I. Summary Results

The 11th Summit of the Central Ohio Compact was held at the new Mitchell Hall Event Center at Columbus State Community College on Oct. 2, 2019. Over 180 leaders participated in the 3.5-hour discussion, and employer/industry participation was up more than 125 percent when compared to the 10th Summit. According to our data, approximately 30 percent of attendees were new to the Summit process. Watch the Summit at centralohiocompact.org.

The Compact continues to extend its collaborative work toward meeting or exceeding the regional goal of 65 percent of adults earning a postsecondary certificate or degree by 2025. This singular goal is motivating a broader set of participants from all sectors to engage in tactical programs and pilots that enhance career paths, promote additional scale and impact, and draw in dozens more employer partners. The Summit flowed as a single, comprehensive conversation about engagement, key partnerships, and the hard work of curriculum alignment with the needs of employers.

Using a convening theme of “The Future of Work,” Summit participants heard views on the fast-changing needs of employers and the power and agility of ongoing pilots. Where pilot programs succeed with business partners, there are likely to be close and accountable relationships with higher education and K-12 partners.

Expert panelists made it clear Summit participants and Compact programs are examples of what regional market collaboration should look like across the U.S.

Using a discussion theme of “the dynamics of partnerships,” Summit participants encouraged employers to engage in the Compact. Business leaders engaging in ongoing pilots and curriculum-driving alliances personally verified …

“We’re taking independent organizations and working to make them seem as one for students and the community … These Summits are about the celebration of leadership.”

Dr. David Harrison President, Columbus State Community College
The Central Ohio Compact 2019
A Regional Strategy for College Completion and Career Success
11th College Access and Success Summit: The Future of Work Shapes our Partnerships
Wednesday, Oct. 2, 2019 • 8:30 a.m. - Noon • The Mitchell Hall Event Center at Columbus State Community College

the regional economic, reputational, and competitive impacts of their work. Each indicated the best pathways to their enterprises’ own competitive successes are through Compact relationships and assets. Business leaders also committed to serve as guides and mentors as their peer companies explore the power of the Compact and engage in projects.

The impacts of the Compact’s collaborative model include bolstering the competitive standing of Central Ohio, improving the region’s reputation for innovation and nimbleness, and proving to newly recruited, growing, and legacy industries that the community can respond to near- and long-term talent needs. The role of talent acquisition cuts across all objectives of the new One Columbus regional economic strategy.

Recent Summits called for more employer and participant engagement in the difficult, tactical work of career pathways, curriculum alignment, and experiential learning. With these interests in mind, Summit participants worked in small groups to respond to questions related to ongoing and future projects. The small group questions and results are summarized on pages 6 and 7. Over 25 employer representatives and businesses signed up for engagement in new and expanding experiential learning and curriculum initiatives.

Columbus State committed to convening the nonprofit sector to address nonacademic threats to degree and credential completion, engagement in workplace learning, and career pathways.

Participants set expectations that the next Summit in Autumn 2020 include a review of the previous 12 months of project work, clear direction on where new or growth opportunities exist, and the commissioning of a clear pathway for success for the 12 months that follow. Participants also want to see continued Summit growth in business engagement and the involvement of students. They recognized an overall requirement for success involves the development of a living project and tracking system, which supports relationships and sets the general alignment of all Compact activities over time.

II. Summit Agenda

The Summit agenda was designed to move from global conversations on the future of work, to examples of ongoing, high-performance partnerships — and then into a work session on the tactical requirements for further success over the coming 12 months. The agenda included:

Welcome: Dr. David Harrison, President, Columbus State Community College
Special Announcement - JPMorgan Chase & Co.
  - Corrine Burger, Chief Control Manager for JPMorgan Chase's Consumer and Community Bank and Asset and Wealth Management, and Columbus Location Leader
Business and Key Questions of the Day: Don Upton, Summit Moderator
Orientation - Formation of the Compact and Successes Thus Far: Dr. Harrison
The Future of Work
  - Alex Derkson, Vice President of Global Philanthropy, JPMorgan Chase & Co.
  - Pat Tiberi, CEO of the Ohio Business Roundtable and formerly of the U.S. House of Representatives
  - Dr. David Harrison, President, Columbus State Community College
The Dynamics and Power of our Partnerships
  - Joe Chenelle, Office Managing Director and the Client Account Lead, Accenture
  - Jen Savage, Director of Talent Management, Worthington Industries
  - John Marschhausen, Superintendent, Hilliard City Schools
  - Dr. John Comerford, President, Otterbein University
The Competitive Impacts of our Collaboration
  - Kenny McDonald, CEO, One Columbus
Questions, Insights, Breakthroughs - Plenary Discussion
Focusing on the Details and What Matters Most: 12 to 24 Months of Work
  - Nancy Case, Dean of Partnerships and Programs, Columbus State Community College
  - Todd Warner, Executive in Residence for Workforce Innovation, Columbus State Community College
  - Scott Wegeng, Director of Employer Engagement and Experiential Learning, Columbus State Community College
  - Tom Goodney, Superintendent, Educational Service Center of Central Ohio
Commission Small-Group Work and Response
Plenary Debriefing and Perspectives
Verify Results and Action Items for Next 12 Months Responses and Commitments
Agenda Expectations for 2020 Summit - What Matters Most?: Upton
Wrap-up and Adjourn: Dr. Harrison

Prepared by New Systems Ethics, Inc.
III. JPMorgan Chase & Co. – Special Announcement

JPMorgan Chase & Co. played a key role in funding critical infrastructure of the Compact in 2014, not long after the degree and certificate consensus target was established. The Summit launched with a special JPMorgan Chase announcement, in which the company, through its New Skills at Work initiative, raised its investment in the Compact from $2.5 to $3.5 million. The investment served as a confirmation that the Compact is doing the right things for the people who call Central Ohio home and a reminder that the complex business of skills, careers, and partnerships requires infrastructure to succeed. In the spirit of the Summit’s emphasis on tactical execution and promising careers, the grant focuses on software developers and professionals in data analytics and cybersecurity.

“To meet the technology skills demands of our growing workforce, all of us need to be more creative and inclusive. That’s why I’m so exited to announce that JPMorgan Chase is making a $1 million investment in Columbus State to help prepare students for technology jobs of the future.”

Corrine Burger, Chief Control Manager for JPMorgan Chase’s Consumer and Community Bank and Asset and Wealth Management, and Columbus Location Leader

IV. Notes on the Business of the Summit and Summits of the Future

Participants were encouraged to ask questions and challenge each other (engagement) and participate in small work groups (project improvement/insights). Moderator Don Upton noted the critical transition of the Summit event over nine years from a single point-in-time into a resource for reviewing results and commissioning work for the coming year.

V. The Formation of the Compact, Success, and Looking Forward

Dr. Harrison provided Summit participants with an overview of Compact strategies and successes. He emphasized:

- The power of investments in infrastructure and career-driving partnerships
- The vital role of legacy partners
- The commitment from day one to take on the nonacademic barriers faced by students of all ages
- A special commitment to take on fiscal barriers, and encourage new practices in tuition funding among employers
- The diversity and intensity of business engagement, as demonstrated by an engaged, outcome-oriented Workforce Advisory Council
- A willingness to try new approaches, evaluate and scale successes, and learn from failures

To encourage annual thinking instead of single-point thinking, Dr. Harrison identified four 2017 priorities where we’re making progress:

- Mobilize our community to address nonacademic barriers for students.
- Advocate for policy and practices that galvanize collaboration to make college affordable for everyone.
- Engage employers to develop a regional workforce strategy.
- Pursue a meaningful data exchange that focuses on student success.

“None of us as institutions are organized to develop pathways for the transitions that our students go through. Those transitions are happening more frequently and in more disruptive ways than they ever have. So our ability to change our business practices to think differently, to respond with a sense of urgency, and to be able to respond to unique needs of diverse students and do it at scale is really hard.

“… We’ve learned we should not organize our work around institutions but around people.”

Dr. Harrison
VI. The Future of Work and the Dynamics and Power of our Partnerships

Two expert leader panels shared the following insights:

**Leadership and Engagement**

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Guiding Others</th>
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<tbody>
<tr>
<td>Projects showing strong results tell us that local, national, and global employers have confidence in building Central Ohio K-12 and higher education partnerships.</td>
<td>Associations and cross-sector groups, like the Ohio Business Roundtable, want to elevate the work of the Compact, connect it to state and national platforms, and ensure growing employer participation.</td>
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<tr>
<th>Breakthrough Leadership</th>
<th>Industrywide</th>
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<td>The Compact and its Summits are regarded across the U.S. as highly distinguished approaches to bridging and enhancing wide-ranging sectors.</td>
<td>K-12 partners are not only receptive to understanding employers' curriculum and experiential needs, but see their work as a part of a larger ecosystem of industry support, including nonprofits, higher education, and industry groups.</td>
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<tr>
<th>Statewide Impact</th>
<th>Teamwork</th>
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<tr>
<td>With regionally focused signature practices and principles, the Compact plays an important role in the success of our state.</td>
<td>The number of companies working in siloed talent-acquisition initiatives is declining.</td>
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<tr>
<th>Business Engagement and Economic Mobility</th>
<th>Data and Employer Engagement</th>
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<tr>
<td>Businesses involved in Compact projects are seeing their added community value in accelerating economic mobility.</td>
<td>Focusing on career pathways for individuals is necessary for regional success. We must understand changing demographics.</td>
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**Scale and Impact**

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<th>Collaboration</th>
<th>Workforce Advisory Council</th>
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<tr>
<td>The Compact has matured and now boasts the infrastructure to address the changing needs of employers, from cybersecurity and other technology to a broadening range of technical certifications. Businesses and talent officers are no longer on their own in creating partnerships calibrated to meet their organization's workforce needs.</td>
<td>The Workforce Advisory Council comprises wide-ranging companies and industries, empowered leaders, and a willingness to innovate — illustrating broad engagement and high expectations.</td>
</tr>
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“Central Ohio Compact is unique, and there are not many, if any, rooms like this one. … I would be remiss to say it’s easy work. It’s hard. There may be challenges with your own company in terms of changing some of your HR practices, for instance. But it’s work I think is really worth doing.”

“It’s philanthropic for sure … but we see it, in some ways, as venture capital.”

Alex Derkson, Vice President of Global Philanthropy, JPMorgan Chase & Co.

“This isn't happening around the state or around the country. I think the first thing we need to do is take a breath and celebrate that this is actually happening. … This is something that can be lifted out of Central Ohio and taken to other parts of the state.”

Pat Tiberi, formerly of the U.S. House of Representatives, and CEO of the Ohio Business Roundtable
Continuing the Discussion of Leadership and Collaboration…

Employers championed partnering with their industry peers instead of working in isolation. Business benefits from globally competitive, locally developed talent. Partners from the K-12 space highlighted a new culture of drawing on career foundations from industry, responding with well-briefed guidance professionals, curriculum, and experiential learning. Representatives from a diverse group of colleges and universities emphasized that they must step into a new role by understanding and supporting the student and family journey from early learning into post-secondary and workforce experiences. Across the region, small pilots in curriculum, career pathways, and apprenticeships are working but need much more expansion.

“I’m hoping we (Worthington Industries) grow with other employers who want to partner with us because it’s a big lift just for us alone.”

Jen Savage  
Director of Talent Management,  
Worthington Industries

“I think first and foremost, we have to have a bias toward action. As public schools, we tend to have a commitment to the status quo, and we look for reasons to say ‘no.’ We have to find the ‘yes.’ … It’s about a pivot to personalizing what we do. Personalizing starts with partnering with the businesses in your community.”

John Marschhhausen  
Superintendent, Hilliard City Schools

On Recognizing and Discarding Old Assumptions in Higher Education –

“We’re trying to understand our role in this pipeline and take that role seriously. The traditional higher education model is: We wait for the K-12 system to deliver us the students, and then we’ll take it from there. And then the traditional model says … we’re going to hope it’s what employers want. We’re not going to ask them. We’re not going to ever check on how our grads are doing. We’re going to say, ‘We did what we think is right, and it should be fine for you.’ We have to do better in both directions (K-12 perspective and employment).

On False Determinants of Wealth and Income –

“When it comes to partnering with K-12, look at how our students in the entire educational system, K-12 through bachelor’s degree, were pretty stratified by family income … Let me be clear: To stratify young people by what their parents make is un-American. We ought not to allow this to happen. … Our strength in our education system is in our diversity.”

Dr. John Comerford  
President, Otterbein University

On the Need to Scale and the Impact of Apprentices –

“I went to Dr. Harrison at Columbus State and said, ‘I want to take some apprentices. It’s a learn-and-earn model. It’s one year working for Accenture. It’s high IT. It’s 16 weeks of training. We’ll put them on agile scrum teams. They’ll do paired programming. They’ll get access to leading technology being done in Central Ohio.’ … We started this apprenticeship program a year ago and took students out of Columbus State. All four of them — I offered them full-time jobs and, in July, they all took them. They are doing wonderfully. We’ve more than doubled that (with the next round of apprentices). We just took 10.

That model, for me, is important for the diversity of our community and its impact for the student.”

Joe Chenelle  
Office Managing Director and the Client Account Lead, Accenture
VII. The Competitive Impacts of our Collaboration

One Columbus CEO Kenny McDonald reminded Summit participants that a new regional strategy is rolling out. The One Columbus Strategy is designed to build on the momentum of the Columbus 2020 Strategy and is dependent on decisive, sustainable action regarding talent. He emphasized the overarching nature of the talent focus — especially its role in: the ability of all sectors to innovate and grow, reaching the goal of the most prosperous region, and building the global reputation of Central Ohio.

“We can be the most prosperous place in the country — and what we mean by that is more and more people are not just succeeding economically but socially.

“When it comes to talent, every industry we have here is under pressure.

“We want the most competitive, prepared communities in the country. It requires us to have this room (Compact participants) succeed.”

Kenny McDonald, One Columbus CEO

VIII. Focusing on the Details – Three Sections of Inquiry

Participants in past Summits asked to engage in planning, testing ideas, and contributing to the tactics that take good ideas to scale. In response to this request — and given the fact that early-stage programs are moving forward — nearly one-third of the Summit was dedicated to tactical input.

Working in the Middle and Bridging Needs

Columbus State’s Nancy Case set the stage for small-group work by describing the emergence of a team that works “in the middle” by bridging the needs of employers to the most productive steps at the faculty level, in planning and through program management. “We are in that strategic, small-scale first period,” she said.

The disciplined work of the middle also serves as a response to the recurring calls for scale and a growing base of diversified industry participation. With this call for action in mind, Summit participants received three sections of questions. The sections included several calls for insights and project engagement from program owners.

ONE COLUMBUS STRATEGY

The Vision: To be the most prosperous region in the United States

Prosperity Defined: The process by which more and more people in a region improve their economic and social well-being.

The One Columbus strategy was developed after extensive market research and input from business and civic leaders. The research helped define four critical imperatives for the future:

- Sustain our economic momentum by continuing to make economic growth and prosperity a top priority.
- Develop, inspire, and attract a talented, adaptive, and diverse workforce to compete for investment.
- Enable the innovation capacity of businesses and academic and government sectors to grow dynamically.
- Increase global identity and connectivity.

Source: columbusregion.com/onecolumbus

Curriculum in the Cloud

The first section focused on the task of moving IT curriculum to the cloud. Columbus State Executive in Residence Todd Warner explained, “We are in the early stages of deploying classes that have the cloud in them; and we are looking for education partners to be a part of the first wave.”

Question for Small Groups - Do we have any institutions in the room that would like to be a part of the early adopters of a statewide cloud deployment (K-12 or post-secondary)?

Result – Over 10% of Summit participants signed on to pursue early adoption.

“This work is co-creation. It’s hard, and it’s fun. It’s also joyful and soul-searching because we are changing lives.”

Nancy Case, Dean of Partnerships and Programs, Columbus State Community College
IT Apprenticeships

In the second section, Scott Wegeng, Columbus State’s Director of Employer Engagement and Experiential Learning, presented the IT Apprenticeship Program. He asked small work groups to provide guidance on fostering awareness of the career-driving opportunity, as well as technology faculty and student engagement.

Questions for Small Groups - How can we engage technology faculty at the K-12 level, and how can employers help? How can we better present the opportunity to students and families? Are you interested in learning more about or becoming a placement partner for apprenticeship opportunities?

Results – Helping and engaging faculty at the K-12 level calls for intentionally planned events, strategic marketing, and professional development. Doing a better job of presenting the value of opportunities, sharing tangible success stories, communicating the opportunities and successes earlier in the education continuum, and working with a focus on nonacademic barriers. Over 10 percent of all Summit participants signed on to learn more or become a placement partner.

Experiential-Learning Infrastructure

The third section involved what the Education Service Center of Central Ohio’s Tom Goodney described as “matching infrastructure for work-based learning,” — which ensures employer needs are properly investigated and understood, and K-12 engagement is linked and calibrated to those needs. This matching system provides alignment where coordinating infrastructure is not otherwise available. It ensures lasting engagement, better outcomes, and increased business and educator confidence. Pursuant to the request of Summit participants, the Education Service Center of Central Ohio’s map (Model 1) of the work-based learning system can be found in the attachment for this document.

Purposes of a Regional Approach to Work-Based Learning –

› To build awareness through a coordinated series of interactions with students, their families, K-12 teachers and staff, and employers representing the future of in-demand, high-growth career pathways

› To identify and address the necessary steps, professional skills, and post-secondary opportunities to obtain in-demand careers

(Source: Education Service Center of Central Ohio/Goodney Summit Presentation)

Questions for Small Groups - What do you see as your organization’s role in engaging in the work of developing a regional work-based learning system? Name the natural or best entry points for outreach and engagement: professional organizations, advisory councils, company initiatives, key leaders and project owners, officers, etc. Please list existing work-based learning practices that are currently working.

Results – Four key roles for organizational engagement in a work-based learning system emerged: increasing awareness, collaborating, hosting events, and managing the process. A large roster of entry points for outreach and engagement included: educating and engaging HR departments in wrap-around services; offering IT coursework while students are getting credentialed; playing an expert role in ensuring qualified, experienced teachers; clear articulation of pathways and career opportunities for all students; convening the right people and teams to bridge the gap between employers and K-12; providing more leading-edge information on the changing IT world; more programming; and producing innovative ideas and information to get students excited about careers and growth. Participants identified over 14 work-based learning practices.
IX. Next Steps, Key Resources, and the Agenda for the 2020 Summit

At the Summit, a commitment was made to publish resources and convene Central Ohio leaders. Resources are now available on centralohiocompact.org, including a summary of small-group work, video content, and these notes. Participants who signed up to learn more were contacted within the scope of three focus areas: work-based learning, IT apprenticeships, and expanding early adoption of cloud-computing curricula.

Since the Summit, Christine Galvin, Director of College and Career Readiness at the Educational Service Center of Central Ohio, invited individuals who expressed interest to join a cross-sector Work-Based Learning Work Group. The goal of this group is to bring partners together to craft and operationalize a regional approach for expanding WBL experiences for students across Central Ohio.

Scott Wegeng, Director of Partnerships and Programs at Columbus State Community College, contacted Summit attendees with information on becoming a placement partner for apprenticeship opportunities. Todd Warner, Executive in Residence for Workforce Innovation at Columbus State, reached out to individuals interested in adopting curricula infused with cloud content to grow education pathways in cloud computing within Central Ohio. Additionally, Columbus State convened nonprofit partners to discuss the coordination of serving the region with regards to the Central Ohio Compact’s goals.

Summit participants support the development of a resource that helps align and follow the complex, diverse work of the Compact. A milestone timeline or tracking system will require an agreement and protocol on what information is best qualified for entry onto the timeline and how updates and changes are implemented. The intent is for this resource to be meaningful across sectors, for all partners and stakeholders. It will inform Compact partners on the overall progress of the collaborative.

Participants always set expectations for the agenda for the next Summit.

Participant Expectations for the 2020 Summit

1. **Increased Student Presence and Engagement** in the Summit
2. **Increased Employer Engagement** – Larger number of employers in the room (reflects growth, provides access to more insights, builds teamwork)
3. **Internships and Apprenticeships** – How are they defined, and how are they working?
4. **Understanding and Addressing Change in Education** – How is education changing, defined, and managed to meet the goals of the Compact? What roles do we play in encouraging leaders and policymakers to think differently?
5. **Education Finance and Costs** – What are the changing roles and opportunities associated with employer funding?
6. **Clearinghouse and Navigation** – What kind of clearinghouse is needed to provide critical career pathways and nonacademic information and support for students, families, and communities? Who helps people navigate this resource? Who is responsible for developing and managing the clearinghouse?
7. **Nonacademic Barriers** – Do we fully understand these challenges and the impacts they have on student persistence and career success? How are we addressing these issues with the Compact, and what comes next?
8. **What’s Working** – Identify and describe breakthroughs and successes between Summits

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Or go to: centralohiocompact.org
Watch the Summit here.
Model 1
X. Attachment in Support of Summit Notes

Education Service Center of Central Ohio’s
Map of the Work-Based Learning System

Engagement of K-12

<table>
<thead>
<tr>
<th>District A (students, parents, teachers, staff)</th>
<th>District A point person</th>
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<tbody>
<tr>
<td>District B (students, parents, teachers, staff)</td>
<td>District B point person</td>
</tr>
<tr>
<td>District C (students, parents, teachers, staff)</td>
<td>District C point person</td>
</tr>
<tr>
<td>District D (students, parents, teachers, staff)</td>
<td>District D point person</td>
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WBL Matching/Delivery System
Operations/technical assistance

- Create and maintain employer and K-12 profiles
- Respond to educators to help fill their work-based learning requests
- Facilitate matching WBL requests from K-12 with employers
- Track and share progress with partners to demonstrate value of platform
- Promote equitable approach

Sourcing Employer Commitments
Leverage existing relationships

- Automotive
- Business Services
- Data Centers
- Fashion & Apparel
- Finance & Insurance
- Food & Beverage
- Healthcare
- Logistics
- Manufacturing
- Personal Care & Beauty
- R&D
- Retail & E-Commerce
- Technology

Purpose: Build awareness through a coordinated series of interactions to students, parents/caregivers, K-12 teachers/staff, and employers of the future of in-demand high-growth career pathways and the needed steps, professional skills, and post-secondary opportunities to obtain in-demand careers.