio Department of Education and Workforce quality standards, fosters interdisciplinary learning, and enhances innovation in science, technology, engineering, arts, and mathematics education.



ACCOMPLISHMENTS

- Through collaboration with industry partners, the Springfield City School District (SCSD) has **co created six career pathways** and a **career exploration curriculum** aligned with workforce demands. This partnership ensures that students receive relevant education and training, equipping them with the skills needed to succeed in evolving career fields.
- To further support career readiness, SCSD implemented a **mandatory STEAM Foundations course for freshmen**, integrating **YouScience** to help students explore potential career pathways. This course empowers students to make informed decisions about their academic and professional futures, fostering individualized learning and career alignment.
- To accommodate this critical addition, SCSD **adjusted graduation credit requirements from 20 to 21 credits**, ensuring students receive enhanced career-focused learning opportunities while maintaining rigorous academic standards. Additionally, the district leverages **YouScience and STEAM curriculum** to connect students with local industry leaders, who provide valuable insights and real world career exposure.
- **Facilitated over 50 career visits**, giving students first hand exposure to various industries.
- **Hosted mock interviews and resume workshops for more than 200 students**, equipping them with essential job seeking skills.
- **Convened the STEAM Advisory Committee twice**, ensuring goals are outlined and strategic plans are in place to meet workforce and educational needs.

CONCLUSION

SCSD remains committed to strengthening STEAM education by aligning curriculum with industry demands, increasing career exploration opportunities, and fostering strong business partnerships. These initiatives not only enhance student learning experiences but also build a workforce ready community that benefits both students and local employers.

What We Learned

In the Dayton region, employers consistently highlight a significant skills gap, particularly in non-cognitive abilities among job seekers. This disparity underscores the critical need for ongoing collaboration between employers and educators to bridge this gap effectively. The Business Advisory Council (BAC) serves as a vital conduit, offering valuable resources and seeking partnerships with the district to bolster workforce readiness efforts. Within the BAC, discussions have underscored the importance of educational pathways, certifications, and stackable certificates in equipping students with the skills necessary for in-demand jobs and enriching their work-based learning experiences.

Moreover, BAC council members emphasize the significance of early intervention in addressing this gap, advocating for proactive engagement with students and families, beginning from the elementary level. This approach aims to increase exposure to various career clusters, facilitate effective career planning, and provide essential education on the skills and resources imperative for future career success. By fostering collaboration between educators and industry leaders and implementing targeted interventions at an early stage, the district aims to equip students with the competencies needed to thrive in the workforce and contribute meaningfully to the region's economic prosperity. Individuals seeking further details and resources are encouraged to explore the Business Advisory Council (BAC) website.



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Road to **SUCCESS**

Where Classrooms & Careers Intersect



Springfield
CITY SCHOOL DISTRICT



BUSINESS



Business careers can offer an exciting, rewarding career path for anyone. With sufficient training and experience, business professionals can work in various fields, including accounting, marketing, finance and management. There are plenty of promising careers to choose from in the business sector, and many have excellent job outlooks, so it's important to understand your choices.

9TH GRADE

STEAM Foundations 1 semester

A course helping students explore their interests and careers that align with their aptitudes.

10TH GRADE

Entrepreneurship 1 semester

11TH GRADE

Accounting 1 semester

Accounting 2 1 semester

Marketing 1 semester

BUSINESS CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
General and Operations Managers	\$41.20	\$23.32	953	Bachelor's degree
Customer Service Representatives	\$18.51	\$13.94	850	High school diploma or equivalent
Office Clerks, General	\$19.23	\$14.18	758	High school diploma or equivalent
Secretaries and Administrative Assistants, (Except Legal, Medical, and Executive)	\$19.47	\$15.63	557	High school diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	\$20.48	\$15.72	494	Some college, no degree
First-Line Supervisors of Office and Administrative Support Workers	\$28.89	\$19.90	383	High school diploma or equivalent
Shipping, Receiving, and Inventory Clerks	\$18.70	\$15.72	341	High school diploma or equivalent
Receptionists and Information Clerks	\$15.91	\$12.74	320	High school diploma or equivalent



IN-DEMAND CAREERS

Data Analysts
Digital Marketing Specialist
Financial Analysts
Human Resource Manager
Management Consultants
Supply Chain Managers
IT Project Managers
Market Research Analysts
Sales Managers
Cybersecurity Analysts
Healthcare Administrators
E-Commerce Managers
Customer Success Manager
Compliance Officer
Risk Manager

12TH GRADE

Customer Service & Retail

2 semesters

IC: RISE Up Customer Service and Sales (6)

IC: RISE Up Retail Industry Fundamentals (6)

Lean Six Sigma

2 semesters

IC: Lean Six Sigma Yellow Belt (3)

IC: Lean Six Sigma Green Belt (6)

Career-Based Experience

Apprenticeship / Internship / Work Experience

BEYOND

POSTSECONDARY

Accounting

Clark State Program

Business Transfer - Wright State

Clark State Program

Management

Clark State Program

BUSINESS CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Farmers, Ranchers, and Other Agricultural Managers	\$30.58	\$19.95	319	High school diploma or equivalent
Human Resources Specialists	\$27.88	\$18.65	305	Bachelor's degree
Business Operations Specialists	\$30.96	\$20.38	260	Bachelor's degree
Software Developers	\$54.71	\$35.34	212	Bachelor's degree
Managers	\$50.53	\$37.64	190	Bachelor's degree
Project Management Specialists	\$40.91	\$25.67	182	Bachelor's degree
Market Research Analysts and Marketing Specialists	\$32.07	\$21.06	181	Bachelor's degree
Financial Managers	\$59.18	\$34.86	180	Bachelor's degree



CULINARY ARTS



Culinary arts covers everything from the preparation, cooking, plating, presentation and serving of food. If you are passionate about food and want to turn that into a profession, a culinary education can be the perfect springboard for an exciting career.

9TH GRADE

STEAM Foundations 1 semester

A course helping students explore their interests and careers that align with their aptitudes.

10TH GRADE

Introduction to Culinary Arts 1 semester

11TH GRADE

Hospitality & Tourism (Culinary) Springfield Clark CTC

Culinary Arts 1 semester

IC: ServSafe Food Handler (1), ServSafe Allergens (1), ServSafe Manager (1)

Global Foods 1 semester

Sports Nutrition 1 semester

CULINARY ARTS CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Waiters and Waitresses	\$11.88	\$23.32	606	None
First-Line Supervisors of Food Preparation and Serving Workers	\$17.26	\$13.94	463	High school diploma or equivalent
Cooks, Restaurant	\$14.95	\$14.18	402	None
Cooks, Institution and Cafeteria	\$16.97	\$15.63	236	None
Cooks, Fast Food	\$13.85	\$15.72	231	None
Bartenders	\$11.92	\$19.90	152	None
Food Servers, Nonrestaurant	\$13.51	\$15.72	145	None
Food Service Managers	\$29.47	\$12.74	125	High school diploma or equivalent



IN-DEMAND CAREERS

Chefs and Head Cooks
Nutritionists and Dieticians
Event Planners
Sous Chefs
Food and Beverage Managers
Food Entrepreneurs
Pastry Chefs/Bakers
Catering Managers
Research and Development Chefs
Culinary Educators
Hospitality and Culinary Consultants
Corporate Chefs
Food Scientists
Food Safety Inspectors
Food Stylists

12TH GRADE

Hospitality & Tourism (Culinary)
Springfield Clark CTC

Career Based Experience
Apprenticeship/Internship/
Work Experience

BEYOND

POSTSECONDARY

Culinary Entrepreneurship
Sinclair Community College

Culinary Management
Sinclair Community College

**Culinary Skills and
Food & Beverage Operations**
Sinclair Community College

CULINARY ARTS CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Dining Room and Cafeteria Attendants and Bartender Helpers	\$12.40	\$19.95	117	None
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	\$11.25	\$18.65	116	None
Bakers	\$14.95	\$20.38	94	None
Cooks, Short Order	\$11.88	\$35.34	81	None
Chefs and Head Cooks	\$22.60	\$37.64	43	High school diploma or equivalent
Meeting, Convention, and Event Planners	\$21.97	\$25.67	29	Bachelor's degree
Dietitians and Nutritionists	\$30.72	\$21.06	23	Bachelor's degree



DIGITAL MEDIA



Digital media involves the creation of audio, video, websites, social media and applications using technology such as the internet and electronics. Electronic devices can help design, update and transmit digital media.

9TH GRADE

STEAM Foundations 1 semester

A course helping students explore their interests and careers that align with their aptitudes.

10TH GRADE

Introduction to Digital Media 1 semester

11TH GRADE

Art & Communications Career Springfield Clark CTC

Adobe Animate
2 semesters
IC: Adobe Animate (4)

Adobe Photoshop
2 semesters
IC: Adobe Photoshop (4)

Video Production
2 semesters

DIGITAL MEDIA CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Art Directors	\$37.74	\$27.07	18	Bachelor's degree
Computer Systems Analysts	\$47.60	\$34.95	115	Bachelor's degree
Data Scientists	\$43.13	\$27.02	26	Bachelor's degree
Floral Designers	\$13.08	\$10.72	21	High school diploma or equivalent
Graphic Designers	\$24.86	\$16.39	51	Bachelor's degree
Information Security Analysts	\$50.05	\$32.07	21	Bachelor's degree
Marketing Managers	\$61.88	\$40.05	49	Bachelor's degree
Music Directors and Composers	\$29.81	\$17.88	18	Bachelor's degree



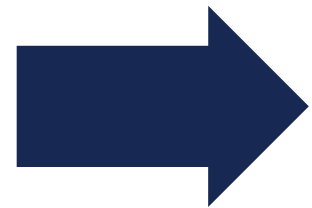
IN-DEMAND CAREERS

Digital Marketing Manager
Social Media Manager
Content Creator
Digital Strategist
Graphic Designer
Video Editor
Web Developer
UX/UI Designer
Digital Media Analyst
E-Commerce Specialist
Virtual Reality Content Creator
Data Scientist
Augmented Reality Creator
Live Streaming Producer
Digital Media Sales

**12TH
GRADE**

BEYOND

POSTSECONDARY



Art & Communications Career
Springfield Clark CTC

New Media
Clark State Program

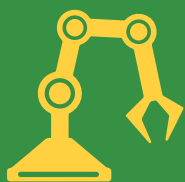
New Media - Web Design
Clark State Program

Graphic Design
Clark State Program

Career Based Experience
Apprenticeship / Internship /
Work Experience

DIGITAL MEDIA CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Musicians and Singers	\$23.56	\$13.65	53	None
Photographers	\$16.97	\$12.31	27	High school diploma or equivalent
Printing Press Operators	\$17.60	\$14.28	42	High school diploma or equivalent
Sales Managers	\$64.04	\$34.71	105	Bachelor's degree
Software Quality Assurance Analysts and Testers	\$42.36	\$28.61	29	Bachelor's degree
Web and Digital Interface Designers	\$37.79	\$20.38	24	Bachelor's degree
Writers and Authors	\$23.99	\$17.16	25	Bachelor's degree



ENGINEERING & MANUFACTURING



Engineering is the practice of using natural science, mathematics, and the engineering design process to solve technical problems, increase efficiency and productivity, and improve systems. Manufacturing specific activities used to convert raw materials into finished products, such as milling, grinding, turning, and welding, are known as manufacturing processes.

9TH GRADE

STEAM Foundations

1 semester

A course helping students explore their interests and careers that align with their aptitudes.

Intermediate Coding

1 semester

IC: Information Technology Specialist - Python (1)

10TH GRADE

Introduction to Engineering Design/Computer Integrated Manufacturing

2 semesters

Robotics 1

1 semester

Operation and programming of collaborative robots

Robotics 2

1 semester

IC: Certified Robot Operator (3)

11TH GRADE

Material Science & Technology

2 semesters

Autodesk CAD / 3D Design

2 semesters

IC: Autodesk CAD Fusion 360 (4)

Robotics 3

1 semester

IC: Handling Tool Operation and Programming (6)

ENGINEERING & MANUFACTURING CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Architectural and Engineering Managers	\$47.69	\$43.37	42	Bachelor's degree
Computer Network Support Specialists	\$32.69	\$26.30	42	Associate's degree
Computer Numerically Controlled Tool Operators	\$19.52	\$15.67	121	High school diploma or equivalent
Computer Occupations, All Other	\$41.97	\$26.97	45	Bachelor's degree
Computer Systems Analysts	\$47.60	\$34.95	115	Bachelor's degree
Computer User Support Specialists	\$22.60	\$16.92	167	Some college, no degree
First-Line Supervisors of Production and Operating Workers	\$30.91	\$22.74	294	High school diploma or equivalent
Industrial Engineers	\$41.49	\$29.81	165	Bachelor's degree



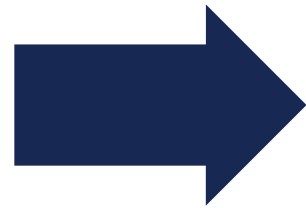
IN-DEMAND CAREERS

Mechanical Engineer
Electrical Engineer
Software Engineer
Robotics Engineer
Industrial Engineer
Automation Engineer
Supply Chain Engineer
Biomedical Engineer
Aerospace Engineer
CNC Machinist
Welding Technician
Electrical Technician
Logistics Coordinator
CAD/CAM Engineer
Machine Operator

**12TH
GRADE**

BEYOND

POSTSECONDARY



Manufacturing Engineering Technology
Clark State Program

Mechanical Engineering Technology
Clark State Program

Computer-Aided Design Technology
Clark State Program

Career Based Experience
Apprenticeship / Internship / Work Experience

ENGINEERING & MANUFACTURING CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Logisticians	\$37.88	\$25.63	61	Bachelor's degree
Machinists	\$23.41	\$16.88	239	High school diploma or equivalent
Mechanical Engineers	\$35.38	\$25.72	125	Bachelor's degree
Network and Computer Systems Administrators	\$40.91	\$30.82	113	Bachelor's degree
Project Management Specialists	\$40.91	\$25.67	182	Bachelor's degree
Software Developers	\$54.71	\$35.34	212	Bachelor's degree
Welders, Cutters, Solderers, and Brazers	\$20.91	\$18.65	217	High school diploma or equivalent



HEALTHCARE



This pathway prepares you to pursue health-related degrees and professions, offering a foundation of knowledge and skills. Areas of focus are ethics, professionalism, prevention (wellness), diagnostics, therapeutics and rehabilitation.

9TH GRADE

STEAM Foundations 1 semester

A course helping students explore their interests and careers that align with their aptitudes.

10TH GRADE

Principles of Biomedical Science PLTW 2 semesters

11TH GRADE

Dental Assisting Springfield-Clark CTC

Emergency Medical Tech Springfield-Clark CTC

Medical Assisting Springfield-Clark CTC

Nurse Assisting Springfield-Clark CTC

STNA Certification Course

1 semester - 1 credit

IC: State Tested Nurse Assistant STNA (12)

IC: Occupational Safety and Health
Administration 10-Hour (1)

Patient Centered Care

1 semester - 1 credit

IC: Patient Care Technician (12)

HEALTH CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Dental Assistants	\$22.26	\$16.73	118	Postsecondary non-degree award
Dental Hygienists	\$36.63	\$28.37	79	Associate's degree
Home Health Aides	\$13.94	\$11.63	199	High school diploma or equivalent
Licensed Practical and Licensed Vocational Nurses	\$25.96	\$23.37	450	Postsecondary non-degree award
Medical and Health Services Managers	\$51.49	\$33.75	153	Bachelor's degree
Medical Assistants	\$18.08	\$15.63	221	Postsecondary non-degree award
Medical Records Specialists	\$19.33	\$16.06	67	Postsecondary non-degree award
Medical Secretaries and Administrative Assistants	\$18.41	\$15.38	225	High school diploma or equivalent



IN-DEMAND CAREERS

Registered Nurse
Physician Assistant
Nurse Practitioner
Physical Therapist
Occupational Therapist
Pharmacist
Medical Technologist
Respiratory Therapist
Dental Hygienist
Physical Therapy Assistant
Radiologic Technologist
Diagnostic Medical Sonographer
Medical Assistant
Health Information Manager
Speech Language Pathologist

12TH
GRADE

BEYOND

Medical Laboratory Technology
Clark State Program

Occupational Therapy Assistant
Clark State Program

Physical Therapy Assistant
Clark State Program

Registered Nursing
Clark State Program

Dental Assisting
Springfield-Clark CTC

Emergency Medical Tech
Springfield-Clark CTC

Medical Assisting
Springfield-Clark CTC

Nurse Assisting
Springfield-Clark CTC

Biotechnology
2 semesters

Anatomy & Physiology CCP
2 semesters

Career Based Experience
Apprenticeship / Internship /
Work Experience

HEALTH CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Nurse Practitioners	\$51.78	\$48.89	93	Master's degree
Nursing Assistants	\$16.68	\$14.86	765	Postsecondary non-degree award
Pharmacists	\$63.65	\$33.61	106	Doctoral or professional degree
Pharmacy Technicians	\$18.51	\$14.47	149	High school diploma or equivalent
Physicians, All Other	\$90.48	\$28.46	107	Doctoral or professional degree
Radiologic Technologists and Technicians	\$32.98	\$27.79	68	Associate's degree
Registered Nurses	\$37.60	\$30.24	1,031	Bachelor's degree



UNMANNED AERIAL SYSTEMS



UAS are air vehicles and associated equipment that do not carry a human operator, but instead are remotely piloted or fly autonomously.

9TH GRADE

STEAM Foundations 1 semester

A course helping students explore their interests and careers that align with their aptitudes.

10TH GRADE

Aerospace Engineering PLTW 2 semesters

11TH GRADE

Unmanned Aerial Systems 1 2 semesters

IC: FAA 107 Remote Pilot Certification (6)
IC: Small Unmanned Safety (6)

UNMANNED AERIAL SYSTEMS CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Hydrologists	\$39.86	\$27.45	1	Bachelor's degree
Geoscientists, Except Hydrologists and Geographers	\$35.43	\$23.85	2	Bachelor's degree
Environmental Scientists and Specialists, Including Health	\$33.61	\$23.41	9	Bachelor's degree
Cartographers and Photogrammetrists	\$32.16	\$23.61	2	Bachelor's degree
Agricultural Inspectors	\$29.18	\$23.85	2	Bachelor's degree



IN-DEMAND CAREERS

Drone Pilot
UAS Technician/Engineer
Remote Sensing Specialist
Geographic Information System Analyst
Agricultural Drone Specialist
Drone Software Developer
UAS Safety Officer
Drone Delivery Specialist
Forensic Drone Analyst
Environmental Monitoring Specialist
UAV Traffic Management
Precision Landing System Engineer
Defense and Security Specialist
Drone Photographer
Aerial Surveyor

**12TH
GRADE**

Unmanned Aerial Systems 2 2 semesters

IC: Visual Line of Sight Systems: Flight Training (6)
IC: Visual Line of Sight Systems: Ground School (6)

BEYOND

POSTSECONDARY

Unmanned Aerial Systems
Sinclair Community College

Geospatial Technology
Clark State Program

UAS Operations & GIS Technology
Clark State Program

UNMANNED AERIAL SYSTEMS CAREER WAGES

Typical Job	Median Hourly Earnings	Entry Level Wages	Local Positions (2024)	Typical Work Experience Required
Surveyors	\$25.91	\$18.85	5	Bachelor's degree
Electro-Mechanical and Mechatronics Technologists and Technicians	\$24.04	\$20.43	6	Associate's degree
Photographic Process Workers and Processing Machine Operators	\$22.79	\$16.15	1	High school diploma or equivalent
Agricultural Equipment Operators	\$20.72	\$17.55	27	None
Agricultural Technicians	\$17.50	\$13.70	4	Associate's degree



CAREER PASSPORT

YouScience: My Discovery Profile Summary

MY APTITUDES

An aptitude is a natural talent that comes more easily to you than others.

My aptitudes tell me that I am:

MY INTERESTS

An interest is something that peaks your curiosity and you would like to try and explore.

I am interested in things that are:

MY TIMEFRAME ORIENTATION

Timeframe Orientation affects the kinds of goals you set for yourself and how you approach them.

My TimeFrame Orientation is:

MY WORK APPROACH

A work approach is how you respond to your environment, solve problems, and manage your interpersonal relationships.

My Work Approach is:

MY INTERPERSONAL STYLE

Interpersonal Style are habits that are unique to your way of perceiving the world and of interacting with it.

My Interpersonal Style is:

MY TOP 3 CAREER CLUSTERS

Career Clusters are groups of occupations with similar features, knowledge and skills sets.

MY TOP 5 CTE PATHWAYS

MY TOP 5 RECOMMENDED CAREERS

NOTES

