



# MEETING NOTES

*Meeting Notes are not official until voted on by the Board of Education at its following Regular Meeting.*

1. The meeting was called to order at 6:30 p.m.
2. Members present: Ms. Arnold, Mrs. Crowley, Mrs. Murdoch, Mr. Perry, and Mr. Vorst
3. The Pledge of Allegiance to the Flag
4. The Board of Education adopted the agenda.
5. Credential Programming Update – Mark Tremayne and Jake Grantier

Mr. Stewart stated we have one presentation tonight that I'm excited for you to hear. We had a conversation as a group here recently. One of the outcomes was a commitment to continuing to focus on the work of the strategic plan and the commitment plan. And I think I said, don't worry, it's coming. So here is the first of a series of updates you'll see on the work going on because of the strategic and commitment plans. I'm particularly excited about this presentation just because if there's another district in the state that's doing this work this way, I'm not aware of it, and I think what you're going to hear is something that's both good for all kids and a safety net for kids that maybe don't see the traditional pathway to graduation. I will pause there and turn it over to Mark and Jake, and we'll get started.



Alright, thank you for having us tonight.

Dave talked a little bit about other districts finding out that we're doing this work and getting emails asking how you're doing it and what your approach is. We think it's going to empower every learner.

So today, we're going to focus a lot on credentialing and how that can benefit our kids, give you an update on where we are currently and where we're headed, and it is pretty profound. It's going to touch every student, and we talk about every student with that exception. That is really true in this case. We try to do that in every case. Every student will be touched. As we go through tonight's presentation, please take notes, ask questions, and interrupt us as we present. We want to be able to respond to you in a meaningful way.

So, to get started, we're just going to do a quick review of the complex graduation requirements we have here in Ohio.

## Graduation

Graduation is a PreK-12 endeavor - while students don't start accumulating credits and demonstrating competency until middle school or high school, the skills necessary to meet state and local graduation requirements begin to develop as early as elementary school.

As a reminder, there are three buckets to graduation from high school. The first is credit completion, the second is competency, and the third is readiness. In Hilliard, students have to earn 21 and a half credits, a credit and a half over the state minimum, in specific disciplines.

The second bucket is technically or is really the hardest for us to overcome for students. And that is competency in Algebra 1 and English Language Arts 2. So, when we're looking at proactive and reactive solutions to helping students achieve a high school diploma, that is where most of our at-risk students fall.

The third is readiness, achieving two or more SEALs, one of which needs to be state-defined. So, when we look at credentialing opportunities and embed them into experiential learning throughout a student's 7-12 journeys, we're looking for those opportunities to add value, not only in terms of credit but also as an alternative pathway to graduation and an opportunity to demonstrate post-secondary readiness.

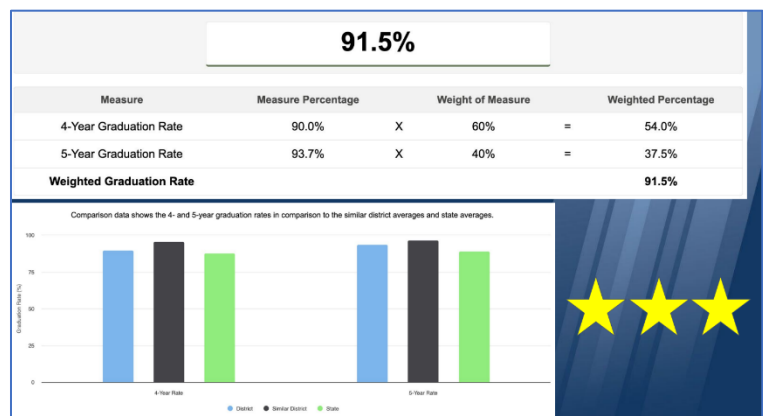


Again, graduation is not just a high school issue. This is a PK-12 endeavor. We are committed to ensuring that every student, once they start with us in Hilliard, whether in kindergarten, seventh grade, or ninth grade, has the opportunity to build skills through graduation and not just achieve or attain a high school diploma.

So, tonight, we're going to be focused on those two career-focused activities, as Dave said, as an alternative pathway to graduation for students who may struggle to demonstrate competency on an end-of-course test but also providing every student as they matriculate through their secondary journey to demonstrate post-secondary readiness.

Molly Walker recently shared an update on our report card. We're going to dig just a little bit deeper into that graduation rate. As a reminder, the graduation rate is one of those measures that lags by a year. We made some moderate gains in our five-year graduation rate. Because the graduation rate lags by a year, it takes into account both summer graduates and fifth-year graduates. This is actually looking at the cohort of 2023.

We are excited about our gains regarding graduation and helping students cross that finish line. We're confident in our abilities to get that fourth star by next fall's state report card when it is released.



Before I turn it back over to Mark, in the most recent iteration of our commitment plan, we have not only ensured or committed that 100 percent of students will meet all state-mandated requirements for graduation but that 100 percent of our students in grades 7 through 12 will have the opportunity to earn

a 12 point industry-recognized credential in a specific career field again, not only to prepare them for post-secondary readiness but also so that we as a district can get a rating of 4 or more stars on that college, career, workforce, and military rating, a component that we'll talk about in just a minute.

That 100 percent that Jake was referring to is unprecedented. I don't think anybody in the state of Ohio with those complex graduation requirements is doing anything like this. So, 100 percent of our kids will have access to earn those 12 industry-recognized credential points. We've talked about how everyone in health class is getting CPR certification; not everyone is doing this. They teach a little bit about CPR but getting the actual certification is unprecedented. We're building out an infrastructure to ensure that every student capitalizes on those credentials.

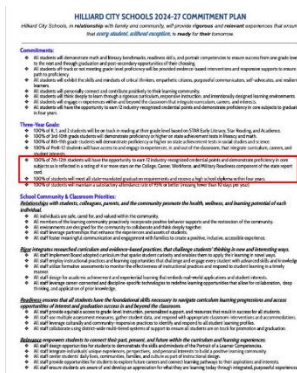
My son is in college now. He got an industry-recognized credential, and as a byproduct, he gets three college credits for it. So, some of this is articulated college credit. Dave alluded to our strategic plan, and that has really aligned us. I feel like there's a ton of synergy not only within our academic team but within the system as a whole.

We're all working in a concerted effort to execute this strategic plan. Graduation success and Jake just showed those three different ways, which are important as we backward engineer this so that our students have opportunities in the four E's. Enroll in higher ed, enlist in the military, employment, or have that entrepreneurial skill set to start their own business.

And then that comprehensive curriculum—as we look through the lens of credentialing, we're backward engineering these opportunities so students have credentials in one of the thirteen career fields.

These are hands-on, minds-on opportunities. When getting credentialed in Fusion 360, you must use that software and be able to use it with fidelity and proficiency. As they go through these meaningful experiential learning opportunities, they engage in the five competencies of the Portrait of a Learner.

We talk with business and industry all the time. I get to do that quite a bit in my role. Time after time, they call out these skills. Our community and administrative team have done a great job of identifying those five competencies and making them come alive daily as students go through their learning experiences within Hilliard City Schools.



- 100% of 7th-12th grade students will have the opportunity to earn 12 industry-recognized credential points and demonstrate proficiency in core subjects as is reflected in a rating of 4 or more stars on the College, Career, Workforce, and Military Readiness component of the state report card.
- 100% of students will meet all state-mandated graduation requirements and receive a high school diploma within four years.



#### Objective 1B: Graduate Success

- Ensure that every student will be prepared for enrollment into higher education, employment, enlistment into the military, or entrepreneurship.

#### Objective 1C: Comprehensive Curriculum

- Develop a well-rounded, evidence-based curriculum that inspires students to unlock their full potential.

#### Objective 5A: Experiential Learning

- Empower learners through innovative experiential learning opportunities that promote the district's Portrait of a Learner competencies.

We want to take some time to identify what an industry-recognized credential is. In some cases, it's a license. A driver's license is a one-point industry-recognized credential. If somebody got STNA, phlebotomy, or something more specific like that, that alone is 12 points. Then, there are different credentials in certain career fields that range between 1 point and 20. And some of them are stackable or qualify in all 13 career fields. And we'll talk about that here in a second as well.

According to the Association of Career Tech Education, an industry-recognized credential means that it is sought after or accepted by multiple employers. So, it's usable. Students who graduate from Hilliard City Schools can use their credentials because they're showing proficiency in a skill that helps them and adds value to that organization.

The state has collected college, career, military, and workforce readiness metrics for several years. We have been doing a better job tracking all of this every year. This is fairly new. We don't get graded on it, but we are tracking it. And we've been showing a tremendous amount of growth with that. So, you can see, they take the entire cohort—that 1,338 number is a graduated cohort. We want all of our students to have at least one of these 11 metrics. In this particular cohort (class of 2023), 823 of the 1338 graduates had one of these 11 indicators. With the old metric we used to get bonus points for college credit plus and AP performance. This takes the cohort and—let's say, "I had an honors diploma, and I had AP classes, and I had three college credit classes." I still only count as one out of that 1,338. We don't get bonus points anymore. We have to find ways for every student to capitalize on one of these 11 metrics.

Last week, we held the Skilled Trades Expo, and 14 skilled trades craftspeople attended. They all have a joint apprenticeship training program. One of these competencies or indicators is acceptance into an apprenticeship program. So, our students who may not go to college might go right into an apprenticeship training program. They would meet one of these 11 indicators and would count here. We have several pre-apprenticeships that meet one of those indicators. But the big one that we're talking about tonight is how our students can earn 12 credential points in a single field.

### Industry Recognized Credentials

- The U.S. Department of Labor defines **credential** as a verification of an individual's qualification or competence issued by a third party with the relevant authority to issue such credentials. Such authorities include business, trade association or other industry group assessments that measure technical competency and validate knowledge and skills in a specific industry.
- According to the Association for Career and Technical Education, the term **industry-recognized credential** means a credential that is sought or accepted by multiple employers within the industry or sector involved. The credential is accepted, preferred or required for screening, hiring, retention or advancement purposes.

### College, Career, Military, & Workforce Readiness

823

Number of students in the 4-year graduation cohort demonstrating postsecondary readiness

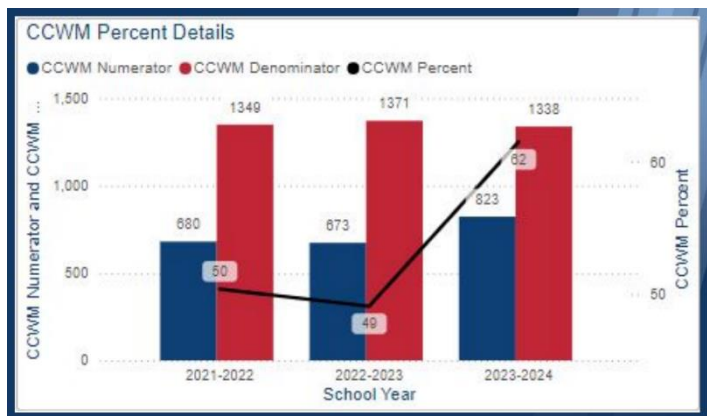
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1,338

Number of students in the 4-year graduation cohort

61.5%

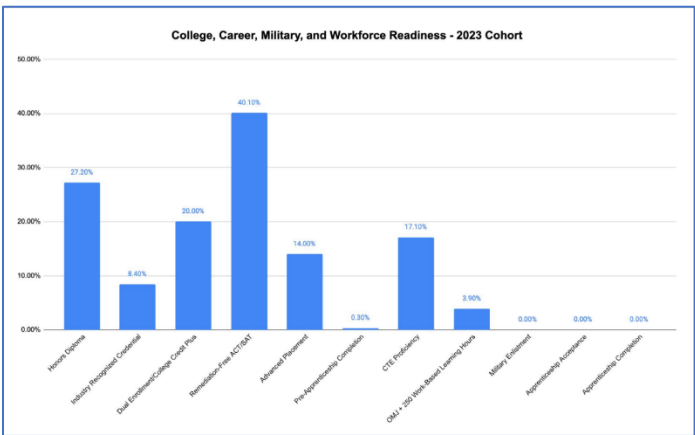
Measure	Status on 2024 Report Card	Business Rule Status
Received an ACT Remediation Free score <b>OR</b> Received an SAT Remediation Free score	Final	Final
Received an Honors Diploma	Final	Final
Any combination of 3 or more Advanced Placement <b>OR</b> International Baccalaureate tests with qualifying scores	Final	Final
Earned at least 12 credential points in a single career field <b>OR</b> Hold a State recognized license	Final	Final
Earned twelve or more College Credits	Final	Final
Enlisted in the Military	Final	Final
Has been accepted into an apprenticeship program, Post high school	Final	Final
Completed a Pre-Apprenticeship	Final	Final
Completed an Apprenticeship	Final	Final
Achieved proficiency on three or more technical assessments in a single path	Final	Final
Obtained an Ohio Means Jobs Readiness Seal	Final	Final
And 250 hours of Internship / Work based learning	Final	Final





As Dave mentioned early on, this is meant to include all our students. So, while this can serve as an alternative pathway for students who have not demonstrated competency, these are marketable skills that will benefit every graduate. So, we're not only giving out diplomas for meeting all of those graduation requirements, but we're also saying that students coming out of the Hilliard City School District have skills that set them up for whatever they want to do after graduation. Mark alluded to it: We are making gains in terms of the opportunities we provide students and the tracking and reporting we can do.

This is a breakdown of that same cohort—883 students enrolled in the class of 2023—and where their post-secondary readiness marker landed. As you can see, many students leverage an honors diploma, dual enrollment, or college credit plus a remediation-free ACT/SAT or an advanced placement test. However, to Mark's point, those students only count once. We have to think about the other students who are in that 30-plus percent who have not yet demonstrated one of these kinds of opportunities and need to have equitable access to experiential learning while they matriculate through the Hilliard City School District. This is why we feel that the industry-recognized credentialing opportunities that we have embedded prepare students for employment, entrepreneurship, or college. It is a set of marketable skills that they can take with them.




So, just to give you a very brief overview and then we'll talk about where these are embedded. Industry-recognized credentials are either stackable across all 13 career fields or specific to a career field. So, for example many of the leadership credentials we offer in Hilliard in some of our courses count towards any of those 13 career fields.

So, if a student takes career explorations in grade 7 or 8 and achieves the lead for change credential, those three points can be counted in any of the 13 career fields because that credential is stackable or universal. The same is true for CPR in health. Then, if that student goes on to future-ready as a 9th grader, then they would get three more points in leadership excellence, which puts them at six total points between those two credentials. Then they'll also get PowerPoint, which is the business, marketing, and finance in information technology career clusters as an additional three. They'll have six stackable points and three points in two career fields which would give them nine, so they

Industry Recognized Credentialing Opportunities - Hilliard City Schools 2024-2025

Stackable/Universal Credentials	Career Field-Specific Credentials	
<b>Career Explorations (Grades 7, 8)</b> Lead4Change (3)	<u>Arts and Communication</u>	Adobe Illustrator (4)
<b>Future Ready</b> Leadership Excellence (3)	<u>Business, Marketing, and Finance</u>	Adobe Illustrator (4) Entrepreneurship and Small Business (3) Google Ads (3) Microsoft Office - PowerPoint (3) RISE Up (6+6)
<b>Health (Grade 10)</b> CPR First Aid (1)	<u>Engineering</u>	Fusion 360 (4)
<b>Business Explorations</b> Lean Six Sigma Yellow Belt (3)	<u>Hospitality and Tourism</u>	Entrepreneurship and Small Business (3) RISE Up (6+6)
Ohio Driver's License* (1)	<u>Information Technology</u>	Adobe Illustrator (4) Google Ads (3) Microsoft Office - PowerPoint (3)



The Industry-Recognized Credential Seal is a state-defined seal. To earn the Industry-Recognized Credential Seal, students must earn an Ohio Department of Education approved industry-recognized credential or group of credentials aligned to a career that is considered in-demand in Ohio.

An industry-recognized credential is a qualification of a specific set of competencies related to an industry or occupation. These credentials can take many different forms, including certificates, certifications and licenses.

To earn Ohio's Industry-Recognized Credential Seal, students must do one of the following:

- Earn a 12-point industry-recognized credential; or
- Earn a group of credentials totaling 12 points in a single career field – [as outlined here](#); or
- Obtain a state-issued license for a practice in a vocation that requires an examination

Each Ohio Department of Education approved [industry-recognized credential](#) has been assigned a point value based on employer demand and the role the credential plays in the hiring process. Students can bundle smaller valued credentials within a career field to earn a total 12 points.

would need three more in either business, marketing, and finance, or information technology in order to get to their full 12. So, our goal is to balance stackable credential opportunities with career field-specific ones to allow students the opportunity and access to specific pathways as they matriculate through high school.

Of those 21 and a half credits, future-ready is a graduation requirement. So, there are six industry-recognized credentials in that one class. And then health is also a graduation requirement. I love saying this and will keep saying this until someone tells me not to—we empower every student to be a leader and a lifesaver. Everyone gets that credential. So, when a student goes to an interview, they can talk about that. Every student will have at least the CPR certification and leadership excellence. Then, they'll have opportunities to stack more into specific industries.

In that same future-ready class, they get PowerPoint. We have an articulation agreement with Columbus State. If a student graduates from Hilliard and goes to Columbus State, they would get three credits at Columbus State and would not have to take PowerPoint. That shows up as a credit on their transcript. So many of these programs become transcribed credit if we have an articulation agreement with that higher ed university.

We've been leveraging industry-recognized credentials for a few years regarding an alternative pathway to graduation through the Rise Up program. So, the students can get 12 industry-recognized credentials in customer service and the retail industry foundations. That is more of a reactive solution where students have not demonstrated competency and need another pathway to graduation. While we don't feel like that will go away completely, we want to build in proactive solutions so that students are accumulating industry-recognized credential points throughout their 7-12 journey and can end up at 12 without needing that Rise Up, which costs about \$300 a kid. The state has a reimbursement program. There are some costs with all this credentialing, but we will be revenue-neutral. We have to pay for it upfront, and then we'll get reimbursed a year later. In that particular case, we don't get reimbursed as much as the cost of the actual credential, but most of them are revenue-neutral. As part of our strategy, as we scale up, we should be able to take the reimbursement money, add more, and be sustainable.

I wanted to point out, too, that in 7th grade, we are starting our students to earn industry-recognized credentials. We have a new career explorations class in partnership with Tolles at the three middle schools. They're getting that lead for change worth 3 points. So, any leadership credential is stackable in all 13 career fields and with other leadership credentials. In high school, they'll get 3 points for Future Ready (a graduation requirement), and then PowerPoint is another three points. There are nine, and if they get a driver's license, that's another point. We just got that grant, Drive to Succeed, to help them get a scholarship to get their driver's license. That becomes ten, and they only need two more.

If we embed additional, like OSHA 10 or Stop the Bleed into health, they have their industry-recognized credentials sealed and twelve points to help them meet the alternative pathway to graduate. You can see some of the other ones there. I do want to highlight some. All of them are valuable, but some employers say that when kids enter graphic design with an illustrator or Photoshop credential, they

Current Credential Opportunities	
<ul style="list-style-type: none"><li>• <b>Career Explorations - Grades 7 and 8</b><ul style="list-style-type: none"><li>◦ Lead4Change (3)</li></ul></li><li>• <b>Future Ready - Grade 9</b><ul style="list-style-type: none"><li>◦ Leadership Excellence (3)</li><li>◦ Microsoft Office - PowerPoint (3)</li></ul></li><li>• <b>Health 10</b><ul style="list-style-type: none"><li>◦ CPR First Aid (1)</li></ul></li><li>• <b>Media Arts 1</b><ul style="list-style-type: none"><li>◦ Adobe Illustrator (4)</li></ul></li><li>• <b>Business Explorations</b><ul style="list-style-type: none"><li>◦ Lean Six Sigma Yellow Belt (3)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Marketing</b><ul style="list-style-type: none"><li>◦ Google Ads (3)</li></ul></li><li>• <b>Entrepreneurship</b><ul style="list-style-type: none"><li>◦ Entrepreneurship and Small Business (3)</li></ul></li><li>• <b>Engineering</b><ul style="list-style-type: none"><li>◦ Autodesk Fusion 360 (4)</li></ul></li><li>• <b>Tolles</b></li><li>• <b>RISE Up</b><ul style="list-style-type: none"><li>◦ Customer Service and Sales (6)</li><li>◦ Retail Industry Fundamentals (6)</li></ul></li><li>• <b>Pre-Apprenticeships</b></li></ul>

immediately become valuable for those organizations. Engineering Fusion 360 is Autodesk, AutoCAD, used in the industry. So, as we partner, even with Converge Technologies here in Hilliard, they're using Fusion 360 and SolidWorks. They can leverage that right away and add value to those organizations.

I also want to point out that a pre-apprenticeship is a 12-point credential, allowing our students to earn that industry-recognized credential, SEAL. These are some of our partners with pre-apprenticeship opportunities.

We started this years ago with Worthington Industries; now it's Worthington Enterprises and Worthington Steel, and they have split. We have several students who go through that. R. T. Moore is a mechanical contractor. If you live in Hilliard, I'm sure you know what ECO is. They're everywhere, and they do a great job of marketing that. We have opportunities with Performance Automotive, Hamilton Parker, this garage door and fireplace installation, and Rosati Windows, which installs windows. So, those are our already approved partnerships. We have opportunities over the summer, too, beyond these ones as well.



**Pre-Apprenticeship Opportunities**

- *Worthington Steel*
- *Rosati Windows*
- *RT Moore*
- *Eco*
- *Performance Automotive*
- *Hamilton Parker*

Logos for Worthington Steel, RT Moore Mechanical Contractors, and eco Plumbers Electricians HVAC Technicians are displayed on the right side of the slide.

We have a wonderful relationship with Tolles. We had Justice Brown speak at one of our summer board meetings about her partnership with Ohio Health. Isabella Sayers is a Darby student in the same program. Every student in their program's goal is that after their first full year, their junior year, they will have 12 industry-recognized credential points.



**tolles**

- **Our Career Tech Planning District (CTPD)**
  - 5 Stars on State Report Card
    - (Hilliard sends the most students to Tolles of any affiliate district)
  - 12 Point Credentials by end of Junior Year/IRC Seal
  - OMJ Readiness Seal end of Senior Year
  - Students highlighted: presenting to Board
    - Isabella Sayers/Justice Brown - Nursing (Ohio Health)

Hilliard City Schools logo is in the bottom right corner.

We send more students to Tolles than any of the other affiliate school districts, and so we take great pride in helping them earn that five-star rating. That's a great opportunity for many of our students—we have several hundred who do that. By participating in the programs at Tolles, they'll get the IRC seal and the Ohio Means Jobs readiness seal.

So, as we think about where we go next, we're already identifying additional credential opportunities and where to embed them most appropriately. So, as we go through course of study revision processes specifically in those core subject areas like math and science, we're looking for credentialing opportunities that naturally fit alongside that curriculum that would allow equitable access for all students to be able to gain additional credential points towards that magic 12 in a career field.



**Future Planning and Implications**

- **Identifying Additional Credential Opportunities**
  - Embedding additional credentials in core classes
- **Creating Credentialing "Pathways"**
  - Expanding credentialing opportunities in career-specific fields
- **Tracking and Reporting Systems**
- **Bootcamp Professional Development for Teachers**
- **World of Work Tours**
  - K-12 Admin
  - Secondary Department Facilitators
  - School Counselors
  - Secondary Science Teachers\*
- **Upskilling Opportunities and Microcredentialing**

Hilliard City Schools logo is in the bottom right corner.

We're also looking at existing credentialing opportunities that are already in place and in motion. Students at Bradley started testing last week in Adobe Illustrator. The PowerPoint testing in Future Ready is coming up at all three of our high schools. So, we're looking at those existing opportunities and how we might expand them and add on specific career pathways. We're also working and partnering with groups of teachers to identify the best places to put those and the credentials that make the most sense.

Before I pass it back to Mark, we're also looking at our tracking and reporting systems. We need to ensure students and families have transparency in where a student stands on their journey to 12 points. So, we're working with SchoolLinks to ensure that it is built there, where students can house all of these certificates and build out a portfolio of credentials they can take once they graduate.

We're also making sure that those systems and eSchoolPlus, our student information system, are set up to accurately report all these credential points to the state so that we get credit for them as a district as we start checking more and more students off that college, career, military, and workforce readiness measure.

One of our strategies is to get our teachers these same credentials so they can see the value in that. So, we have some boot camp opportunities where they can also do that. We've done World of Work tours. Kara, you got to go with us over the summer. A couple of weeks ago, we took all department facilitators to the Ohio State University Wexner Medical Center at the James and the Carpenters Joint Apprenticeship Training Center to learn about those opportunities. A by-product of that experience is that some small student groups visited those places. On the 24th, there's also an open house for parents at the Carpenters Training Center. So, some of our parents will see these opportunities upscale themselves if they want to support their students at the same time.

We've taken counselors to several different places so they can see these opportunities as they help guide students through high school. For Hilliard U, we're taking our science teachers to Ashland Chemical, which is right down the road. They're going to see that laboratory, that phenomenon-based science. And then we hope to go, we've got two options. Ohio State has the Waterman Farms huge hydroponics opportunity there. We're working with them on a grant, but we're getting those science teachers to understand, hey, we can put this in this class rather than it coming from us. When we co-create, we get more buy-in. So, we have to let them know the opportunities and where the end goal is. So, we're bringing them along with our strategic plan. They see the big picture of how we're trying to get every student ready for tomorrow. And then they're buying into that. So we don't have to convince them. They see the big picture; we're ready to roll with them.

Again, we are upscaling opportunities in micro-credentialing for students and staff. We are preparing them for the things coming down the pike, so they're ready to go as we continue this journey.



One way we earn industry-recognized credentials is to partner with the Governor's Office of Workforce Transformation in a program called High School Tech Internship. We had several students sit on a panel with the Intelligent Community Forum, the city manager, and the city economic development director, and they talked about their experiences.



They're working alongside industry professionals at Hilliard companies. I cannot tell you how awesome it was to watch these students work and add value to these organizations and see the light bulb go off for them and the employers who want to invest in them. So, the employers get reimbursed for paying these high school students. They had to get 200 hours over that summer experience. There's a reimbursement program through the Governor's Office of Workforce Transformation. So, it's zero financial risk for the company. We had about 40 students from Hilliard go through that program. It's the highest number of any school district in the state of Ohio that did this program. And we're hoping to grow that more and more.

So, as you connect with different people, talk about these types of programs. One company can't take 50 or 60 kids. They might take four. So, we need 50 or 60 companies to take four. Those types of things have become very valuable.

Another program is through the PAST Foundation. It's called Power Up Your Potential. It was a six—or eight-week boot camp style. They got paid for it, too. They're working with companies like Deloitte, healthcare providers, and different industry sectors. They created a video, so they did some Adobe video editing and things like that. So, they got credentials in these areas. Several of our students got the Six Sigma grade belt, which is a six point. Several leadership ones, CompTIA, very technical ones that are able to be implemented right away helping different companies. One of the things that I think is really awesome about what these kids did, we interviewed them afterward, and they want to open this door for others.

So we coined opportunity ambassadors, and these students are investing in other students so they can have the same opportunities. We're looking to scale, and that became profound for them. Just this evening, I was talking to several of the students here. Neshaw and Andre Brutz are on the left or right here with Matt Klein. They're asking for letters of recommendation about this opportunity ambassador, so we're glad to do that. Matt Klein will sit with me on a panel on the 29th, which is in the Area Chambers of Commerce. He's going to talk about that experience. He was one of the people who spoke with the Intelligent Community Forum, the city manager. He did a wonderful job. Right away, we were like, yeah, we have students who can tell their story. He's going to sit there representing Central Ohio and sharing the opportunity that he had and how he wants to open that up for others.

We just got a grant in partnership with the PAST Foundation to emulate that Power Up Your Potential program here at Hilliard. We still get the seats that we had at the PAST Foundation, so that multiplies that as well. Then we're working with Ohio State. They came last week, looked at some spaces, and wrote a grant with them. And they will issue the grant, so I think we have a good chance of getting this with Hydroponics. We can embed Hydroponics at a three-point credential in 7th grade. So, every 7th grader will get another 3-point credential in their science class. We're super excited about that.

Hopefully, you can tell I'm a little bit jazzed. We are trying to open doors for our students. And when you have students investing in other students and staff beating down the door, how can I do this in my classroom? That's utopian. And we want to be able to continue that energy and excitement and help our students be ready for their tomorrow. If you have any questions, please ask.

Mr. Stewart said that, obviously, we're very excited about this work. There are so many arms to this that I want to ensure you understand the big takeaway. The big takeaway is that we will be able to say that any student who earns 21 and a half credits will also walk out of our doors with 12 points of industry-recognized credentials. Those credentials will work for them whether they're going on to post-secondary education or right into the workforce.

I also want to discuss the competency part. Our goal remains the same: to get 100 percent of our students to that proficient level. That goal hasn't changed. This program benefits all students and is a great safety net around that competency piece as well. And these guys are just doing an amazing job.

The last thing I want to say before you ask them questions about the other great work that they're doing that they don't get enough credit for is that this isn't a high school issue. As I said earlier, our kindergarten, first, and second-grade teachers are starting to understand how this works and why it's important for a conversation, even at that level. Fantastic job.

Ms. Arnold said I just want to say I'm so pleased with this. When the state came down with these different seals, my concern was we have a significant number of students getting to those entrepreneurship isn't necessarily easy for them. So, embedding these things directly in where they can do it right here at the school and adding on that new drive grant where you can help those kids get transportation opportunities, I'm ecstatic that it's something that we are recognizing so well and doing so well. I will just implore you to keep looking for those opportunities to help get those kids to those mentorships and those apprenticeships. You know that some kids who would be great for those apprenticeships struggle with transportation. Anything you guys can do keep doing it. But you guys are doing amazing work, so thank you.

On a very similar note, Mrs. Murdoch said, "I am so proud that Hilliard looks at Ready for Tomorrow so broadly." You mentioned enlistment and entrepreneurship. Many communities look at just graduation and then on to college, and that's their very narrow view. So, I think that's wonderful, and this is one little prong of how we make that a reality.

Also, as a parent of someone who graduated last year, the first year of these seals, I was overwhelmed trying to figure out what this all means. I know last year we were searching for that fourth star in the graduation rate. Last year, we focused a lot on attendance. These credentials are another piece where we're going to drive that. Now that we've had one class graduate under the new requirements, do we have a sense, and I don't expect you to come up with numbers or anything right now, but maybe a good question to take back to Molly is, looking at those different buckets that you presented to begin with, is there a particular bucket that maybe kids are struggling with? And for the few who did not graduate as intended, is there a way we can focus in on one of those buckets?

Mr. Grantier said that of those three buckets, competency is definitely where students struggle the most. So, we get kids' credits. We have lots of systems and structures in place to recover that credit, even if students fail a course. Students, because there are the three locally defined seals and then other seals that students can get through other test scores or there's a seal of Biliteracy, the OMJ, if they have

even community service, there are many ways to slice that readiness component. The competency piece is challenging. Of the vast majority of our students who are at risk, they are at risk because they have not demonstrated competency in either Algebra 1 or English Language Arts and sometimes both. Of those students who either drop out or become fifth-year graduates, most have not demonstrated competency. One of the reasons we continue to emphasize graduation as a K-12 endeavor is that we can't appropriately remediate a student's learning loss or learning gaps in 9th grade for all the math that they've missed or did not master to that point and expect them to be proficient or even competent on that end of course test in Algebra 1 at the end of their freshman year, or in English Language Arts 2 at the end of their sophomore year.

There are lots of ways we can address this issue. The industry-recognized credential and OMJ are great options for students. As you can imagine, our district's increased diversification and the growing EL population are presenting us with challenges of how to help students demonstrate a level of competency in English when English may not be their first language. So, how can we embed experiential learning opportunities through a student's journey if they are economically disadvantaged, an EL student, or have an IEP such that it's a more proactive response? They must still test twice in those two areas to be eligible for that alternative pathway. But by that point, they will have already accumulated these 12 industry-recognized credential points, so they have that alternative pathway in their back pocket.

Mrs. Murdoch said thank you for staying on top of it and continuing to think creatively.

Mr. Vorst said, "I'll reiterate the praise. Thank you for doing this. These pathways haven't always been focused on or celebrated. It is tremendous for our district to lead the charge and give kids opportunities. Have you started to get feedback from employers about these specific skills? What do they find the most valuable, and what do they find less valuable? So, what kind of feedback are you getting?"

Mr. Tremayne said the most valuable thing we can do, not even a 12-point credential, is our portrait of the learner competencies; they're asking for those skills more than anything. They have to have that. It's even added value when we have these credentials. The leadership ones address the Portrait of a Learner. We've worked with our vendors to align those Portrait of a Learner competencies to the leadership credentials that they earn. So that becomes valuable because they're getting our competencies shaped by how they lead. Then, those technical skills, like Adobe or engineering, become usable the first day a student walks into that organization. If they understand CAD software and different technical programs—phlebotomy, STNA, those certifications—they're usable immediately. And that might get a student in the door, get them into a system, and they might navigate higher ed that way. They may work at Ohio Health or Wexner Medical, get in their system, use tuition reimbursement, and then navigate to become a nurse or whatever they decide.

Mr. Grantier added that many of these platforms are systems or software we already use. They're already embedded in the curriculum. We're just taking students to a deeper level in their understanding, truly building skills, and giving them evidence of that learning to take forward to an employer or to higher education wherever they go.

Mr. Perry said, "Of course, I echo the praise that you guys are doing a phenomenal job." But I also appreciate the fact that there's a real question, something that Beth and Zach asked. I love how you were able to answer it with specificity and clarity, and it really shows your competency in running these programs truthfully.

The one thing that I really appreciated besides the diversity of what our Ready for Tomorrow looks like is also how we're getting there. We don't just have this kind of top-down approach. A lot of times, we come from an administrative standpoint, and it gets implemented down there, but bringing everyone involved, having those student ambassadors, is incredibly important.

I was a Panther ambassador back at Darby, and having this kind of peer-to-peer relationship, I think, is really important in driving this message home. Sometimes, you use that authority figure, which is the very opposite of what you're going to do. But having this kind of peer-to-peer relationship, and having them surrounded on both ends by folks who look like them from the top, is the support structure we're creating at every level. That's really impressive, and I don't think a lot of folks are doing that, so I appreciate that.

Mrs. Crowley said, "I'll keep mine short because you know how impressed I am by all this. High school has changed so much since I was there, and it's very impressive." My question is, I'm on the opposite end of that. My son will be a 7th grader next year. When they take these, is it almost like an AP format where they go through the class, and then they have to take a test to get this credential? What does that actually look like?

Mr. Tremayne said they're unique. Some of them, the experience alone, and the teacher issues the credential. And then some of it is competency. Certiport is a testing infrastructure; it'll go in, it'll take PowerPoint, it'll do different commands, and they'll operate within that to prove their skill in the software. So, they vary quite a bit. The technical ones, you get into the software.

Mrs. Crowley asked about the leadership ones. Mr. Grantier said those are usually teacher-based, like a train-the-trainer model, where we train teachers in that credential, and then they administer it based on their experience in that particular credential.

Mrs. Crowley asked if this is a class that kids are automatically enrolled in or if they have to choose that. Mr. Tremayne said they have to choose it. It's an elective. We hope to have that hydroponics one in 7th-grade science, but that might not be until the 2026 school year.

Mr. Stewart said before we go on, Beth, I just wanted to go back to your question, which was a good question about the kind of work we started last year and the impact on the graduation rate. Just a reminder that the graduation rate lags a year, so it's really the next year's report card where we'll start to see the impact of that work.

6. The Board of Education approved the following resolution:

AUTHORIZING META (METROPOLITAN EDUCATIONAL TECHNOLOGY ASSOCIATION), ACTING JOINTLY AS A MEMBER OF THE OHIO SCHOOL CONSORTIUM ("CONSORTIUM") 1 , TO ISSUE A REQUEST FOR PROPOSAL FOR THE PURCHASE OF COMPETITIVE RETAIL ELECTRIC SERVICE FROM THE LOWEST AND BEST BIDDER SUBMITTED TO THE CONSORTIUM AND AUTHORIZING THE BOARD TO PURCHASE COMPETITIVE RETAIL ELECTRIC SERVICE FROM SUCH BIDDER.

WHEREAS, the School District is a member of META (Metropolitan Educational Technology Association), a body authorized by state statute to aggregate the purchasing needs of schools and of related nonprofit educational entities so as to take advantage of economies of scale when purchasing essential products and services;



WHEREAS, in prior years, META (Metropolitan Educational Technology Association) has joined with other school districts and educational purchasing councils, acting jointly as a member of the Consortium, to conduct a Request for Proposal ("RFP") for competitive electric service;

WHEREAS, through prior RFP processes, the Consortium has selected the lowest and best bids submitted in response to RFPs; and the School District has previously elected to enter into a Master Supply Agreement with the lowest and best bidder for competitive retail electric service for all of the School District's electric supply;

WHEREAS, the Consortium intends to issue a new RFP for competitive retail electric service commencing on or about the meter read date of the July 2025 billing cycle with an initial contract term of two (2) or three (3) years, and the option to extend the contract for additional periods agreed to by the parties for a total contract term not to exceed five (5) years;

WHEREAS, the School District wishes to participate in this upcoming RFP process and potentially execute a Master Service Agreement with the lowest and best RFP bidder; and

WHEREAS, the Superintendent or the Superintendent's designee will review the lowest and best bid and corresponding terms when the RFP is concluded and determine whether the RFP resulted in the lowest and best bid for competitive retail electric service for all of the School District's electric supply.

NOW, THEREFORE, BE IT RESOLVED BY HILLIARD CITY SCHOOL DISTRICT, COUNTY OF FRANKLIN, STATE OF OHIO, as follows:

Section 1. The Board of Education of the School District does hereby consent, as a member of the META (Metropolitan Educational Technology Association), to the conducting of an RFP process by the Consortium for competitive retail electric service commencing on or about the meter read date of the July 2025 billing cycle with an initial contract term of two (2) or three (3) years, and the option to extend the contract for additional periods agreed to by the parties for a total contract term not to exceed five (5) years.

Section 2. The Board of Education of the School District does hereby authorize the Superintendent or the Superintendent's designee to execute a Master Supply Agreement between the School District and the lowest and best bidder in the RFP so long as the Superintendent or their appointee finds that the price reflects the results of a public and competitive RFP process.

Section 3. The Board of Education hereby directs the Treasurer to determine if the School District has sufficient funds to certify this resolution and, if the Treasurer so finds, to certify this resolution.

Discussion:

Mr. Dudgeon explained that our utilities are some of the largest expenses in the operations budget. We partnered with META a year ago to take us through the proposal and negotiating process for our natural gas. Now, our electricity is coming due. Our current electric agreement expires in June of 2025. We have been very fortunate that what we are paying right now is way below the industry standard. Whereas we're paying 3.5 cents per kilowatt hour for our power. Now it's time to level set that, and early projections say that we will be looking at around a 25 percent increase. Currently, we spend about \$2 million a year on electricity. We're looking at a projected \$500,000 increase in power. The advantage of going with META is that it is a consortium of many districts around the state of Ohio. We can leverage

that economy of scale by entering into an agreement such as this to allow them to negotiate and seek pricing on our behalf. The resolution before you basically approves META to release that RFQ and negotiate those pricing terms on behalf of the district.

7. The Board of Education approved the following resolution:

The evaluation committee recommends The Kleingers Group, Inc ("Kleingers") and Professional Services Industries, Inc. ("PSI") as the most qualified firms to provide certain consultant services for the Capital Improvements Project (the "Project"). and requests authority to negotiate and execute agreements with Kleingers and PSI for the Project.

Rationale:

1. The Project requires the following services: soil boring and geotechnical engineering; land surveying; and environmental phase I study, wetland delineation, archeological study, and investigation of the Big Darby Watershed (collectively the "Services"). These Services qualify as design professional services.
2. Sections 153.65 through .71 of the Ohio Revised Code prescribes a qualifications-based selection process, which is required to be followed by public entities when design professional services are needed.
3. In accordance with the statutory process, the Superintendent publicly advertised and issued a request for qualifications for the Services, and the District's evaluation committee evaluated the statements of qualifications submitted by the firms.
4. Following this evaluation, firms were ranked in the following order for each of the following Services:

Consultant Service	First	Second	Third
Soil boring and geotechnical engineering	PSI	Geotechnical Consultants	S&ME
Land surveying	Kleingers	N/A	N/A
Environmental phase I study, wetland delineation, archeological study, and investigation of the Big Darby Watershed	PSI	Geotechnical Consultants	S&ME

5. The Superintendent recommends the Board select PSI for the soil boring and geotechnical engineering scope of the Services.
6. The Superintendent recommends the Board select Kleingers for the land surveying scope of the Services.

The Board of Education resolves as follows:

1. The Board adopts the selections and rankings provided by the evaluation committee, and selects PSI for the soil boring and geotechnical engineering scope of the Services.
2. The Board adopts the selections and rankings provided by the evaluation committee, and selects Kleingers for the land surveying scope of the Services.
3. The Board authorizes the Superintendent, Treasurer, and Chief Operating Office, working with other District administrators and legal counsel, to solicit pricing proposals from PSI and Kleingers for their respective Services, and to negotiate agreements with PSI and Kleingers to be brought to the Board for approval at a later date.

Discussion:

Mr. Dudgeon explained that as part of our ongoing master facilities planning, we continue to plan and prepare. We have entered into a tentative agreement for a piece of land for the new elementary school contingent upon successfully passing Issue 39. This resolution will allow us to negotiate pricing proposals for certain consulting services necessary for some of the early work to begin the additional phases of that project.

We released a request for qualification for these services, specifically geotechnical services and surveying. After we received the proposals back, the district convened a review and scoring committee. Those scores were tallied, and Kleinger's group was the successful firm to provide surveying, and Professional Services Incorporated was selected to provide consulting services around soil testing, geotechnical services, archaeological surveys, Big Darby Accord watershed discoveries, and additional consulting services along those lines.

We have not received any pricing proposals back from them yet. We have informed them that this resolution is here tonight for board consideration/approval. Once or if approved, we'll begin the next step of receiving pricing back from them, at which time we'll enter into a negotiation phase with them.

Mr. Vorst asked how many proposals you received. Mr. Dudgeon said we received three for soil boring and geotechnical engineering, three for the environmental studies and Big Darby Accord services, and one for surveying.

Mr. Vorst asked if it is standard to enter into an agreement and then negotiate. Mr. Dudgeon said that when you have an RFQ versus an RFP, an RFQ is a Request for Qualification. Basically, you want to understand if the companies you are about to enter into a proposal with are qualified to do that work. This is where the scoring becomes important. The scoring is based on various metrics related to the type of services you're seeking. Once we select the companies, we'll negotiate the pricing. On an RFP, a request for proposal, you get the pricing ahead of time.

8. The Board of Education approved the following resolution:

BE IT RESOLVED by the Board of Education of the Hilliard City School District, Franklin County, Ohio, that to provide for the current expenses and other expenditures of said Board of Education, during the fiscal year, ending June 30, 2025 the 3 following sums be and the same are hereby set aside and appropriated for the several purposes for which expenditures are to be made and during said fiscal year, as follows:

019	- OTHER GRANT	\$62,500
499	- MISC STATE GRANT	\$27,240
507	- ESSER FUND	\$701,168
516	- TITLE IV-A IDEA-B	\$4,083,593
536	- TITLE I SCHOOL IMPROVEMENT	\$158,142
551	- TITLE III LIMITED ENGLISH	\$310,953
572	- TITLE I	\$3,032,001
584	- TITLE IV-A	\$235,846
590	- TITLE II-A	\$602,274
599	- MISC FEDERAL GRANT	\$5,505

Discussion:

Mrs. Dalluge explained that this is typically the time of the year when we have a much better understanding of the federal dollars coming in carry over in any adjustments to allocation. The 019 other grant account represents an increase of \$45,000 in the budget for the HEF Amazon grant we spend annually. We also received an additional \$5,000 Battelle grant for Scioto Darby Elementary. A small increase of \$500 to the state grant of 499. We received an ODNR Step Outside grant of \$500, so that's the budget for that. There's a reduction of \$2,117 from the ESSER funds. That's just basically the true-up work. We will be spending all of those this year, which just evens it out. 516 grant, that's the special ed IDEA. That's an increase of \$116,205. Again, an increase in the allocation and a little carry-over came in. The 536 Title I school improvement grant, a reduction of \$10,123. The allocation wasn't quite as high as we thought it would be. 551, our Title III LEP grant, is an increase of \$37,233. Again, just an increase in an allocation and a little bit of carryover. 572, Title I, that's an increase of \$604,561. I think it was maybe in the last or the second week of May last year that they did a reallocation of federal dollars, and we got a bunch in that was additional. 584 grant, an increase of \$51,346 carryover funds, and an increase in allocation. 587 grant, that's the PreK special ed grant increase of \$1,083 just a difference in the allocation this year. 590, Title II, an increase of \$142,052. Same thing. That's additional money in May. That's carried over into this year. And finally, the 599 misc federal grant. We returned some unspent safety grant funds in the amount of \$505. So, we had to appropriate for that. We've also received an OSU agricultural grant for Scioto Darby Elementary, which I believe is \$5000.

9. The meeting adjourned at 7:20 p.m.