SUMMIT NOTES

I. Summary Results

New Reporting and Messaging Resources for a Maturing Central Ohio Compact; Engagement with Employers; Employer Case Studies from Manufacturing, Health Care and Cloud Computing; Exploration of High-Impact Workforce Partnerships; Leveraging Partnerships for Policy Priorities; and Preparing for a Ninth Summit.

The eighth Summit of the Central Ohio Compact (The Compact) was held at Columbus State Community College (CSCC) Conference Center on April 10, 2017. More than 300 regional and state leaders participated in the 3½ hour discussion, and more than 16 expert leaders delivered key briefings and perspectives that launched discussions. About one third of the participants were new to the Summit. More than 11 superintendents and eight college presidents attended. Participants engaged on the Summit’s topics: Alignment, Scale, Policy and Partnerships.

John Carey, Chancellor, The Ohio Department of Higher Education, kicked off the event by connecting state aspirations to the employer-driven work of The Compact.

As part of an update on The Compact’s work to date, leaders presented background on the original 2011 “case for change,” how the regional goal was developed, and how agreements to work within a Compact framework were established. Participants received The Central Ohio Compact 2017: A regional strategy for college completion and career success (Compact 2017) report. The four strategic principles of The Compact were renewed: Aspiration and Access; Alignment and Academic Preparation; Alternative Pathways for Adult Learners; and Affordability.

One of the things Governor Kasich is very passionate about is preparing workers for the changes that are going to be happening in Ohio’s economy. You are at the forefront.

John Carey, Chancellor, The Ohio Department of Higher Education
The Summit continued to demonstrate a “bias for action” through fast-paced progress reports. Many reports focused on how to address non-academic barriers to student success.

Carrying a theme of employer engagement, the agenda included briefings on skills and initiatives to attract talent in the manufacturing, health care and IT/cloud computing sectors — and how promising employer programs can be scaled to serve more companies and Central Ohio communities. Experts from the Ohio Department of Higher Education (ODHE), Ohio Department of Education (ODE), and major employers provided insights on existing programs, approaches to collaborating across industries and agencies, and how progress towards The Compact’s goal improves the reputation of the region. Amazon Web Services presented its AWS Educate platform for driving cloud computing skills and careers. Rocky Parker, Vice President of Talent Acquisition at Nationwide and chair of CSCC’s Workforce Advisory Group, credits Central Ohio’s culture of collaboration for how all sectors are uniquely positioned to support incumbent workers and link 9-16 curriculum and career support resources to data-driven outlooks of employers.

Experts in policy and coalition-building, including those from the Governor’s office, higher education, Columbus 2020, and Central Ohio Regional Planning Council, expressed confidence in The Compact as a platform for advocacy, progress and success. It is a centerpiece for regional innovation in talent delivery.

Participants affirmed the need for sector-specific and cross-sector engagement of employers as The Compact continues to mature.

Special attention should be directed to: culture change in classrooms relative to experiential learning; the financial and career advancement opportunities associated with career-calibrated achievement; certificates and degrees; and faculty and staff understanding of and engagement in industry experiences. Panelists also called for translation of cross-industry “soft skills” needs into clear pathways, coursework and benchmarking.

Participants were asked to consider the value of moving annual Summits from the spring into the fall. Organizers proposed the change so the Summit would be in line with program and pilot cycles, progress reports and assessments, fall program and semester launches, traditional school calendars, and preparations for fiscal and policy needs at the federal and state levels. In the coming weeks, participants will share perspectives and recommendations on Summit timing, agenda priorities, and approaches to doing focused planning and work in smaller teams between Summits (see “Request for Perspectives” on page 13).

II. Summit Agenda

Stepping Up to the Call for Employer Engagement

The agenda for the eighth Summit signaled a turn to dashboard-driven priorities and gathered employer perspectives and aspirations for talent. Summit moderator, Don Upton, said all agenda elements could be focused on: a cycle of regional ALIGNMENT around messaging, priorities and measures; ensuring great ideas and pilots move to regional SCALE; identifying POLICIES that support success; and building PARTNERSHIPS that provide the resources, efficiencies and shared measures that make success possible.

Participants were called on to support the agenda and drive conversation by thinking ahead, identifying and removing obstacles to success, learning more about The Compact, and preparing the agenda for the next summit and influencing interim work.
III. Business of the Day

The printed agenda for the Summit include the following steps:

- **Welcome**: Dave Harrison, President, Columbus State Community College
- **Collaboration for Regional and State Success**: John Carey, Chancellor, The Ohio Department of Higher Education
- **Business of the Day**: Don Upton, President, Fairfield Index, Inc.
- **Progress Reports**: Updates from Compact Partners
- **Employers Engagement & Collaboration**: Industry Best Practices and Future Opportunities
  - Scot McLemore, Manager – Talent Acquisition and Deployment, Honda North America, Inc.
  - Kelly Kelleher, Vice President, Community Health and Community Health Services Research at Nationwide Children’s Hospital
  - Ken Eisner, Senior Manager, Worldwide Education Programs & Global Lead at Amazon Web Services Educate
- **Collaborating with Workforce Partners Panel**: Dialogue and Perspectives on K-12 Engagement, Barriers to Success, and Improving Portability/Scale of Successful Practices
  - Rocky Parker, Vice President, Talent Acquisition at Nationwide
  - Kelly Wilson, Vice President, Talent Management at Cardinal Health
  - Cheryl Rice, Associate Vice Chancellor, Higher Education Workforce Alignment at Ohio Department of Higher Education
  - Tisha Lewis, Career Connections Administrator at Ohio Department of Education
- **Regional Priorities and Federal & State Policy**: Panel to Respond to the Day and Provide Insights on Federal and State Policy Priorities
  - Ryan Burgess, Director, Governor’s Office of Workforce Transformation
  - Patty Huddle, Senior Vice President, Economic Development at Columbus 2020
  - William Murdock, Executive Director at Mid-Ohio Regional Planning Commission
  - David Harrison
- **Perspectives, Priorities for Next Summit & Next Steps**
- **Adjourn**

IV. Up-to-Date, Aligned Messages

Dr. Harrison provided a brief summary on the formation of The Compact and a “continuation of momentum” in its efforts. He emphasized the attention early Summits paid to building a case for change and setting a shared target. The new website offers a refreshed view of The Compact.

With region’s 65 percent attainment goal (degrees, certificates or other postsecondary credentials) established, “The Compact has created a national model of collaboration intended to bring about a dramatic increase in college success for Central Ohio students. The Compact has advanced the standing of the region as a leader in economic growth, per-capita income, and quality of life.” (Compact 2017, Executive Summary) It was clear during early Summits that the region could work together to accomplish more than could be taken on individually. Working together in new ways became the foundation of a regional strategy.

Harrison emphasized The Compact’s four strategic priorities of:
- **Aspiration and Access**
- **Alignment and Academic Preparation**
- **Alternative Pathways for Adult Learners**
- **Affordability**

A maturing Compact ensures focus on key regional sectors, and fostering a close working relationship with Columbus 2020 and the economic development community. The sectors include:
- **Science and Technology**
- **Logistics**
- **Manufacturing**
- **Headquarters and Business Services**
- **International Business**

An Employer Advisory Group has been formed to provide guidance through the next phases of Compact work, and
help deal with the changing business practices required to be successful.

Harrison noted the importance of measuring progress.

More students are leaving high school with college credit and graduating in four years. The number of adults earning an associate degree is on the rise, and philanthropic/grant investments have been robust, focused and synergistic. Thanks to special attention from the seventh Summit, The Compact is giving greater attention to addressing non-academic barriers to student success and mobilizing human services partners.

A timeline titled “Progress to Date” is found in Compact 2017, p. 17 -18.

**Equity**

Since 2009, the percentage of central Ohioans with at least an associate degree has been climbing, outpacing state and national rates. But the region can’t truly succeed unless all of its residents do, which is why it’s critical for Central Ohio to close equity gaps in education attainment.

Compact 2017, Focus on Equity, p. 11

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**V. Brief Progress Reports**

Several Compact partners provided updates on their work-to-date, sharing examples of the collaborative potential of The Compact.

**Update A - Quotes and highlights from Kathy Krendl, President of Otterbein University**

A dual admission partnership between Otterbein and CSCC is advancing regional commitments of The Compact.

“Columbus City Schools now has a retention rate (at Otterbein) of 94 percent, and that is the highest retention rate of any cohort on our campus.” It has been so successful that it was been expanded to three additional districts, and is now available throughout the region through the partnership with CSCC. The partnership eliminates the academic, financial and emotional barriers to degree completion, thereby reducing what experts have called ‘transfer shock’.

The approach includes articulation agreements, joint academic advisement and professional development efforts for faculty and staff. The partnership is orchestrating a seamless process for dual admission from high school. “Affordability is the cornerstone of this partnership.”

**Update B - Quotes and highlights from Rock Jones, President of Ohio Wesleyan University**

Pathways now exist in the “2+2” relationship with CSCC in 14 majors within seven programs. Staff resources have been reorganized to make this possible. There is a strong commitment to ensuring high school and CSCC students understand how pathways work to the ultimate completion of a baccalaureate degree.

Ohio Wesleyan is committed to helping students understand and engage in campus life. An on-line tool helps students understand pathways so they can make more informed decisions about CSCC curriculum. The support can lead to an easier transition and more opportunities for success at Ohio Wesleyan. Initial scholarships for these students range from $20,000 to $24,000.

“Affordability and completion are all wrapped up with one another … Students and families are more concerned than ever about the cost of education.”

Rock Jones
Update C - Quotes and Highlights from Steve Dackin, Superintendent of Schools and Community Partnerships, Columbus State Community College; Jeff Beal, Clarity Consulting; Brian Hamler, Superintendent, Whitehall City Schools

It is important to draw on the powerful testimonials of students who attended at the seventh Summit. Many of them shared their non-academic struggles en route to earning credentials and degrees. Dackin asked, “How do we collectively leverage the resources and the assets of this region to remove those non-academic barriers?” In the coming months, a number of pilots will explore how schools can connect with community-based resources.

As part of the region’s i3 Grant1 (U.S. Department of Education Investing in Innovation Fund) the college and partner school districts will identify existing resources and leverage them on behalf of students and families to prepare students for college and increase postsecondary attainment.

Dackin introduced Beal, who described wrap-around services as schools’ “strong connectivity to community-based resources.” They include non-profit organizations and student support infrastructure that reside inside schools. “How do we support students who are creating success plans, and how do we connect in a systemic way to what already exists in our community?” Beal asked. As a part of the i3 work, this is being explored at three or four pilot sites.

Dackin noted the investments made in The Compact over the past six to seven years. Those dollars have been leveraged and contributed to the match required to support the $11.5 million i3 grant. The grant is focused on serving districts with the largest percentage of economically disadvantaged students. “Beginning this fall through the i3 grant, we will be engaging in our first cohort of ninth graders in early college work. This will involve seven districts and 16 high schools, and more than 2,100 students engaged in some form of college work… all on the way to the ultimate cohort of at least 10,000 students over five years of the grant.”

Dackin introduced Hamler, who said his district examined its identity and community aspirations. Through that work, one word came out very strong: opportunity. “What our kids and our families told us clearly is they wanted more out of the high school experience.”

The i3 grant has played a key role in building pathways so that students in middle school are now talking about their dreams, and connecting curriculum and experiences to jobs that are close by in the region. “There is an energy in Whitehall we have not had in years. The conversation at the table is what does the high school experience bring to our kids?”

Update D - Quotes and Highlights from Educational Service Center of Central Ohio (ESC): Tom Goodney, Superintendent, and Christine Galvin, Director of College and Career Readiness

Goodney: The ESC looks forward to dedicating even more resources to The Compact. With 28 member districts, including three career and technical schools, the ESC can enhance and accelerate The Compact’s work.

The Success Network was developed by the ESC to link schools, community partners, employers and higher education. It is designed to empower all participants in education — including employers — to connect with peers and resources, implement the best programs and advance the interests of students.

1 Partial Program Description – “The purpose of this program is to provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates. These grants will (1) allow eligible entities to expand and develop innovative practices that can serve as models of best practices, (2) allow eligible entities to work in partnership with the private sector and the philanthropic community, and (3) identify and document best practices that can be shared and taken to scale based on demonstrated success.” Investing in Innovation Fund, https://www2.ed.gov/programs/innovation/index.html.
VI. Employer Engagement and Best Practices

Representatives from manufacturing, health care and cloud computing — the region’s key growth industries — provided perspectives on employer needs.

A. Honda Briefing – Conducted by Scot McLemore, Manager – Talent Acquisition and Deployment, Honda North America, Inc.

Honda has a major footprint in Central Ohio with five manufacturing facilities utilizing advanced automation technology.

The skills Honda is looking for are hard to find.

The Honda/CSCC partnership begins at the middle school level. For many students, decisions are made about career pathways once they get to high school. Honda meets with over 100 middle school students and introduces them to automation and the internet of things (IOT). A 2013 graduate earns over $55,000 per year, before overtime.

The work/study model may begin as early as high school. CSCC developed a summer Advanced Automation Institute for students entering the program as well as interested high school students. Both the institute and work study program includes a commitment to spending time with local industries.

The two-year associates degree path involves two semesters focusing on engineering technology fundamentals. The third and fourth semester involves paid work-study at Honda three days a week. From there, students can move on to a career while pursuing a bachelor's degree in engineering.

Alignment of CSCC curriculum to Honda's needs has a big impact. Students are ready to “hit the ground running.”

Why work study? Because manufacturing has changed drastically. There is a high level of advanced automation and a high level of technology. With the technology, there is a change in the skills requirement.

Honda believes there is an insufficient level of people pursuing these pathways. Before this model, Honda offered internship opportunities for 13 weeks. But the program did not attract the scale of talent needed.

Each student has a mentor. So they are wrapped with care from CSCC and Honda. The student is offered increased compensation for each step.

Scot McLemore

The manufacturing department at Honda is evaluating those students from day one of engagement.

Honda’s intention is to hire students full time. When the pilot program was put together Honda wanted to address needs and also make it scalable, cross-industry. There is potential for a regional approach to this kind of model by working with colleges across the state.

Honda needs a high level of engagement with these students. It is not enough to hand them a brochure.

The Automation Camp is designed to immerse students in the business and help them understand what it is to be a technician. CSCC has aligned staff on advisory side to be sure students are successful from day one.
B. Nationwide Children’s Hospital (NCH) Briefing, Dr. Kelly Kelleher, Vice President, Community Health and Community Health Services Research

Healthcare not only is big but it is not as uniform as you might think. There are many roles, supply chains and systems encompassed in health care and hospitals.

Healthcare is 20 percent of the economy. There are more than 50,000 employees represented in the member enterprises of the Central Ohio Hospital Council. At NCH, for instance, 2,015 out of 20,000 job applicants were hired in 2016.

It turns out people living in our most disadvantaged neighborhoods are excluded by the software that processes job applications. This is not just an issue at NCH but is a concern in all the hospitals. There are many steps in employment programs and the industry needs to step back and think about what it will take for the programs to be successful.

HR systems, partnerships and community access to jobs are nearly as well developed as other sectors.

To remain competitive in fostering health care talent, building relationships is key.

NCH faces a high turnover rate: About 300 to 400 entry-level employees are hired each year. If they do not stay and move up the career ladder, it can be expensive.

There is a lot to learn from The Compact team about how to think about career tracking.

An important step at NCH is the use of Employee Affiliation Groups. This involves coaching for early stage/new employees. Also, NCH is developing career pathways by working with CSCC.

NCH wants to say to job seekers and employees, “Here are the careers that next meet your interests.”

NCH is learning about the limits transportation costs and time and child care place on training and access to the workplace. NCH has invested in its community, hiring people from Columbus’ South Side and high unemployment areas (through the Mayor’s Fast Path Program) using a credentialing program. The problem was hospital hiring managers were not plugged into the process. As a meaningful response, NCH cultivated a group of 10 hiring managers to be a part of the training process.

NCH works with a number of colleges, through nursing, pharmaceutical, and pediatric programs.

NCH typically works with more than 1,000 high school students every year for job shadowing, internships and brief employment. But there are no uniform soft-skills programs to support these kinds of engagements, which can pose a challenge for the hospital.

Through a program at Fort Hayes High School, NCH has hired students with internships and other work-related experiences in health care. The hospital is engaged with the nearby South High School through the i3 program. NCH serves as a host site for job-shadowing and internships. The overarching question for NCH’s work-based learning efforts: How does the high school know students are ready to come to the site and work?

What’s next? There are real challenges with citizens coming back from incarceration, a growing population of citizens. Re-entry citizens have long job retention characteristics. They are among the hospital’s best employees because they do not want to give up a chance they’ve earned. But there are no programs in place to support the opportunity. There is limited coordination across all four hospital systems and the neighborhood health centers. We need a dedicated and passionate group of people to help with the talent agenda at each site.

“The industry needs more nurses and respiratory technologists, surgical techs and others but we are also an entire city... Parking lot attendants move up into security and administration and logistics. There are ground crews. We have our own food services. There are entire lines and chains that have nothing to do with healthcare per se but are not self-contained. We have a whole library system. We have 48 sites in Central Ohio. Students that come to us don’t often understand this.”

Kelly Kelleher
There is an incredible skills gap, particularly in the technical fields. For example, NCH has robots delivering medicines on the floor but no one to service them. There are increasing numbers of machines in the operating room with no one to take care of them.

The health care sector is particularly interested in the work of The Compact because this is the best way to take care of the health and wealth of families. If parents and caregivers have jobs, then the overall health of the family rises and student access to opportunities are improved.

C. IT/Cloud Computing Briefing, Ken Eisner, Senior Manager, Worldwide Education Programs & Global Lead at Amazon Web Services Educate

Amazon supports The Compact’s “bias for action” and commitment to measuring results. It gives confidence that AWS Educate can dive into the work and have an impact.

In 2006, Amazon launched the Amazon Web Services platform. Because of the nature of the business, Amazon had to manage infrastructure efficiently to keep prices low for consumers.

The cloud has changed computing. There is no longer a need to invest in IT infrastructure. Today, there are millions of active customers in more than 190 countries. At a $15 billion annual run rate, AWS is growing like a start-up. A 47 percent annual growth rate is a job creation engine. This growth is accelerating. Average salary for AWS entry level cloud architect is $125,000. It is already customary to scaffold into these jobs from other assignments and baseline skills.

AWS is unable fill the demand for these jobs. The bonds between education and industry matter. The pace of innovation requires a range of new skills and capabilities. For instance, AWS is now producing three major services and features every day of the year. Students need to be able to deal with the pace of change.

AWS, like other members of the industry, needs a faster pace of credentialing and curricular change. AWS needs to be massive collaborators. AWS wants to help design curriculum and believes it can leverage internal development resources for secondary and post-secondary faculty.

Students at all stages need “sandboxes” for real life application development.

To respond to these needs, Amazon developed AWS Educate to become the bedrock of relationships with students and faculty. It provides grants for free usage of AWS services, labs and training on cloud topics and AWS products, open source content by leading professors, and communities that share best practices virtually and in person.

AWS Educate is a global initiative to provide students and educators with the resources needed to greatly accelerate cloud-related learning and to help populate the entrepreneurs, workforce, and researchers of tomorrow.

Ken Eisner

Five hundred institutions joined AWS Educate when it launched in 2015.

AWS Educate is working with regional collaboratives around the U.S., building capacity, testing new ideas, and honoring the custom needs of communities. The Compact has a culture and shared commitment that makes it an ideal match for AWS Educate.

With AWS Educate, students and career-seekers:
- discover the skills necessary to advance into cloud careers.
- explore content.
- test their knowledge.
- seek micro-credentials.
- leverage the opportunity to apply for jobs & internships in the cloud.
- build their profile, adding resume and identifying cloud career.
- receive advice from cloud-based hiring managers.
VII. Collaborating with Workforce Partners

Four panelists shared insights on how educators can align their efforts with the needs of employers. They called for deeper alliances among Central Ohio’s industries and explored how to better communicate careers and workplace experiences in the classroom.

**Summary Insights A - Rocky Parker, Vice President Talent Acquisition, Nationwide**

We are waging a war for talent today. So many people are coming to us without the requisite skills. It is time for employers to start engaging. We need to communicate specifics on the career destination to students.

There are so many groups in Central Ohio dedicated to talent competitiveness. This is an opportunity for alignment and leveraging. We have identified sectors we need to work on. I love the fact that Whitehall is working down to the eighth grade levels to build career paths. More communicating and more branding is needed for teachers, staff, parents and students.

It is encouraging to hear about the partnerships that are being formed, especially those that take on affordability. Keep in mind that **leaders across sectors want to come together too**. There is the willingness to do this. I am on the Mayors Task Force for My Brother’s Keeper and learned that 20,500 16- to 24-year-olds in the neighborhoods of focus are not in school and are without a job. I don’t know if there is more important work for us to do. This is the kind of agenda where we can address our collective talent gaps.

Central Ohio employers across sectors are collaborating. We have a **Workforce Advisory Group** that looks at things that cut across the entire workforce agenda. We’ve done a lot of good work in our verticals such as the insurance industry. We had to put aside our competitive nature. For instance, no colleges had an insurance program and now we have 10. If we can do this in a vertical, we can do this in a horizontal. We need to ask ourselves, what cuts across all companies? We can help partners like CSCC be more nimble in providing curriculum.

**Summary Insights B – Kelly Wilson, Vice President, Talent Management at Cardinal Health**

We have an opportunity at Cardinal Health to **think about the future**. We work with five generations of employees. Generations are more similar than different.

What is changing in the workforce today? Working with different people is a skill and **so much gets back to how we relate to one another**. How often are we talking about getting connected to people we work with daily? **Soft skill development is key**. What are you doing to work in collaborative teams? Can you stand up and be a talent management leader for people who want to work for and with you? We want to spend more time on the “how” we work in addition to the “what” we are skilled to do. We want to build great leaders who are talent magnets. Cardinal is hosting open houses and opportunities in K-12 and launching “code-athons”.

**What does it take to work in an environment of ambiguity and development and change?** “The Fuse innovation lab at Cardinal is an example of the environment and human capacities we need to solve problems. Maintaining an unexpected startup atmosphere within a large, global corporation is part of what makes our culture so unique. The casual, open environment at Fuse is designed to encourage team collaboration and spark innovative ideas for product development.”

We are getting lots of experience with young girls coming into Fuse and we partner closely with the Collaboratory, a Columbus-based inter-sector initiative to tackle problems in advanced analytics and cyber security.

We have a **regional asset in the broad community of HR, career, talent acquisition management professionals**, and the associations and informal networks to which they belong.

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Summary Insights C – Cheryl Rice, Associate Vice Chancellor, Higher Education Workforce Alignment at Ohio Department of Higher Education (ODHE)

The entire agenda is about how we work together and identify employer needs. ODHE is working with leaders to better align the curriculum pathways to the work-force of today and tomorrow. This is the work we all have in common. We are learning a great deal by working with Honda and the Advanced Manufacturing Coalition. We’ve been able to identify what skills are needed and establish how to communicate back to centers of higher education.

The Amazon partnership is a signal of a new phase of sector focus, student resources, and curriculum drivers. Amazon is a strong player on the Advanced Technology and Innovation Advisory Committee. Cloud learning and the cloud education process will be instructive to other employers and sectors. We will learn more about how to take services and programs to scale. We will learn more about how to support faculty and staff. How do we best disseminate opportunities? The answer: partnerships. This is a core strength of The Compact. We are looking to see how to disseminate opportunities that help the region reach to The Compact’s 65 percent attainment goal.

We want to align credentials in K-12 to the next level so we can develop a workforce that supports the area’s in-demand occupations. Our role is to align industry credentials with those who teach. In collaboration with ODE, we will make sure these communications are taking place.

Summary Insights D – Tisha Lewis, Career Connections Administrator at Ohio Department of Education

We’ve learned that the $10 per-hour launch point becomes $125,000. High school students can learn how to plan for their future. They are now informed on the costs for college.

According to the Education Trust’s report Meandering Towards Graduation, about 47% of our nation’s students are graduating high school not prepared for college. This means many graduates are not meeting the benchmarks that we’ve set, and they’re not prepared for careers.

We need to strategically focus on every student across the board and not just those that are lucky enough in their life to have people and resources helping them to engage in and understand careers. We are still on a journey to ensure the high school diploma that means something.

A key question is do we embed soft skills in curriculum? Yes. There are many school counselors in the room for the Summit. They know that this is “all hands on deck.” Every teacher in every classroom needs to be bringing soft skills to students’ attention.

The New Skills for Youth grant from J.P. Morgan Chase is blurring the line between secondary and post-secondary education, and demonstrating the opportunity for students to graduate with credentials.

Employers need to be explicit. Job postings should be clear about credential requirements.

To support the K-12 educators, we need to explore how to get staff credentialed with speed. Professional development is needed in our own K-12 workforce. Part of this is to work with an accelerated pace of change and a culture of innovation that we know is expected of our students by so many of our sectors. We should consider teachers’ learning management modules to help with academic and technical requirements. There are ways to quickly bring teachers and employer resources in to help.
VIII. Regional Partners and Federal & State Policy

Leaders from higher education as well as state, city and regional economic development groups provided guidance on aligning the region around policy, priorities and success.

Key Points A - Ryan Burgess, Director, Governor’s Office of Workforce Transformation

- Recognize and respond to the speed of change in the economy.
- Governor Kasich has challenged the workforce board to come up with solutions in connecting business and education - a key function of The Compact.
- The demographics of Ohio need to be considered. We are facing flat growth and feature an aging population. From 2010 to 2015, Ohio grew by just less than 1 percent. How do we respond with this set of facts?

- We need to consider the labor force participation. Look at profile of 25- to 54-year-old males in our labor force. Their participation rate is 88 percent. If you look back to 1968 the rate was 96 percent. In developed nations, the average is 93 percent. What steps can we take at the local, regional and state level to raise the percentage? How do we communicate the economic impact of those gains?

- Our “matching technology” is promising. Industry is using a range of productive, high-impact tools to help customers, users and partners connect with opportunities and products. How quickly can we adapt these resources for students, teachers and employers in Central Ohio? What can we learn from AWS Educate, for example?

- How can Central Ohio lead the way in leveraging demographic, employer and education data? The Governor is challenging all state agencies to do a better job in leveraging data. How do we make data useful to employers and employer data useful to educators?

- Consider adaptations and communications pathways that improve connections to employers. For instance, local superintendents now appoint three non-voting members to school boards for the purpose of ensuring a link between businesses and educators so employers can understand the challenges teachers face.

Key Points B - William Murdock, Executive Director at Mid-Ohio Regional Planning Commission

- We are a regional council of local governments and one thing we have learned is the value of getting everybody in a room to talk about challenges. Most important is to understand uniqueness while setting a common goal. Acting like a region is important. This is one of the reasons The Compact is already succeeding. It maintains a common goal.

- One of your agenda items is to talk about non-academic barriers. The Commission works on transportation. We are one of the worse regions for the “jobs-to-transportation disconnect.” We have big gaps in this region where there are available jobs not being filled and neighborhoods of high, persistent poverty. Transportation is often at the core of this problem. If you wonder why a family does not go after a degree, consider the impact of two hours of transit to access education. This makes the Commission one of The Compact’s key partners.

- Unlike other parts of the state, we are a growing region. We are also an aging region. By 2050, our over-65 population is expected to double. This is a highly educated, highly motivated group. We should work together to investigate this phenomenon as a resource and opportunity.

- Central Ohio has major regional players coming together on federal policy. The Commission is part of this. There are existing networks. This will help avoid duplication of effort and research. Where can we find things we can advocate for together, Central Ohio will be very powerful.

- The Compact’s dashboard is important. Regionalism and success comes down to priorities. Where can we invest to support employers and institutions? We need to know our priorities to go after the resources. Knowing what everyone supports builds clout and proves alignment. Clear priorities make it easier to aggressively go after funding and promote change.
It appears trust has been achieved in The Compact. Reinforcing activities matter most at this stage. There appears to be a commitment to show progress and remain united.

Patty Huddle, Senior Vice President, Economic Development at Columbus 2020

This level of collaboration was not present as recently as six years ago. However, when question of The Compact goal came up the answer was “yes”.

Columbus 2020 is a recruiter but also an advocate of what infrastructure and support is needed to help companies grow and thrive. Thus, progress in The Compact is of special importance.

Thinking about existing conditions, such as roads and other infrastructure, is a big part of Columbus 2020. A major agenda item is now a business’s ability to articulate its talent needs to local educators.

We are watching policy at federal level very carefully because some programs in economic development and workforce are threatened. We are stretched thin at the state and regional levels; and now asking academia to take on our social challenges.

We have a strong regional network of leaders, experts and advocates. When we are working with a client, if we can get them in-market and “on the ground,” there is real success. There is value in meeting peer executives and education partners. Peer employers say this is a good market and a good place to find talent. They tout great productivity. The numbers we are starting to hit the national publicity proves this. The Compact will be playing a key role in building employer confidence and building our corps of satisfied companies.

A key step is to include more industry in Summit and overall Compact environment.

Dave Harrison, Columbus State

Economic prosperity and talent development go together.

We are not going to simply grow our way out of this. A singular focus on middle schoolers and young people, though vital to the future of communities and families, does not get us near the 65 percent goal. We need to be sure everybody is participating.

One of the largest demographic groups is adults with some college but no degree. The ability to give them a pathway to these jobs and get employers to the table involves being sure the HR professionals understand these differences in populations and opportunities.

We need to recognize that we are the experts. We are the ones doing this every day. We have a voice and a very important voice to influence federal and state policy. We need to capitalize on this collective voice.

We have to communicate accurate, sustained year-to-year progress with long term vision in mind.

Measures are our biggest gap. Having data that follows the student would be a game-changer in the academic setting, and even more powerful once extended into workplace and career.

We can’t cast a net big enough to get this done. Consider the transportation challenges raised by William Murdock. Consider what it means to have a two-hour round-trip commute for an education and/or a job combined with other responsibilities of home and health. This is why we need broader partnerships, clear roles and aligned communications.
IX. Results, Action Items and Future Summits

A. The following topics were shared during a plenary discussion as potential agenda items for the next Summit:

Soft Skills – Social and Emotional Learning
- Translating Soft Skills to the Specific, Real-life Requirements of Workplace, Relationships and Career Growth

Business Externships
- Teacher Connections to Relevant Industries
- Resources to Help Teachers and Counselors Connect and Communicate
- Approaches to Importing Employee Experiences and Former Student Successes into the Classroom and Curriculum

Cross-sector Connections
- Reach Across our Sectors to Connect with Peers, Experts, Hiring Managers, Workforce Strategists

Youth with Special Needs

Tuition Reimbursement

Employer Data is Needed from Business
- Transmittal
- Currency
- Results

Industry Credential Needs and Speed

Enhancement of Business Engagement and Presence in Next Summits

Connecting with School Boards and Parents
- Stepping-up to Driving Degree and Career Messages for Students, Parents, Caregivers
- Overarching, Inter-district, Region-wide Resources

B. Timing of Summits Going Forward

As a post-Summit assignment, participants were asked to comment on a recommendation that Compact Summits be shifted from the spring (traditionally April) to the fall (probably in or near October). Organizers proposed the change so the Summit would be in line with program and pilot cycles, progress reports and assessments, fall program and semester launches, traditional school calendars, and preparations for fiscal and policy needs at the federal and state levels.

Participants were also asked to consider the purpose and functions of future Summits, and share how year-long and detailed work could be better-staged in smaller work groups, round-tables and task teams. The meeting adjourned with a working assumption that a fall 2017 Summit would be useful.

ACTION ITEM

Responding to Request for Perspectives on Summits and Performing Detailed Planning and Work through the Year – Please Send Comments to: compact@cscc.edu with a subject line of “COMPACT SUMMITS AND PROJECTS” by August 20, 2017.