

6<sup>th</sup> College Access and Success Summit

Tuesday, April 14, 2015 • 8:00 AM - 12:00 PM • Columbus State Conference Center

**PURPOSE OF SUMMIT NOTES:** *College Access and Success Notes are designed to deliver key status items that influence the overall success of the Central Ohio Compact, provide summaries and highlights of participant discussions and insights, and reach consensus on next steps. They are also designed to mark annual or bi-annual milestones with summaries of progress and a historical record of leader engagement. The Notes provide platforms to convene problem-solving teams or working groups, and raise opportunities for employer engagement, funding, and development of a broader platform of community partners. This special Summit publication focuses on the overarching objective of the event, which concerned the gathering perspectives and recommendations on the design and operation of a regional dashboard for success. Because these Notes will guide dashboard design and the activities of at least one, future working group, elements of the report will tend to be more detailed, and single project-specific. **Commentary and perspectives from panelists are generally reported in summary form.***

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### I. Summary

The 6<sup>th</sup> College Access and Success Summit was convened at the Columbus State Conference Center on the campus of Columbus State Community College (Columbus State) to consider five years of work within the fast-maturing Central Ohio Compact, and look forward to the development of a regional dashboard for success. Conversations and insights were powered by the largest group of Summit attendees in the history of the Compact.

Summit results included detailed commentary and suggestions on the values and top-line measures in a potential regional dashboard. Participants set agenda expectations for a 7<sup>th</sup> Summit and created a deep volunteer roster for a Dashboard Development Working Group. Participants focused on continued advancement of a robust advisory strategy that reaches students and families as early as middle school and during the elementary experience. They also endorsed the promotion of student success stories in work/study and full employment, sound wages at the commencement of careers, and career progression.

Participants celebrated the partnerships and efficiencies of fast-growing inter-district programs, and restated their emphasis on first-generation college opportunities and adult education. The Summit provided expert perspectives on college affordability, College Credit Plus and advising, and career pathways and employer engagement.

## II. The Business of the Summit: A Four-part Agenda

Summit subject matter and assignments were organized into four “chunks” of work: College Affordability; Dashboard; College Credit Plus and Advising; and Career Pathways and Employer Engagement. The morning of work was staged and staffed as follows:

1. Registration
2. Welcome and Introductions: David Harrison, *President*, Columbus State Community College
3. Business of the Day, Following-through on Commitments from the 2014 Summit, and Questions of the Day: Don Upton, *Summit Moderator*, and *President*, Fairfield Index
4. Timeline of Central Ohio Compact Formation, Summits, and Successes thus Far; Context and Update from David Harrison
5. Navigating Ohio’s College & Career Readiness System: Tom Goodney, *Superintendent*, Educational Services Center of Central Ohio
6. College Affordability (Partnerships & Public Policy)
  - David Harrison
  - Rock Jones, *President*, Ohio Wesleyan University
  - Kathy A. Krendl, *President*, Otterbein University
  - Dolan Evanovich, *Vice President-Strategic Enrollment Plan*, The Ohio State University
7. Answering Calls for a Central Ohio Compact Dashboard
  - Jennifer Anderson, *Director, Institutional Effectiveness*, Columbus State Community College
    - Questions on Dashboard Opportunity
    - Discussion (Small Groups at Tables)
    - Small Group Insights
    - Dashboard – Next Steps
8. College Credit Plus & Advising
  - Steve Dackin, *Superintendent of School and Community Partnerships*, Columbus State Community College
  - Stephanie Davidson, *Vice Chancellor, Academic Affairs*, Ohio Board of Regents
  - K12 Perspectives
    - Scott Reeves, *Executive Director, Secondary Academic Affairs*, Westerville City School District
    - Anne Baldwin, *Coordinator, Career Tech*, Westerville City School District
    - Kimberly Halley, *Chief Academic Office*, Hilliard City School District
    - David Stewart, *Deputy Superintendent*, South-Western City School District
9. Career Pathways & Employer Engagement
  - Stacia Edwards, *Associate Vice President, Academic Affairs and Special Assistant to the President*, Columbus State Community College
  - Kimberly Clavin, *Manager of STEM Initiatives*, Dublin City Schools
  - Scot McLemore, *Technical Workforce Development Manager*, Honda North America, Inc.
  - Anton Dela Fuente, *Project Lead the Way*, Student Perspective
10. Summit Results and Breakthroughs, Follow-ups, and Agenda Items for the Next Summit
11. Adjourn

## III. Progress Reporting / Status / Momentum / Support Systems

### Remarks on the History of the Compact

Dave Harrison provided a concise narrative of the fast pace of Compact formation and implementation.

*This is the most impressive assembly of business and public sector leaders today ... maybe the most impressive in America.*

— Dr. David Harrison,  
*President, Columbus State Community College*

*What led us here? We started this in May of 2011, with the first Summit. It was an outgrowth of series of conversations. We were all trying to solve the same problems and serving the same students. We as presidents and superintendents thought we knew what was going on and we knew we need others in the room.*

*We raised the question: is there a case for a regional strategy and setting a finite set of goals? There was a resounding “yes” from our regional leaders.*

*The November 2011 second Summit gave shape to the assignment. We formed data, alignment, communications teams.*

*The April 2012 Summit coalesced around Lumina Foundation’s 60% postsecondary certificate or degree goal for the region’s adults. We reached consensus that this big goal be our rallying cry. A team was formed to prepare the Central Ohio Compact, with strategies that reach into*

*the K-12, post-secondary space. Strategies also needed to reach to adults, especially those with some college and no degree.*

*In 2013, we focused more in workforce and secondary degree areas. Harvard's Pathways to Prosperity provided us with national context and a sense of a leadership opportunity – Too many young people are reaching their 20s with no secondary credential. We knew we needed tight alignment with employers to be successful. This became a primary focus for Summit four. We examined the focus and impact of Straight A grants from Department of Education.*

*Last year, at Summit five, JPMorgan Chase announced New Skills at Work to connect students to high performance workplace. Their investment provided this region with a platform on which to launch our next rounds of work and measure progress.*

*Today's latest Summit concerns implementation. Also in Summit five, human services partners were included so that a community services superstructure could be mobilized to help students. Public policy is moving forward on key initiatives like College Credit Plus. The state now has adopted the 60% goal and the Governor released a Quality and Value report, which included a recommendation that regions collaborate.*

*Let there be no doubt, the expectations for collaborative power in Ohio were drawn from our early successes in this region. We should be proud of and motivated by this. The Summits are a touchstone for progress but, for newcomers to the conversation, I want to make it clear that we work together every day shoulder-to-shoulder. Today's Summit focuses on the tough work ahead, and the need to build a consensus dashboard for success.*

The Compact is powered and continually extended through a Joint Resolution that continues to garner a broader range of signatories from all sectors. In that spirit, the Joint Resolution was recently adopted by The Columbus Museum of Science and Industry (COSI). David E. Chesebrough, *President* of COSI, illustrated the leaps each new Compact participant potentially make for the region. COSI facilitates over a one million learning engagements every year, and supports the important science, technology, engineering, and mathematics (STEM) performance of the region.

Tom Goodney, of the Educational Services Center of Central Ohio (ESC) outlined the catalytic role of the Center's original mapping of Central Ohio's college readiness assets. The work was predicated on the Columbus 2020 economic strategy. An update and a pending public release is in development but a number of critical insights are in store, including:

- The ability, in 10 years, to ensure 75% of high school graduates enroll in college and all will earn a degree or certificate
- A challenge to step up to the “unsettling prediction” that, if Ohio does nothing, over 60,000 fewer citizens will be in the workforce with career-driving credentials
- Continued advancement of the message that learning beyond high school is the key to individual prosperity
- Ensuring leaders are not “tinkering around the margins but build a true system of college and career readiness”
- Shifting “focus away from accountability of learning and continue on a path of accountability for learning”

The ESC of Central Ohio is missioned to accelerate the missions of its member school districts, and helps students achieve more through career and college-ready research-based programs and services.

The JPMorgan Chase *New Skills at Work* investment in the Compact, announced in the 5<sup>th</sup> Summit, makes Central Ohio a part of its \$250 million global initiative. Peer domestic markets include Dallas, Detroit, Chicago, Houston, Los Angeles, and New York City, and international investments include: France, Germany, Spain, and the United Kingdom. The investment provides the Compact with a platform for data, analytics, and collaboration otherwise not available to its participants; and highly-focused communications resources and reports to inspire engagement, and showcase challenges and successes.

#### IV. College Affordability

College affordability should not be examined solely through the “end-game” student debt, but by success in providing information to families and students during middle school and earlier about higher education choices. The work of the Compact will drive an agenda that clarifies costs, eliminates waste, and points to degrees and certificates that have high confidence outcomes when it comes to careers and wages.

College affordability panelists set out a broad portfolio of necessary activities and partnerships that requires “well armed” guidance counselors throughout Central Ohio school districts and careful management and expansion of “2+2” solutions.

The Compact may emphasize the aspirational and career outcome agenda for the people who call the region “home”, but planning for college must be accompanied by high-value fiscal choices. Panelists made it clear that access to higher education must involve public, private, and for-profit institutions, and the intermediary strengths and employer connections of Columbus State. Colleges and universities are making critical choices about providing cost effective pathways for students who may otherwise not consider their school as an access point for careers.

Here are some affordability narratives from panelist leaders:

➤ **Rock Jones** – *The commitment to affordability and accessibility is a founding value of Ohio Wesleyan University.* Partnerships make it much more possible to fill that commitment. For example, students move immediately and seamlessly into programs at Ohio Wesleyan from Columbus State. The University envisions a time in the future where students in their senior year of high school gaining an adjoining admission to Columbus State and Ohio Wesleyan. As the decision is made at high school, the family will know the costs of the full four years. This provides clarity and addresses affordability in many important ways. Students arrive on campus with some credits. There will be a financial benefit to those who can complete in three years, having accelerated with Columbus State and district partnerships. The University changed commuter policy for its traditional residential campus, expanding the reach of the geography to waive residency requirement for affordability purposes. An ongoing, comprehensive fundraising campaign has a focus on increasing the endowment for scholarships and financial aid.

➤ **Kathy A. Krendl** – *The development of more partnerships is critical to the subject of affordability.* The “2+2s” are important. Otterbein University has been in that business for over two decades. The University’s relationship

with Columbus State has been comprehensive. Some entrepreneurial activity on the on-the-job training front in education is making a difference. One of the most innovative partnerships is with Marysville Early College High School and Columbus State - a public high school, a public community college, and a private university. All work together to jump start pathways to four-year degree. This helps with transparency for the student in addressing costs. The concept of institutional commitment is also important. It is really about committing to the students and families in this region. The University thought seriously about why we were not attracting more students from Columbus City Schools. With an institutional commitment to access and affordability, City Schools matriculates increased over 300% in one year. The approach allows them to live on campus and become part of our campus. It was important to make a statement to families in the form of funding a full tuition for Columbus City Schools. Partnerships need to be readily accessible and transparent.

➤ **Dolan Evanovich** – It is important to understand there are many pathways and innovations that serve our region’s families and students. Highlights include the Preferred Pathways Partnership, and reverse transfer or “Credit when Its Due”. The partnership with CSCC is remarkable. Today, over 1000 students transfer from Columbus State to The Ohio State University (OSU). There is a specific focus on first generation students and veterans. It is important to be sure they are wired to information about Columbus State and OSU, and the cost-effective, high-value connections between the two. New student initiatives regarding orientation to the higher education journey have been expanded to all transfer students. Reverse transfer was started a few years ago, and Columbus State sent 1200 students who were interested in an associate’s degree. Columbus State awarded 275 associates degrees. Very quickly there were statewide benefits of about 1000 degrees. As work continues, there will be expanded pathways so a student may begin education by dual enrollment credit, but at the end of the day the degree says “The Ohio State”. OSU wants to add more dollars to need-based aid, with the results of \$15 million in need-based grants for the fall and \$100 million for the overall program.

*The commitment to affordability and accessibility is a founding value of Ohio Wesleyan University.*

– Rock Jones  
President, Ohio Wesleyan University

*The development of more partnerships is critical to the subject of affordability.*

– Kathy Krendl  
President, Otterbein University



➤ **Dave Harrison** – Ohio leads the nation in terms of performance-based funding. When Governor John Kasich released his budget, affordability and access component was seen as a call-to-action. There is a common “drumbeat” to improve outcomes and efficiencies and focus on workforce. It is important to take a closer look at the role a job and wages play in affordability. Central Ohio and the state as a whole are developing a system that can save families much more on tuition dollars. Let there be no doubt that Ohio ranks too high on student debt. The Central Ohio region can become the “most producing 2+2 market” in the US. We can do this because Central Ohio partnerships are deep and authentic. They are about student and not institutional needs. All participants, from superintendents to college presidents, are a phone call away from each other. The reverse transfer process matters because the first post-secondary credential creates a momentum shift. Many students transfer to four-year before attaining the associates degree. College Credit Plus is a “force multiplier”. The region needs to capture the stories about college credit hours coming out of high school. College credit hours for high school students can be brought to scale. Post-secondary credential means high earning power over the course of a career.

## V. Answering Calls for a Central Ohio Compact Dashboard

Past Summits included calls for the discussion and development of a regional dashboard. In a complex, diversified region, leaders seek clarity of goals and documentation of shared progress over time.

Summit participants dedicated a significant part of the morning of work to collecting counsel and expectations for dashboard content and functionality. Jennifer Anderson set the stage for sharing feedback by observing that there are always newcomers to the Compact and the recurring Summits. This means the dashboard has to be a clear orienting tool.

As the participants prepared to work in small groups, Anderson provided the following guidance and context:

- It is important to understand what is happening regionally, and this may include original ideas for metrics and measures

- There is a shared interest in understanding the impact of our collective work. Early on, we considered what data would be useful to us. It is time to consider the next step
- The Ohio Education Resource Center will be a great partner for gathering and integrating data
- As early as the first, formative work of May 2011, working groups were formed for ALIGNMENT, ACCESS, and DATA
- We are focused on the “60%” quality, post-secondary credential by 2025. Note the three Lumina strategies, which line up well with Central Ohio
- We face some measurement challenges. For instance, the American Community Survey does not include certificates and we are unable to tie to our local data sources to help. We are unable to connect to Lumina to what is happening here, in our communities
- Wage data is a separate system
- The National Student Clearing House pulls in private institution data
- We have the asset of the Ohio Longitudinal Archive
- How do we examine what is happening to different cohorts of students as they move through?
- We already know that Compact participants are focused on students’ readiness for college and workforce, so there does not appear to be an issue of consensus about the subject matter. But we have a diversity of independent data collection systems and a need for granularity so we may take action, intervene, and show progress across the region

Summit participants worked in twenty four small groups to respond to the following questions about dashboard formation:

**QUESTION 1** – What Qualities/Areas of Measurement in a Dashboard will Ensure Regional Collaboration and Alignment Over Time?

**QUESTION 2** – Are there Top-line Dashboard Measures that you Consider ESSENTIAL to Success?

**QUESTION 3** – Would You Like to be Called On to Serve in a Working Group to Support Dashboard Development?

The full reports from the teams have been transcribed and provided to coordinators of the Compact Dashboard Development Working group. The following are raw highlights of dominant, frequently-shared counsel:

### Q1 – Qualities that Ensure Alignment and Collaboration

- › Focus on Regionally Comprehensive Data
- › Ease of Use / Utility Across Multiple Sectors
- › Accurate
- › Show Progress to Overarching Goal(s)
- › Adaptive in Current Context / Change-friendly
- › Show/Amplify those Things that Show Progress
- › Accessible and Necessary for all Levels of Participation
- › Real Time, Accurate Information / Current
- › Common Language, Terms
- › What are the Best Predictors of Achieving Success?
- › Feature Predictive Analysis
- › Mutually Agreed-upon Baseline Data / Strong Baseline Data
- › Measure Time-to-degree, Identify Level-of-degree
- › Number of Graduates
- › Refine Early Warning Points
- › Include All Partners – Public and Private
- › Easy to “Click” and Break-down into Various Areas of the Region
- › Mirror Employment Opportunities within the Region
- › Does the Dashboard Ultimately Define what It is to be Workforce Ready in Central Ohio?
- › Ensure the End-all Metric of Success is Present: Are People Finding Jobs / Employment Outcomes
  - Better Utilization and Access to Employment Data – Who is Hiring and for How Much, What are the Evolving Necessary Skills, What are the Industry Projections for the Future?
- › Share the Pathways for Various Campuses and Schools
- › Specific Enrollment Numbers - K-12, Specific Occupational Pipelines
- › Share Drop-out Rates
- › Institutional Metric to Measure Resources Expended – Time, Funds, Space
- › Ensure Focus on First Generation
- › Capture College Debt/Cost Information – Track Progress in Reduction of Debt
- › Are Two Dashboards Needed? Consider the Audiences. Is Business and Community Audience Different?
  - Take a Close Look at All Potential Audiences – Language and Approach Could Change for Industry, Parents, Business Partners, and Compact Participants

- › Employer Engagement Measures Should Go Hand-in-hand with Outcomes
- › Success in College Credit Plus
- › Show Progress through “Escape from Remediation”
- › Reverse Transfer Success
- › How Do We Compare with Other States, Regions?
- › Support Solving Problem of How to Track Dropouts and Transient Students
- › Document Completion of a Pathway
- › Find a Way to Measure Internships
- › Emphasize Pace and Rigor
- › Maintenance of College Standards Across Age Groups
- › Overarching Utilization Measure – Is the Dashboard a Real Resource for Formative Decision-making?
- › Consider the Economic Development/Industry Partner Audience – How Attractive is the Workforce and How Likely is it that the Region would Benefit My Company Should They Chose to Come here?
- › Measure Agility of College Curriculum to Meet Workforce Needs
- › Consider the Importance of Early Learning Measures / Readiness

### Q2 – Top-line Measures Essential to Success

- › Number of Years for Entrance into Workforce
- › Impact - Gross National / Gross Regional Product
- › Items that are Trending Positive
- › Efficiency Measures of the Investment
- › Return on Investment
- › Intervention Points
- › Details / Granularity on “Who are the Students?”
- › Decrease in Remediation
- › Workforce Readiness / Remediation Rates
- › Debt, and College Debt Information in Comparison to Placement and Wage
- › Income
- › College Readiness
- › Pre-K Readiness
- › Third Grade Reading Level
- › Employees Retained in Region / Talent Retention
- › Dual Credit Earned

- › On-time High School Graduation
- › Time to Degree
- › Percentage College Acceptance
- › Parent Engagement and Confidence / Parents have the Information They Need
- › Adult (22+) Credential Recovery
- › Job Placement
- › Starting in K-12 – Persist to College; Persist to Majors; Persist to Workforce
- › STEM Skills
- › Regional Exposure to Workforce, Including Internships
- › Critical Views / Cohorts – Gender, Ethnicity, Socio-Economic, First-Generation College, and Distance and Rural Access Concerns
- › Link College Success Data with Workforce Wage Data
- › Certificates Earned / Certificates Aligned with Workforce Requirements
- › Job Placement Percentage in Field of Study
- › Demand-side Results – Are Employers Getting What They Need?
- › User Friendly – Utilization and Problem-solving – Effective Dashboard Metric

### Q3 – Self Identify for Potential Participation in Dashboard Working Group

Approximately 35% of attendees volunteered to participate in the working group. Their names and contact information have been provided to working group coordinators.

### Plenary Discussion of Small Group Work

At the close of the following small group period of work, a number of leaders shared perspectives on the dashboard formative process. Highlight statements in the plenary discussion include:

Communicate at a Parent Level – Dashboard Must Promote this Practice

There May be a Need for Different Platforms of Messaging / Audiences have Different Nomenclature

First Generation Students Matter, Region-wide

Do Not Forget the Importance of Real Life Examples – Set Stage for Personal and Emotional Connection – Dashboard Data Needs Stories to Back-up the Data

Employers Need to Know Dashboard Data as they Expand and Move in the Area

Dropout Rates Must Continue to be Top-line for the Region

Wage and Placement Data Must be Present – The Dashboard Should Answer the Question: “What is ‘Workforce Ready’ in Central Ohio?”

Level of Degree Attainment Time to Degree is a Shared Interest Among all Summit Participants

Debt Must Be on the Dashboard

Access for Low and Middle Income Families Matters as a Visible Measure

Career Paths

We Want to Know Where Students are Getting Degrees

Fields of Employment – Placement Rate

Global or Domestic Jobs

The Technical Mission of the Compact is to How We Make Data Real Time / Current

Another Policy Mission Relates to Privacy – How Do Balance Personal, Privacy Interests, and Do All We Can to Track and Measure Outcomes?

At a Dashboard Level, it Seems Necessary to Measure Drop Outs and Transient Students

Build a Dashboard with Consideration of How We Use the Tool to Amplify Progress and Solutions

Our Teamwork will Improve as We See the Impact of Substantive Changes or Interventions

The Resource has to be Understood within 30 Seconds – User Friendly

Common Definitions will be Vital to Success

More Granular than Broad Information – Sweeping Generalities will be Left Up to Personal Interpretation

Analytics behind the Dashboard – How do We Explain and Clarify so that Users have Confidence in the Product?

Instill a Measure of Confidence in the Information that is Presented

Upstream Facts - Where is the Pipeline Coming From? This is about Census, Community, Diversity, Rural, Urban, Ethnicity, Income, etc.

## VI. College Credit Plus & Advising

The Summit panel on College Credit Plus & Advising was designed to provide progress information on the 15- and 30-semester pathways from state and multi-district perspectives, set out current advisory solutions and aspirations in three Central Ohio districts, and look ahead for the coming months on potential state-level policy discussions and reforms.

Comments on College Credit Plus included:

### Stephanie Davidson –

College Credit Plus was revamped just 18 months ago. A key objective is to ensure each college credit course is meaningful for the student. With this in mind, there is an interest in enhancing data collection and reporting. For the 15- and 30-semester pathways, our General Assembly asked each public university to figure out how at least 60% of majors could point to a bachelor's degree in three years. This inquiry is intended to help address college affordability. The vast majority of pathways are based on students that bring in 30-semester hours to start with. So the challenge and opportunity is to figure out how to advise, early on, what 30-hour students could take that will support the 3-year objective or other values like the flexibility to study abroad and securing workplace experience through internships. We are hoping the colleges and high schools come together to develop these communications. The objective is to get students to think early.

### Steve Dackin –

Columbus State serves a diversity of communities and works with K-12 and our higher education partners, public and private. We need to consider what role the Compact plays in unifying the region and dealing with differences and disconnects. The Compact is the framework that brings this all together. College Credit Plus could be seen as a policy lever. It attempts to deal with affordability and access. Straight A is another policy issue – it gives boards of education and superintendents the political capital to engage the community in deep conversations about the future. We remember “Tech Prep”, which was a wonderful policy issue for the state of Ohio. It is unclear if we branded it properly. Think about this subject as “aspiration preparation”. Preparation needs to be linked to real career opportunities; therefore so we

are charged with asking, “Where is the employer voice?” At the center of our work is the integration of K-12 with higher education. The data, employers, and Compact participants are clear that we need something different. Far too large a number are not going to college or not completing. As discussed in the dashboard part of the day's agenda, a big part of our work is answering the question, “Is there a way we reach those children who are first generation underrepresented students?”

### Scott Reeves –

We are applying our experience and partnerships to achieve additional scale. Pleased to report that 238 students are registered to take business courses, and 141 intend to take College Credit Plus on college campuses. So, we have 450

students participating in the program in addition to AP and IB students. Initial expansion is strong.

### Ann Baldwin –

Looking at the 15- and 30-hour pathway, we consider what was successful in the past. One highlight is our 15-hour pathway with Otterbein University. We believe we have a core responsibility in asking the question, “What is portable for students no matter what their

### College Credit Plus Opportunities

*Providing students with dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of many of these initiatives. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. In addition, these programs have the capacity to create systemic collaboration, which will be necessary in order for Ohio to meet its college- and career-ready, and postsecondary completion goals. These programs also have the added benefit of creating a reliable and seamless bridge for students to transition from high school into postsecondary endeavors.*

Chancellor John Carey's recommendations for Ohio's dual credit program, College Credit Plus, page 5



degree program?" It is important to focus on general education requirements when looking at both STEM and humanities routes.

**Kimberly Halley –**

We offer dual enrollment for eleventh or twelfth grades, but in last three years our efforts have been “amped up”. We opened an innovative learning center, including College Jumpstart program. Students are getting to 32-semester hours at graduation. We are also a part of the Straight A grant. We focus on an allied health offering for students. We have learned from previous dual enrollment and dual credit experience we gained through the Ohio Transfer Module. Portable credits are also a priority.

**David Stewart –**

Dual enrollment opportunities have been historically available in number of areas. Our half-day academy is moving to two half-day programs. We organize for three pathways: liberal arts, math, and career tech. We work with Ohio Transfer Module to ensure usefulness and portability of credits achieved in high school. We work with Columbus State to ensure success.

**Panelists’ Comments on advisory strategies included:**

**Stewart –** Our key strategic decision was based on the understanding that high school guidance counselors will make or break the success of what we are trying to do. We must arm a large number of people with information we need to get into the hands of students and families. We use mailings and one-to-one discussions with each sophomore. Access to information requires many pathways and advocates. We partner with Columbus State to get answers to a wide range of question. Counselors are encouraged to target specific students, customize, and report.

**Halley –** We have one college counselor. We utilize facilitated multiple Compass testing. A college admissions process walk-through is of special value. We know, as mentioned throughout today’s Summit, first generation college attendees may not have the support and information they need. Parent meetings are critical. We bring in and depend on college partners – we have cadre looking to two-year or four-year tracks, the custom path, and the right amount of time to inform students.

**Baldwin –** Counselors at grades six through twelve must be involved. The sixth through eighth experience and access

to college information matters, and it is new to them. We are not just dealing with student and family understanding of high school coursework. We need to communicate how it leads to college work. It is important to avoid exclusive focus on students with high GPAs for eligibility. We need to consider early starts on the road to credit. Some eighth graders that can be successful in college coursework. Our college and career evening programs build awareness.

**Reeves –** Our reach is down into the middle school. Students and families start thinking about interests and aspirations. Every sixth grader is involved in career exploration activities. The younger we can get students connected to what they would like, the sooner we can help them explore high-performance pathways and managing costs on the road to college or a certificate.

**Dackin –** What is the role of the Compact in building advising capacity? We have examples. Straight A and College Credit Plus as policy platforms. Advising is, and should be, embedded as a part of programs and investments. We need to understand the metrics that will drive the behaviors. We need to identify measures to which we can apply predictive analytics to determine what interventions are actually working. This is a confederation of sorts. The ESC of Central Ohio has been a huge partner in helping us convene. We should consider the notion of advising - what does it mean, what does it look like in this region and our economy? How do we build capacity at Columbus State in support of student and family communications in the districts? We are going to convene a work team to develop a regional system to support advisors and advisory resources. There is a call for a regional template which is in context of the trajectory of learning based on their acquisition of literacy and their literacy skills. This is not just about academic preparation. Districts throughout the region should be complimented – they are thinking about and taking action on shared services and cross-district collaboration. They are making programs available to peer districts and creating economies of scale. My provocation for this Summit is a call for additional embedded, emotional support systems.

**Legislative Outlook**

**Davidson –** For a brief, near-term legislative outlook, it is important to note there will be quite a bit of discussion about whether there should be a consistent floor on the cost of a college credit hour. Right now we see a \$40 floor but, if the partners agree to go below, they can make a request and the Chancellor will grant permission. There is

some discussion of the Chancellor having a bit more power on not allowing below-floor cost if quality jeopardized. It is also important to note the discussion of the “carve out” of Straight A funding to support credentialing for high school teachers (so they may teach college level courses). Many districts and higher education partners asked for some flexibility and this step helps. We realized we did not have adequate data. For instance, public institution v. private institution collection and alignment. One provision in the law concerns a systematic and complete collection of data, which lines up with the aspirations set out today for the regional dashboard.

[There was an audience participant question for Davidson –

Q: What is the difference between College Credit Plus (dual credit) and the AP system? Davidson

A: There is a fundamental difference between AP and dual enrollment. An AP student is not enrolled in a higher education institution. The AP year-end exam score may result in college credit once the student enrolls a college. Dual enrollment concerns a transcribed college credit once enrolled in a course. On the flipside, the dual credit may not “travel” well out-of-state, but the AP credit may.]

### About Project Lead The Way

Project Lead The Way (PLTW) is the nation’s leading provider of K-12 STEM programs. Our world-class curriculum and high-quality teacher professional development model, combined with an engaged network of educators and corporate and community partners, help students develop the skills necessary to succeed in our global economy.

[www.pltw.org/about-pltw](http://www.pltw.org/about-pltw)

exactly what is “college and career ready”. We came up with the following foundations:

- Career Awareness
- Real World Applications
- Workforce Skills
- Remediation Free Engagement
- Pathways to the Future

Our input is kindergarten. Our goal is college and career ready. What is working to support our goals? The answer

is in industry-centered, project-based learning. We are dealing with this learning culture in the classroom and in the workplace. We need to understand and address operational and environmental disturbances like the limitations, changes, and reforms of policy. To be effective, we must examine the culture in our own buildings. In the end, who controls the minute, finite details to get to goal? It’s us! It is our ecosystem. Right now we do not know if all of this is working, because all five components are not in one system. One key principle informs the timing and communications

with students and families – always assume students know little about careers. When we bring in someone from the outside, an employer, we always pair them with a younger person. Students are receptive to their peers.

**Stacia Edwards –**

Strategy matters. Career pathways is our focus. The context of our work is careers. The *New Skills at Work* report highlights 84,000 new jobs in past four years. We live and work in a growing region. Per capita income is rising. Five years ago, we identified four strategic industries. They make our economy vibrant. They each had a career ladders, including entry levels with a living wage. As a reminder, the four industries are health care, logistics, manufacturing, and IT. Manufacturing in Columbus is 2% above the national average on jobs with powerful growth. Average mean salary in manufacturing - \$70,431.00. IT is 9% above national average with average salary of \$100,182. The industry focused system produces results.

## VII. Career Pathways and Employer Engagement

This multi-dimension panel drew on the perspectives of Columbus State, a school district, a key regional employer (manufacturing), and a Project Lead the Way student. The dimensions concern: community college relationships with school districts and employers; gathering information on hiring needs; inspiring workplace experiential programs; and connecting with students and families as early as possible to showcase career pathways and wages.

Panelists all emphasized the importance of using students’ peers and young people with successful careers to advance messages about pathways, college planning, and work/study experience.

**Kimberly Clavin –**

We are in the business of applying college and career readiness to the K-12 world. Our job is to understand

Currently, twenty regional districts have technical pathways that lead into these strategic industries. How does K-12 and higher education work together and how do multiple districts work together? Working together on a regional platform is a frustration in other parts of the US. Here, employers are at the table. Columbus State took the lead in ensuring programming and education are aligned. Parents and students need to understand what a good pathway that leads to careers looks like. We should be focused on providing a glimpse of what the work and workplace look like. A work/study program allows student to add value to the employer, and we reference the Honda work/study program as a solid practice.

How do we get employers engaged? Perhaps we need to think differently and help employers understand that a student may not be the perfect candidate with a bachelor's degree but has so much to offer. This is not a theory. We can tell real life stories of success. Multiple companies are coming to the table as a team because they want a collective message and impact. An employer may have only five openings but, working together, companies combine resources and provide a scale of career opportunities.

**Scot McLemore –**

When compared with peer Honda locations in other regions, Central Ohio is doing well and making progress. HR functions are responsible for preparing outlooks for future employment and skills requirements. Honda has done work on understanding specific workforce roles such as engineering and engineering technology. We explain what employees need to know to post-secondary educators. Columbus State has been an important partner, especially with a custom work/study model. Honda is having conversations at the middle school level. Honda collaborated to produce a game that introduces students to manufacturing jobs and decision making in a virtual setting.

There is a good bit of local engagement at the school sites in several districts. The manufacturing sector in the region is now positioned to communicate its needs. Honda is pleased with the regional partnerships and results of the pathways programs in districts, but there is much more to do. A region's ability to anticipate and meet the talent needs of employers is vital to its competitive reputation. Honda is excited about the workforce partnerships and momentum. From Honda's perspective, our efforts are to

educate and excite people about manufacturing. There is an important extension of this work – Honda reaches out to other manufacturers and industries to enhance K-12 partnerships.

It is important to take advantage of teacher engagement and relating class work to the real world.

What comes next for Honda in Central Ohio? The key to this is to have a robust network of partners, both industry and education. We all need to understand what the goals are, what success looks like, what metrics matter most.

We need to change the conversation with students. In the past, the discussions about curriculum and the future may have been narrow. Teachers in Project Lead the Way provide much more detail on potential outcomes and pathways. A fellow Project Lead the Way (work/study) panelist highlights how young people want to hear from their peers. We need to do a better job getting successful young people back into the school to share outcomes.

**Anton Dela Fuente – A Project Lead the Way / Honda Work/Study Student**

Panelist's Narrative Summary of His Journey to Higher Education and Employment at Honda:

*Right now, I go to school (Columbus State) and work at Honda [...] My freshman teacher asked me if I like math and science. She placed me in the Project Lead the Way program. Senior year rolls around and my teachers tell me about Honda and Columbus State [...] I found it interesting. I get my two-year degree and pay a fraction of a four-year degree, and go in the workforce.*

Summit participants were interested in what the panelist's peers thought about his decision, and the curriculum and workplace pathway. "They were skeptical about it. They did not know how it was going to work out."

Q: What happened to the skepticism?

A: Regrets, now that the opportunity and salary are a reality.

Q: What is your objective?

A: "Up." Advancement in the Honda enterprise

Q: How do we deal with skepticism in high school?

A: "Keep it simple and let it be known. Start earlier, in

the seventh grade. Let them know what will happen later on. Let the kids know what can happen to them. When I was a kid I would not listen to older people. Have my generation talk to the younger generation.

### VIII. Agenda for the Next Summit

All Compact Summits close with a call for agenda items that should be considered for the next gathering. In this case, **participants emphasized the dashboard. They want to get a status on the formation and implementation of the resource, and ensure that Summits of the future are driven, primarily, by dashboard elements.** Participants also continued the call for more and more multi-sector

employer participation in Summit discussions, and an ever-broadening outreach to all engaged in the regional talent pipeline such as charter schools.

### IX. Next Steps

Summit Notes will be made available to participants and all interested in the progress of the Compact. Summit consultant, Fairfield Index, will deliver the roster of volunteers for the dashboard development working group, and raw data and recommendations from the small group work on the dashboard. Work on dashboard standards and priorities will commence over the summer of 2015.



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

5<sup>th</sup> Annual Summit Notes / College Completion and Career Success

<http://www.csc.edu/centralohiocompact/events/pdf/CSCC%20RegionalSummitNotes20140624.pdf>

JPMorgan Chase / *New Skills at Work*

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

CollegeCredit Plus

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

CollegeCredit Plus Opportunities

<https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/CC%2BFINAL-Report-Dec30C.pdf>

Columbus Museum of Science and Industry

<http://www.cosi.org/>

Educational Services Center of Central Ohio (ESC)

<http://www.escofcentralohio.org/Pages/Default.aspx>

Lumina Foundation

<http://www.luminafoundation.org/>

National Student Clearinghouse

<http://www.studentclearinghouse.org/>

Ohio Department of Education Straight A Fund

<http://education.ohio.gov/Topics/Straight-A-Fund>

Ohio Education Research Center

<http://oerc.osu.edu/>

Ohio Longitudinal Data Archive

<http://www.ohioanalytics.gov/DataTypes/OLDA-Navigation.stm>

Pathways to Prosperity Network / Jobs for the Future

<http://www.jff.org/initiatives/pathways-prosperity-network>

Project Lead The Way

<http://www.pltw.org/about-pltw>