

# The Central Ohio Compact

Summit on a Regional Strategy for College Completion and Career Success

## Summit Notes

New Skills at Work **Special JPMorgan Chase Announcement on Page 8**

TUESDAY, APRIL 22, 2014 • 8:00 AM - 12:00 PM • COLUMBUS STATE CONFERENCE CENTER

**Purpose and Use of Summit Notes** - Summit Notes are designed to highlight key observations, data points, and successes relative to The Central Ohio Compact. This document provides reminders of areas where the regional team wants to make additional progress, bridge performance gaps, and set the stage for new work in the interim period between Summits. The Notes ensure the expectations of prior Summits are met, and new, expert volunteers have pathways to engagement over time. Where new resources, grants, and endorsements are identified, the Notes set out the nature and reasons for philanthropic investments, business partnerships, and cross-organizational agreements. The document also sets the stage for milestone reporting in upcoming meetings, and provides links and references to key materials and reports (page 12). The most important orienting document for this work remains *The Central Ohio Compact: A Regional Strategy for College Completion and Career Success* (November 2012).

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### I. Brief Summary of the Fifth Summit

Over 200 leaders from Central Ohio’s employers, school districts, higher education, local governments, and economic development organizations joined experts from state-level organizations and national philanthropies to convene at Columbus State Conference Center on April 22, 2014. Consistent with College Access and Success Summits of the past, participants worked through an agenda focused on the Strategic Principles of The Central Ohio Compact: A Regional Strategy for College Completion and Career Success (The Compact). The vision that unifies and inspires the Compact team is **Central Ohio will have the most productive education partnership in the nation, fully able to raise education attainment levels and support the region’s economic growth strategies**. Because over 33% of the attendees were new to the Summit process, a brief up-front orientation to the history of The Compact remained vital to leader/practitioner engagement.

Participants and expert speakers took on the commitments of the previous Summit (April 2013), including: hearing progress reports from districts and higher education partners on breakthroughs and replicable programs; securing updates on *Pathways to Prosperity*; making inroads on common language and shared data; exploring policy priorities and engagement by The Compact team; ensuring a platform for endorsements, investments, and regional successes; securing employer outlooks and demand-side data; and continuing clear documentation of progress and opportunities.

Summary results include securing a detailed briefing on *College Credit Plus*, and establishing a consensus that the region must begin exploring how to shape and comment on policies that support the Strategic Principles of The Compact.

The team considered *Prior Learning Assessment* (PLA) with a Purpose, and continued to speak with urgency about establishing deep, aligned partnerships with community service agencies across the civic community.

The Summit was highlighted by JPMorgan Chase's *New Skills at Work* announcement of a \$2.5 million investment in the infrastructure, sustainability, and growth of The Compact as a promising regional practice and leading global model. The JPMorgan Chase leadership team was joined by regional economic development, and national and local government leaders in defining the "skills gap" and reaffirming Central Ohio's commitment to bridge the gap with new, data-rich alliances with employers.

Summit participants took on the challenges of ensuring collective, region-wide awareness of The Compact's agenda across a large, diverse region. A significant, cross-regional group of participants volunteered to move into a task team or working group to deal with communications.

The Summit room was confronted with student and family-impacting examples of broad differences in nomenclature "up and down-stream" in the learning continuum, and the participants were resolved to take on consistency and clarity over time.

Participants also set the key agenda items for the next Summit, including: creation and utilization of a comprehensive scorecard to show regional progress and reveal opportunities for improvement; reviewing recommendations and results from a communications task team or work group; evaluation of where and how the region speaks to and shapes policy in support of its Strategic Principles; continued progress reports on *Pathways to Prosperity*; and further integration of social services community partners into The Compact's agenda.

## II. Business of the Day

The Summit agenda was focused on the following expectations of The Compact team:

1. Honor the agenda commitments made during the prior 2013 Summit, including:
  - B. Provide progress reports, breakthroughs, and replicable programs
  - C. Provide an update on *Pathways to Prosperity*
  - D. Discuss how to make inroads on common language

*Otterbein worked with CSCC to ensure there will be an affordable pathway for students who are interested in engineering but are unable to afford a four-year degree at the University.*

— Kathy Krendl, *President, Otterbein University*

and shared data

- E. Help The Compact engage in policy and advocacy
  - F. Communicate endorsements and regional successes
  - G. Include employers/industries/demand-side data as much as possible
  - H. Document progress and agreements
2. Continue to encourage that great work continues between Summits
  3. Ensure broad participant engagement
  4. Provide opportunities for participants to raise questions
  5. Encourage networking and new friendships across the Region
  6. Set the agenda for the next Summit

The 8:15 AM to noon Summit Agenda included:

<b>Registration &amp; Informal Discussions</b>
<b>Welcome and Introductions</b> – Dr. Dave Harrison, <i>President</i> – Columbus State
<b>Business of the Day &amp; Commitments from the 2013 Summit</b> – Don Upton, <i>Principal</i> – Fairfield Index, Inc.
<b>"Since We Last Met": Successes of The Compact – Six Leader Perspectives</b>
<b>Public Policy &amp; Affordability</b> – Dr. Stephanie Davidson, Ohio Board of Regents, and Toni Cunningham, Columbus Urban League
<b>Workforce Alignment &amp; Special Announcement from JPMorgan Chase</b> – Eric Schuppenhauer, JPMorgan Chase; Priscilla Tyson, Columbus City Council; Chauncy Lennon, JPMorgan Chase; Kenny McDonald, Columbus 2020
<b>Access &amp; Communications</b> – Sandy Harbrecht, Paul Wirth Associates, and Bill Wise, South-Western City Schools
<b>Summary of Meeting Results/Next Steps</b> – Harrison, Upton

## III. Reminder – Strategic Principles of The Compact: The Framework for Action

The following Strategic Principles serve as the framework for regional action and, as the centerpiece of The Compact, are restated as a part of each Summit. They include:

1. **Aspiration and Access:** Offer well-designed services and support to raise students' college and career aspirations, readiness and success, such as school counseling, career exploration and parent education

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- 2. Alignment and Academic Preparation:** Improve curricular alignment, provide more opportunities to accelerate learning, and eliminate post-secondary remediation to guarantee pathways to postsecondary degrees and certifications
- 3. Alternative Pathways for Adult Learners:** Develop innovative programs to remove obstacles facing adults and veterans who need more postsecondary credentials to transition to new careers and succeed in the economy
- 4. Affordability:** Implement programs and practices that facilitate earlier completion of degree or certification, eliminate redundancy, and promote shared services to make college more affordable for students, families, and communities

#### IV. Since We Last Met: Successes of The Compact

Six regional leaders continued the Summit tradition of briefly sharing successes of and progress in The Compact.

##### **Kathy Krendl, President, Otterbein University**

Otterbein's expansion of affordable pathways to baccalaureate degrees continues. Articulation agreements with eight two-year institutions have been established. Reverse transfer is moving forward with CSCC and a number of students are already in that pipeline.

Providing better access to early college experiences is of critical importance. Early access is strong predictor of degree completion.

The Otterbein Collegiate Institute has been launched and eight high schools are now participating in the region. These are regular courses taught by Otterbein faculty for college credit. These has been great participation and response from parents and students thus far.

Otterbein is an advocate for great flexibility in early college dual enrollment programs, because students are finding other/many gateways to early college experience. We know that boosting the participation rate is critical to meeting the goals of the Central Ohio Compact.

On general affordability and access, Otterbein is investing in more scholarships for transfer students and developing special financial aid packages for students coming from Columbus City Schools (including the first full tuition / know I Can Otterbein Founders Scholarship).

New programs include 2015 launch of four-year baccalaureate degree in Systems Engineering. The process for this degree is especially relevant to The Compact. "Otterbein worked with CSCC to ensure there will be an affordable pathway for students who are interested in engineering but are unable to afford a four-year degree at the University", said Krendl. This is being designed as a "1+3" or a "2+2" so students may take courses at both institutions at the same time. The faculty has worked together to develop the curriculum. This is a good example of the kind of work we are seeing emerge from The Compact. This will get students into careers, keep them in the region, and make them successful.

##### **Rock Jones, President, Ohio Wesleyan University**

Ohio Wesleyan has a particular focus on developing the relationship with CSCC. The University is very intentional with students that are completing their time at CSCC with the invitation to transfer to Ohio Wesleyan.

In the past two years, the University has become deliberate in developing pathways that may be promoted at the high school level. The pathways correspond to the connections between high school achievement, success at CSCC, and admittance to the University. Students know that if they complete a set of courses at CSCC and achieve a certain grade point, then they will be granted admission and a minimum scholarship of \$20,000 to \$23,000 per year.

The University is also working with CSCC on joint marketing efforts. For example, there will be an Ohio Wesleyan/CSCC event for all high school counselors on September 5, 2014 to ensure students are provided with information on pathways and affordability. The two-year option at CSCC is a meaningful choice in order to access an Ohio Wesleyan baccalaureate degree and supporting scholarship.

##### **Diane M. Mankins, Superintendent, Marysville Schools**

Last year, The District was faced with a budget reduction of \$2.5 million, and heard about the *Straight A Grant* as an opportunity to promote change and "dream a bit" about the future. Groups of teachers, industry partners, parents, teachers, and community members learned about what other districts are doing and created a Marysville vision.

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The grant application was a success, and \$12.4 million was made available to design the Early College Innovation Center and the Marysville Early College High School. The Early College High School is rich in the Science, Technology, Engineering, and Math (STEM) pedagogy.

Partnering continues with CSCC in building curriculum and opportunities for students. More and more students will be achieving a high school diploma and, at the same time, securing an associate's degree.

There are four key pathways, all aligned with *Jobs for the Future* strategy: students who are strong in math and science; advanced manufacturing which includes a large robotics lab (aligned with Honda processes and training) available for students and community members; IT pathway developed with a variety of employer partners like John Deere (an "ag-IT" program) and Cardinal Health; and, in the coming year, health science. Currently, 150 students are enrolled. There is outstanding enthusiasm from community, parents, and employers.

### **Marcy Raymond, Director of Secondary Education and STEM Initiatives, Reynoldsburg City Schools**

Update on second *Straight A Grant* with regard to The Compact - An award of \$14.5 million was made in January 2014 to work with multiple Central Ohio districts in the context of activating the concepts in *Pathways to Prosperity*. This is a fast-paced process that runs from January to June 2014. There is a strong commitment among all participants to focus on economic development and implementing a strategy for vertical alignment from kindergarten to accessing a job.

Focus areas mirror the work of Marysville, with key outcomes of student economic viability. They include advanced manufacturing, IT (with opportunities from security and security management to Cisco training), and Healthcare (including medical transcription through sterile processing, nursing, and other medical fields). In addition, logistics provides opportunities from supply chain management to systems engineering.

The participating districts are taking the challenge of looking at what students need to know in order to be successful in these areas. This will help our communities prosper as companies build confidence, in the ability of the region to provide high-skilled talent (and make corresponding growth investments).

Great progress is being made in curriculum alignment from seventh grade on; and a growth partnership with CSCC ensures quick alignment of progression of non-credentialed to credentialed and new affordability solutions.

This work will help Central Ohio answer the questions: how will students access college coursework while still in high school; how do we work together to provide the right platform for working and earning an income while achieving college credit; and how do we continuously improve a preparation schedule to ensure readiness for a job, and opportunities once in the job, to continue career and income growth through additional credentialing and/or additions of a two- or four-year degree?

### **Nancy Hoffman, Vice President and Senior Advisor, Jobs for the Future**

It is important to note that Central Ohio is working in a national ecosystem. This national non-profit, *Jobs for the Future*, is based in Boston. Congratulations are in order for Dave Harrison and the CSCC team for leadership and offering tough questions as the region considered joining

the Pathways network. Planning is one thing and implementation is the other. This is very challenging work, but the region is picking the right issues, including alignment, common language, and employer engagement.

Progress in the eight Pathways states includes: California's creation of a \$250 million career pathways trust, and a Youth Careers Connect Grant launch in Massachusetts.

Participants in The Compact should remember that "we are creating a movement". There is a new recognition for the merits and importance of STEM skills for pathways, and this demands high amounts of rigor and hands-on-training. Thus far, it is clear a good job was done in selecting three sectors for attention across the U.S.: IT, advanced manufacturing, and healthcare. Each brings opportunities for young people and adults. These sectors are "safe bets" in looking to the future.

The biggest challenge is employer engagement. "We need to admit that we have done too much on the supply side and too little on the demand side." Much better dialogue with employers is required. The key questions for employers are: how are you willing to jump

*We need to admit that we have done too much on the supply side and too little on the demand side.*

— Nancy Hoffman, Vice President and Senior Advisor, Jobs for the Future

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in with us, plan curriculum, and bring people into your workplaces to get critical job experiences? Remember, the youth unemployment statistics are dreadful and really, really troubling.

### Dave Harrison, President, CSCC

There is a focused effort within the City of Columbus, starting with a program called *Credits Count* (with partners like American Electric Power) to implement Pathways principles in at least five high schools over the next five years. There is also a middle school career explorations component. “We are building infrastructure around the objective of helping students succeed,” said Harrison.

It is important to remember there are a number of non-academic issues, such as mobility, that play such an important role in academic and career success.

CSCC is also working with the City on helping adults transition into the workforce. Educational institutions work very well together in the City and region. We must keep in mind that those in this system may be well-served, but it is more difficult for adults, returning veterans, and others who may have a difficult time navigating our systems. As a result, there are two programs underway with the City: *Cougar Bridge*, which is focused on helping those who are difficult to employ and get them an employability skills set with the support of solid partnerships with employers; and *Fast Path*, with a commitment to help those who are un- or under-employed but a bit closer to being able to earn a post-secondary credential. Nationwide Children’s Hospital, for example, has emerged as a potential employer and demonstration site for *Fast Path* with interest in examining and changing their own hiring practices in support.

Harrison noted, “With The Compact in mind, we have an obligation to bring metro programs like *Credits Count*, *Cougar Bridge*, and *Fast Path* to scale for the region.”

*With The Compact in mind, we have an obligation to bring metro programs like Credits Count, Cougar Bridge, and Fast Path to scale for the region.*

— Dave Harrison, President, CSCC

### V. Public Policy & Affordability

Dr. Stephanie Davidson, Vice Chancellor, Academic Affairs, Ohio Board of Regents, provided updates on *College Credit Plus* and *PLA with a Purpose*.

The Ohio Board of Regents is focused on improving educational attainment for Ohioans and aligning the educational system with the needs of business and industry. Davidson noted, “Ohio needs the kind of collective, collaborative approach exhibited by The Compact. To move things forward we need more people graduating from high school, coming into college, and persisting and completing a credential.”

The publication *Recommendations from the Ohio Higher Education Funding Commission* (November 2012) was commended to the attention of Summit participants. It lays the groundwork for a bold funding model resulting in all public institutions in Ohio receiving state funding **based on the success** of their students rather than just on enrollments.

Around the same time as the *Recommendations*, the Completion Task Force released a report titled *Complete College Ohio, Task Force Report and Recommendations*

which dealt with opportunities and actions that could increase student success on all campuses. The two reports were not developed in isolation, but should be seen as a partnership to increase student success. The *Complete College* report includes a number of research-based recommendations that colleges can use to meet their own unique, student and institutional needs and maximize funding. Each campus is putting together Campus Completion

plans that are due in mid-June 2014.

Highlights of ongoing, completion-focused Board of Regents initiatives over and above *College Credit Plus* and *PLA with a Purpose* include:

- “Remediation Free” Standards
- High School-Higher Education Alignment Consortia
- Articulation and Transfer
- GPS to Success
- One-year Option
- Credit When It’s Due
- Three-year Bachelor’s Degrees
- Defining Certificates
- Ohio Mathematics Initiative Co-ops and Internships

### Some Details on *College Credit Plus*

*College Credit Plus* is a new name for things referenced in the past as PSEO and dual credit.

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A critical statutory milestone and expectation is summarized as follows:

House Bill [HB] 59 charged the Chancellor with making recommendations for establishing a *College Credit Plus* program, whereby high schools students may earn college credit through Ohio institutions of higher education

Representatives from higher education and the K-12 community were convened to formulate recommendations, including career technical education centers, community colleges, and private universities. Groups representing school boards, career and technical superintendents, independent schools, The Catholic Conference, and many others were engaged on the K-12 front. The leaders began by establishing the following, broad goals:

- Establish a clearly defined system of dual credit in Ohio
- Create a transparent and equitable system/way of funding for dual credit
- Provide greater access to student populations who have not taken full advantage of the opportunity in the past as pockets of students were taking advantage of the opportunity but the opportunity needed to be broadened
- Produce more college and career ready students

An overarching expectation was to do what was best for the students.

There was recognition that there was mixed terminology and understanding when it came to dual enrollment, so a definition of the governed area of *College Credit Plus* was established:

The program governs when a student is engaged in college coursework while in high school and the course completion automatically results in transcript high school and college credit (i.e. the coursework is transcribed at the college at the time it is taken)

This definition segments out or removes advanced standing programs like AP and IB from the subject matter of *College Credit Plus*. Advanced standing programs may lead to articulated credit once students go to college, after they finish high school.

It is important to examine the expectation for participation in *College Credit Plus*, including:

- ▶ Public high schools and public colleges & universities must participate
- ▶ Nonpublic high schools, nonpublic colleges and universities, and home-schooled students may participate (but must do so within the parameters of the program)
- ▶ Students must be deemed ready for the college-level course and admitted to participating college or university (and admittance decisions are left up to the college or university)

To reduce disincentives to participation, *College Credit Plus* students must remain eligible candidates for scholarships and other benefits of first-time college students without regard to the number of college credits earned in high school

A top challenge is the creation of a transparent and equitable funding model. Davidson presented three funding highpoints in *College Credit Plus* for Summit participants:

1. Funding is based on a charge per college credit hour model, within a maximum (Ceiling) a minimum (Floor) per credit hour charge.
2. High school and higher education partners may negotiate a per credit amount, within the Ceiling and Floor, as well as items such as books, fees, location, instructor pay, etc. Conditions are different, such as coursework on college v. high school campus, or college instructor teaching in a high school classroom
3. School districts will retain 17% of foundation funding for a student participating in *College Credit Plus* and public colleges an universities will receive SSI for the courses

The quality of college credit programs is of top concern. Are students really getting college courses in the program? The recommendations include expectations on quality that ensure a course is non-remedial and included in college or university's course catalogue, and that the course apply toward a degree or certification awarded by the college. Instructors must meet the Board of Regent's faculty credential requirements. The college or university must provide professional development opportunities to teachers, assign an advisory to each student, and conduct at least one observation each year.

*I think any time you can band together for things that are common and present that single voice to our office and the legislature, I think that's important.*

— Stephanie Davidson,  
Vice Chancellor, Academic  
Affairs, Ohio Board of Regents

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It was clear that many students were not aware of the available dual enrollment option. A basic information packet will be prepared and provided to all students. High schools may customize the materials for distribution. There will be an expectation that schools provide communication of the opportunity on websites and through various orientation channels. At least one *College Credit Plus* night for parents and students will be required relative to high schools and their college and university partners. Complete data is needed to help with decision making, but the information and collection channels are in pieces. A consistent, statewide data collection, reporting and analysis approach will be needed.

"I hope we can make use of this regional strategy to make sure each high school has a full range of *College Credit Plus* opportunities available for students," said Davidson

### Some Details on Prior Learning Assessment

This is an important component in our state's toolkit for adult students. The Compact's Strategic Principle 3 calls for pathways for adult learners. If we are ever going to get to the 60% target in The Compact, we are going to have to get adult learners back in the system and this is where PLA becomes a very important strategy.

PLA increases motivation to graduate. PLA students have greater persistence in reaching graduation. It saves students time and dollars. It is important that the approach be managed with integrity and focused on pathways to certificates and degrees. The "purpose" language in the PLA title is designed to be a reminder of the purposeful connections between the credit obtained and the appropriate pathway to credentials. The project is supported by the Lumina Foundation, and a 2013 grant allows further development of best practices for the assessment of prior learning. The campus and career center perspective was drawn out through a PLA statewide network, and three content-expert working groups. Recommendations include commitments to:

- Defining the processes and procedures governing PLA and USO campuses
- Improving students' access to PLA opportunities
- Ensuring the quality and rigor of PLA processes

- Providing training and professional development to participants in the assessment process
- Clarifying the state's role and responsibilities in the assessment process

### Some Details on how Central Ohio and The Compact team should gather and express themselves as a region

Davidson's response to a question on how the region should work together to shape Compact supporting policy, included, "When I look around the room I see there are a lot of voices we hear regularly. We hear from our K-12 partners. There are voices that we hear from our private

*A year and a half ago we had Dr. Schwartz (Professor Emeritus of Practice and Educational Policy) from Harvard in Columbus as we considered Jobs for the Future. At that critical stage, JPMorgan Citigroup said, 'Consider us an investor'.*

— Harrison

institutions, our four-year institutions and community colleges. There are voices from businesses around here too. I think what we don't hear is a coordinated voice that comes through, so I think about *College Credit Plus*. When people went to the legislature to talk about the report, we had K-12 saying something different than we had the community colleges and universities saying. So legislators said, OK, which group do we want to listen to and which group do we want to not listen to. So, I think any time you can band together

for things that are common and present that single voice to our office and the legislature, I think that's important."

### Toni Cunningham, Vice President of Workforce Development & Career Services, Columbus Urban League, addressed a range of non-academic barriers to degrees and certifications

Critical regional questions for The Compact include: What should we do to support young people on their road to employment? It is important to be mindful that the layers of poverty are so deep that many of the values and benefits being discussed in Compact sessions are difficult to access.

As a reminder, the region must deal with the following facts in order to meet the aspirations of The Compact:

- 24% of children live in poverty
- Pathways to employment and careers may never have been modeled for many students in the past
- Students in Ohio's urban districts are 6.6 times more likely to drop out than public school students in the rest of Ohio
- Unemployment rates for Ohio youth ages 16-24 is 12.6%

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*Summer Youth Work Experience* should be focused on what work looks like, and reflect the importance of commitment, teamwork, and communications. The Urban League is focused on ensuring students who access workplace experience are able to leverage what they learn when they return to class in the fall. Consider the value of assessments that connect natural interests and personal passions of students with career-based learning. Intense case management is needed to make this possible. Today, we would substitute the “case management” terminology with “success coaching”.

For regional success, it is important to understand what the student may have encountered before they arrive at school. We are obliged to consider barriers of hunger, and substance abuse at home.

When it comes to access, consider limitations on financial literacy in the personal support networks of children. Stabilization of the family is critical to student performance and family awareness of the power of an educational pathway is essential.

The Urban League seeks transparent leaders and mentors, who share their education, work, and life experiences so that youth and adults may see others have faced barriers, learned about and engaged in career pathways, and succeeded.

It is important to emphasize and encourage the employer’s ability to show students what they do in a hands-on fashion. These connections improve job access for low performing students.

### VI. Special JPMorgan Chase *New Skills at Work* Announcement and Endorsement of The Compact, and Insights on Skills Gap

The centerpiece of the Summit was a signal of support and endorsement from the region’s largest private employer.

In an unprecedented partnership with the Columbus region, JPMorgan Chase announced a \$2.5 million commitment to expand The Central Ohio Compact. The grant is part of Chase’s five-year, \$250 million global *New Skills at Work* initiative.

*New Skills at Work* is the largest ever private-sector effort aimed at addressing the “skills gap” that exists

across many industries, such as healthcare and advanced manufacturing, where not enough trained workers have the specific skills to fill the jobs available. Columbus is one of nine investment markets for the initiative.

“This is the largest single grant made in Ohio in the past 15 years,” said Eric Schuppenhauer, *Senior Vice President* at JPMorgan Chase. “We are committed to investing in the communities where we live and do business. We are proud to support Columbus State and their efforts to create opportunity throughout our great city.”

**JPMorgan Chase has purposed the \$250 million to:**

- **Build a Demand-Driven System** through cross-sector gatherings to encourage collaboration, share findings and formulate strategies
- **Invest in the Best Training** and make targeted investments to strengthen and scale the most effective workforce training programs
- **Rely on Data and Sponsor** a data-driven analysis of skills demand to supply gaps in local markets

*We are committed to investing in the communities where we live and do business. We are proud to support Columbus State and their efforts to create opportunity throughout our great city.*  
—Eric Schuppenhauer, *Senior Vice President, JPMorgan Chase*

The new grant announcement jump-started a discussion on the importance of public-private commitments in support of The Compact and the role of a strong talent pipeline in the competitiveness of the region. Speakers and panelists included Eric Schuppenhauer, *Senior Vice President Home Lending, JPMorgan Chase*; Priscilla Tyson, *Councilmember, Columbus City Council*; Chauncy Lennon, *Senior Program Director, JPMorgan Chase*; The Honorable Joyce Beatty, *Congresswoman* for the 3rd District of Ohio; Kenny McDonald, *Senior Vice President, Columbus Partnership*, and *Chef Economic Officer, Columbus 2020*; Richard Ross *Superintendent of Public Instruction, Ohio Department of Education*

#### Schuppenhauer –

“This grant will provide support for the initial infrastructure of The Compact, amplifying your work as it continues to evolve and grow.”

#### Lennon –

“June is five years since the end of the great recession but employers still struggle to find talent (...) We know this will be a huge effort and we will only solve it by working with a large number of constituencies (...). As many as four million



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jobs in America are unfilled because of the skills gap. (...) JPMorgan Chase starts with local research to understand the gap and then incorporate intelligence from employers and gap reports inform the effort. Objective is participants will share their experiences and data.”

### Beatty –

“We want to live in a community that grows and creates things and has economic development. We have a leaky pipeline. So the dollars with this investment will help us generate the new skills that we need.”

### Harrison –

“Parents are a little reticent to put their child on a track but, in the end, the core skills will get you hired or get you fired.”

### Lennon –

“There is a great saying - ‘No bank can outperform its community’. Middle skill jobs are roughly half the jobs in our economy (...) so you need a big response to something of that scale (...). It is important to recognize that the skills gap looks different in different parts of the country.

Other countries have done much better in creating a pipeline with technical skills.”

### McDonald –

“To The Compact, congratulations. Working beyond your borders and boundaries leads to good things (...). You do not want talent to be a limiting factor.”

### Lennon -

“We know that for many people the challenge is stability. We have to recognize that education will be a part of work. We’re going to be working learners. So, we have to think about how you build a system that allows you to work and be stable. Because if you are not stable, you will not be able to also take a class to get a credential.”

### Ross –

“Over 24,000 high school students dropped out last year. 40% of our students who went on to public universities needed remediation (...). There is a disconnect between real jobs and information about real jobs.”

### McDonald -

“I read about the small to midsize companies that have no infrastructure. We have to develop a system that allows these medium to small sized companies to be involved.”

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— Kenny McDonald, Senior Vice President, Columbus Partnership, and Chef Economic Officer, Columbus 2020

### Tyson –

“Closing the skills gap is so important because we need to make sure we have a workforce that is prepared to be able to have the jobs we have in our community today. This year, in the Mayor’s State of the City Speech, he said that this was his priority for 2014.”

### MacDonald –

“This issue has a burning platform. We are competing with regions and cities and states around the world (...) we have to have a global context for it constantly.”

### Ross –

“We’ve seen some huge success stories with one-to-one mentoring with a 96% graduation rate for those who are mentored.”

### McDonald –

“I’m not sure business always understands how much their opinion is respected in academic circles, economic development circles, and government circles. We look to private business to say, ‘Does this idea hold water’, ‘Is this really what the market needs?’ (...) I want to encourage our major employers to remain involved, but I want to say that we have to be reaching out to medium and small businesses on a continuous basis to make sure they are involved as well.”

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### VII. Access and Communications

#### **Sandra Harbrecht provided an update on the communications due diligence for the Reynoldsburg Straight A Grant project**

Work is beginning on 15 Central Ohio School Districts and business partners for high impact programs for career pathways for students. (see Reynoldsburg update on page 4). It is time to ensure communications/PR disciplines are brought in to get the word out and begin building support and interest in the programs. This is critical because it is clear we will be asking people, including parents and students, to think and act differently.

Research was required in Reynoldsburg. Discussions with stakeholders pivoted on the questions: What do you need to know to make informed decisions about students, children, and for yourself; who do you trust when you seek information; what voices do you respect; and what are your hopes and dreams for students and yourselves?

The following summary of the findings will help inform how we communicate and engage:

- The educators are not convinced that employers have bought-in or committed to a sustainable initiative
- Businesses say they have heard some of this before, so how will they know this will work this time?
- If this is sponsored by government, suspicions were raised especially among parents. On the other hand, engagement and promotion of highly-effective, respected public/educational sponsors would make a big difference in building trust
- Take on the number of challenges around language – What are the right words and terms when engaging with business?
- Students and parents said they do not necessarily understand the language of careers and pathways, i.e. “logistics” and “healthcare”
- Families have felt significant pain in the recent recession. They say the world is going fast and we are unable to invest in education that will go on forever. We want to invest in solutions that help students gain

skills more quickly

- Students expressed concerns about being “pigeon-holed” into specific careers in a pathways model
- If other students who have experienced success express confidence, it will positively impact parents and students
- People are ready for change but a degree of skepticism remains. As businesses put their names behind the initiatives and success, trust will build

*Students and parents said they do not necessarily understand the language of careers and pathways, i.e. logistics and healthcare.*

— Sandra Harbrecht, President and CEO, Paul Werth Associates

**Bill Wise provided several stories about recent conversations with parents and families to illustrate the importance of using the same language at all levels and impact of language on student success**

**Case Story #1** – Student and parent guidance counselor did not follow through to get scholarships. An assumption was created through the system that an average, but college-ready student, would get scholarship dollars.

**Case Story #2** – A national merit finalist, with one dual enrollment course, AP credit, and 800 hours of community service was told by professor at college orientation that the college prep work is a “waste of time” and classes will likely have to be taken again. Student’s family is informed that the college “wants to be sure the class is done right” and in dual enrollment situation, the college says it “doesn’t know the professor”. The likely parent and student response is, “Why did you tell me to take these rigorous courses and it did not work out?”

**Case Story #3** – A student participates in a college visit, including a one-to-one discussion with professor. The student shares university competencies and coursework, and suggests 12 hours of credit achieved. However, the student is informed that core competencies may require something quite

*Is it time to begin capturing nomenclature, trust and consistency in The Compact? Is this an agenda item? Participants responded, “Yes.”*

different in the university. The transfer credit may not be the core competency and fundamental core work may still be required. The student had a sense of guaranteed core credit, but the professor indicates “yes” to a credit but not as a core course.

Summit participants were asked to identify the number of ways to describe transcribed credit taken at the high

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school and college at the same time. Participants indicated many terms and, according to according to the Higher Learning Commission (Dual Credit in U.S. Higher Education) there are 39 terms used across the U.S. and 97 different references.

Wise explained, "It is a communications issue. It is a consistency issue. Anytime you change the name, you've changed the meaning. It does come down to the trusted individual they work with so they don't set up false realities." He suggested, "The issue here is not always the student. It's the parent. The parent's paradigm is so far removed. How do we wrap our minds around using the same language?"

Is it time to begin capturing nomenclature, trust and consistency in the Compact? Is this an agenda item? Participants responded, "Yes."

**Harbrecht explored the kinds of principles and approaches need to be considered to deal with the nomenclature, trust and confidence challenge by calling attention to Dr. John Kotter's book *Leading Change*, Harvard Business School Press (1996).**

When considering Central Ohio and the promise of The Compact, Harbrecht said, "We are a giant transformational change agenda. We are leading a whole region's change management process." She suggested the region follow Kotter's recommendation to over-communicate by a factor of x10 with a common language and common vision. Going forward Harbrecht recommended:

- See communications as much as a disciplined process as anything else. To really drive change, it requires an intentional effort and consistency
- Audience research. We must understand the diverse audiences in this region. We must understand their language
- Be relentless about the stories and information. Use many communications platforms. Tell the stories of the kids and how they were affected
- Let the story tellers be the people with the real experiences, especially the kids testifying about how workplace experiences changed their lives
- Communications may be a soft skill set, but it must be measured. We should charge ourselves with creating and implementing a communications strategy

- Communications is not just the intentional but the non-intentional, non-verbal. How we communicate with each other and how we develop our internal communications (like this Summit today) matter

### VIII. Next Steps and Agenda for the Next Summit(s)

Participants identified the following as necessary agenda items for the next Summit, and indicators of the work required in the interim:

1. Continue the "Since We Last Met" Agenda item so a wide range of **Progress Reports and Successes** may be communicated
2. Launch and **Center the Summit on a Compact Scorecard or Report Card** (with the implication that a scorecard resource will be developed in the interim), including progress on the road to the Lumina 60% objective
3. Return to **the Common Core conversation** and its relationship to The Compact agenda
4. Provide **progress reports on the grants and endorsements** such as the JPMorgan *New Skills at Work* grant and the results of the *Straight A Grants*
5. Ensure the biggest **challenges are brought to light**
6. Next steps for **College Credit Plus and HB 59**
7. Recommendations and **results from Communications Working Group** (over 14 participants volunteered for the working group)
8. Take additional steps in **reaching out to the human services community so The Compact may address non-academic barriers to success**
9. Further participants' interest in working together to **influence policy based on Compact objectives** (this item was reinforced in writing through Summit feedback cards)

*Let the story tellers be the people with the real experiences, especially the kids testifying about how workplace experiences changed their lives.*

— Harbrecht

### VIII. Key Resources and Links

#### **IMPORTANT BACKGROUND DOCUMENT ON THE VISION, GOALS, AND PRINCIPLES OF THE COMPACT.**

The Central Ohio Compact: A Regional Strategy for College Completion and Success (November 2012)

[http://www.cscce.edu/about/summit/pdf/CST-016%20CentralOHCompactBoard\\_3\\_1.pdf](http://www.cscce.edu/about/summit/pdf/CST-016%20CentralOHCompactBoard_3_1.pdf)

\$2.5M JPMorgan Chase Grant to Expand Opportunity

<http://www.cscce.edu/about/news-press/2014/co-compact-jpmorgan.shtml>

JPMorgan Chase / *New Skills at Work*

<http://www.jporganchase.com/corporate/Corporate-Responsibility/new-skills-at-work>

Recommendations from the Ohio Higher Education Funding Commission (November 2012)

<https://www.ohiohighered.org/financial>

Complete College Ohio, Task Force Report and Recommendations  
(Recommendations from the Completion Task Force - November 2012)

<https://www.ohiohighered.org/completion>

CollegeCredit Plus: chancellor John Carey's recommendations for Ohio's dual credit program, Ohio Board of Regents, University System of Ohio

[www.ohiohighered.org/college\\_credit\\_plus](http://www.ohiohighered.org/college_credit_plus)

PIA With A Purpose, Prior Learning Assessment & Ohio's College Completion Agenda, Ohio Board of Regents, University System of Ohio

<https://ohiohighered.org/PLA-meetings>

Innovation Generation

<http://www.innovationgenerationohio.com/>

Jobs for the Future

<http://www.jff.org/services#.U34-kk1OUeE>

*Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21<sup>st</sup> Century*, Harvard Graduate School of Education (February 2011)

[http://www.gse.harvard.edu/news\\_events/features/2011/Pathways\\_to\\_Prosperty\\_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

2013 Summit

<http://www.cscce.edu/about/summit/april-2013.shtml>

Columbus Urban League Empowers Young Adults to Learn and Earn \$1,600 for Back to School

<http://www.cul.org/news-columbus-urban-league-e>