I. Results:

Dashboard Beta Launch; Dashboard Volunteer User Group; Commissioning of an Updated Compact Report and Related Standards for Communication; Extension of Compact Work into Four New Topics; and Gathering Feedback from Students on Barriers to Success

The Seventh Summit of The Central Ohio Compact was held at The Columbus State Conference Center on April 7, 2016 and represented the fifth year of progress since the case was originally made for a regional goal of 60% of the region’s adults earning a postsecondary certificate or degree by 2025. Over five hours of discussions among more than 300 leader-participants produced a consensus on moving forward with an enhanced Compact agenda for the coming years. More than half of the participants were new to the Summit process and, for the first time, a deep cohort of students were included in small group and plenary session work.

The critical resource for Compact success is a dashboard, which allows evaluation of progress towards the overarching attainment goal. The Summit provided a Dashboard Beta Launch agenda item, including a tutorial on functionality and data sources. The tool is being developed through the partnership of the Ohio Educational Research Center and Columbus State’s Institutional Effectiveness Office. Over 40 volunteers were recruited to serve as a Dashboard User Group and provide a living resource on utilization and continuous improvement. The beta launch represents one of the most pressing, impactful deliverables in life of the Compact.

Participants also commissioned a renewal of the Compact, last documented in 2012, through preparation of an up-to-date report. Per Summit feedback from small work groups and plenary discussions, an updated Compact document should expand to: ensure robust human services engagement; focus on behaviors and analyses which promote policy alignment (local, regional, state); promote much deeper employer engagement; and champion the requirement for relevant, college pathway communications to parents and students. Columbus State and the Educational Service Center of Central Ohio will serve as the editorial partners for drafting a Compact update. To support the drafting process, Summit participants suggested that the report be prepared with
the original signatories in-mind so that there is an opportunity for various boards to learn about historical successes and “renew their vows” for the future. They also suggested shifting the goals and activities from purely theoretical, to the context of impacts on real students, families, and employers.

Student feedback, from high schoolers and Columbus State enrollees, focused on barriers to success and emphasized the need for understanding of the 21st century pressures confronted by students, families and communities, connections to human services support systems, and the need for custom, personal connections to pathways to certificates and degree attainment. The keynote, Dr. Angela Duckworth, author and professor, Department of Psychology, University of Pennsylvania, followed through on the perseverance, discipline of practice, or “grit” students (and all people) may grow over their lifetimes.

The Summit agenda also set the stage for i3 (the U.S. Department of Education Investing in Innovation $11.5 million grant) and its potential impact on a regional level over time, and confirmed that a wide range of investments and partnerships from the private, public and independent sectors continues to build Compact capacity and capabilities.

II. Agenda:

**Approach to the 5-year Milestone**

The seventh Summit represents year-5 of the Compact. While some Summit traditions such as an agenda item for Partner Updates continued in the milestone event, the key objectives of the day of work were to: **roll out the Dashboard Beta site; build a Dashboard Volunteer User Group; seek consensus on a re-statement and update of the Compact document; ensure a culture and agenda shift to include robust student participation; and confront barriers to student success from as many perspectives as possible. All objectives were achieved.**

Due to the urgency of the re-statement drafting and the need to work with fiscal responsibility and discipline relative to utilization of investments and volunteers,

Compact Leadership Partners required an outcome-oriented set of Summit Notes rather than the traditional detailed notes which gather in all perspectives and panel discussions. These Summit Notes deviate in some ways from detailed documentation for this reason.

Participants were asked to build on progress of past summits, consider what work needs to be done in the interim between summits, and ensure newcomers to the conversation were connected and welcomed. They were also asked to honor the expectations that emerged from the prior, 2015 Summit, including the overarching request for development of a dashboard.

### III. Business of the day:

1. **Welcome & Business of the Day:** Dave Harrison, President, Columbus State Community College; Don Upton, President, Fairfield Index, Inc.

2. **Stage Setting: Our Collective Purpose, Progress to Date,** Dave Harrison

3. **Five Year Impact; Update from Partners:**
   - Chip Holcombe, Managing Director, Investor Relations, Columbus2020
   - Kathy Krendl, President, Otterbein University
   - Dolan Evanovich, Vice President for Strategic Enrollment Planning, The Ohio State University
   - Tom Goodney, Superintendent, Educational Service Center of Central Ohio
   - Lillian Lowery, CEO and President, FutureReady Columbus
   - Calista Smith, Project Consultant, Ohio Department of Higher Education
   - Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives, Ohio Department of Higher Education

4. **Dashboard Beta Launch**
   - Josh Hawley, Executive Director, OERC (Ohio Education Research Center)
   - Jennifer Anderson, Director, Institutional Effectiveness, Columbus State

5. **Barriers To Success Video & Student Feedback & Corroboration**
   - Don Upton & Student Feedback Table Discussion

6. **i3 Update; Development of Student Support Services,** Steve Dackin, Superintendent of School and Community Partnerships, Columbus State

7. **What’s Next? Gathering Expectations for a Report to the Community**
8. The Path Forward: Small Group Table Work, Upton
   Next Five Years: Affirmation of Direction:
   - Human Services Engagement
   - Policy Alignment - CC+, 2+2, 3+1
   - Employer Engagement
   - Communication to Parents & Students
   - Other Priorities

9. Review Table Results and Agenda for Next Summit, Upton

10. Transition to GradNation / I Know I Can, Harrison

11. Break / Box Lunches, Lobby

12. Reconvening Welcome for I Know I Can, Katina Fullen, Executive Director, I Know I Can

13. GradNation Video
   Chase Partnership, Courtney Howard Hodapp, Vice President, Relationship Manager, Global Philanthropy, JP Morgan Chase and Co.

14. Introduction of Angela Duckworth, Mamadou Djigo, Columbus North International School

15. Keynote on Grit & Perseverance, Angela Duckworth, Author & Professor, Department of Psychology, University of Pennsylvania

16. Closing Remarks, Harrison

IV. Progress and Historical Context

Columbus State’s President, Dave Harrison, provided a historical view of the formation of the Compact and emphasized the case for regional solutions, the success in gaining region wide endorsements of the work, and the power of setting a sharp target of degree and certificate attainment. The original Compact document was dated 2012 and, since the year consensus was reached to use the attainment target, a new generation of students has entered k-12, and a wider range of partners, civic leaders, and policy makers have shown interest in the target and what it takes to hit the goal. Harrison reminded participants of the period of change being confronted in k-12 and higher education in the 2010-11 timeframe.

Three teams were formed after the first Summit in April of 2011. One was focused on curriculum alignment, a second was committed to data, and a third team was commissioned to work on communication (with focus on student and family understanding of pathways and opportunities, and adult learning and engagement). By the second Summit in 2012 there was a sense of how to build a shared strategy and an openness to establishing a big, shared goal. This was the time when the Lumina Foundation was creating understanding around what they identified as Goal 2025 on attainment, where 60% of adults in America would hold a post-secondary credential. In Central Ohio, there was quick consensus around the 65% being the organizing framework for action.

When we got together five years ago there was a question on the table. Five years ago, we were all working through conversations with superintendents focused on remediation and, in the higher ed space, we really all recognized in 2010 that our business models had changed dramatically and permanently. There was an opportunity for us to work together in different kinds of ways. So we decided to get everyone in a room and talk through the question, ‘Is there a case to be made for a regional strategy?’ We all had our heads down making sure our institutions were effective as possible but how could we make sure that collectively, as our region, we were effective as possible? […] We recognized we could do more together than as individual institutions.

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

Looking at the 60% goal requires more than focusing on the k-12 pipeline. For instance, in Ohio a large part of the opportunity lies in adults with some college experience but no degree. Harrison highlighted the clear, early learning – “If we do nothing, we may get to 45% by 2025.” The 60% number has impacts on overall quality of life, per capita income, and regional reputation for talent competitiveness. It drives economic development, capital investment and job creation. Today, no regions are at 60% and only four surpass 50%.

The Compact team is interested in finding all meaningful pathways to beating the 60% goal and it is important to understand key gaps in data such as the Lumina goal stopping at associates degrees rather than counting powerful post-secondary credentials (workforce certificates).
The April 2012 Summit’s results included:

- Recommended strategies around the Central Ohio Compact Regional Goals
- Consensus on Lumina Foundation’s 60% Goal by 2025
- Joining the Pathways to Prosperity Network, an initiative of Jobs for the Future and the Harvard Graduate School of Education (with focus on grades 9 – 14, college readiness, high skills/high wage long term careers)

The original Compact included a consensus that participants would strive to:

- Dramatically increase the number of students earning a postsecondary credential
- Ensure that all college-bound high school graduates are college ready
- Increase the number of high school graduates with credit toward a college degree or certificate
- Increase the number of community college graduates earning bachelor’s degrees through guaranteed pathways to completion
- Provide consistent, accurate, and timely communication with students and families to eliminate uncertainty and ensure success at the college level
- Employ specific strategies for working adults, low-income and first generation college students, and students of color
- Advance the region’s need for a highly skilled workforce, including an emphasis on STEM fields, by aligning with regional workforce and economic development efforts
- Manage the costs of education for students, families, and taxpayers through dual enrollment, 2+2 and 3+1 bachelor’s degree programs, shared facilities and services, and integrated planning

(Executive Summary, Central Ohio Compact, 2012)

Harrison suggested that it is time to retire the Compact document, document what has been accomplished thus far and state to the community what the Compact team wants to accomplish going forward.

Harrison noted that the Compact has played a key role in sound public policy that “virtually guarantees, with good planning, any student can earn a bachelor's degree debt free in the State of Ohio. We don’t have that at scale yet but we’ve got those tools at our disposal now.”

V. Updates from Partners

In order to show teamwork and mark good progress towards the overarching attainment goal of the Compact, a culture of sharing and utilizing promising practices has been fostered in the Summit process. For the 7th Summit, seven leaders, from the areas of economic development and “cradle-to-career” solutions to higher education and policy analytics shared news on projects and capacity-building.

“...Everything you are trying to address and tackle in this room is at the top of his [Governor Kasich’s] agenda.

Ryan D. Burgess, Director, Governor’s Office of Workforce Transformation

There are 13 agencies with about 100 workforce programs. That’s the good news and that’s the challenge, trying to get everyone to row in the same direction. [...] Everything you are trying to address and tackle in this room is at the top of his [Governor Kasich’s] agenda.

Ryan D. Burgess, Director, Governor’s Office of Workforce Transformation

“...The Columbus region is the fastest growing metro in the Midwest in terms of employment and population. We were recently designated the number one area in the United States in terms of wage growth. A year ago Forbes Magazine recognized Columbus as the number one “opportunity city” in the United States. [...] It really is a testament to how this community has come together over the past five years around a number of key initiatives, Columbus 2020 being one of them. We have a team of 22 high-energy individuals and professionals that wake up every morning fully committed to advancing economic development and job creation in our region.”

Chip Holcombe, Managing Director, Investor Relations, Columbus2020

“It’s called a ‘STEAM’ Innovation Center and it adds the concept of arts and design thinking to the traditional STEM fields, and it amounts to a 61,000 square foot warehouse [...] as we were launching a systems engineering program we decided to convert that space. We decided to build on the ideas we’ve talked about in these meetings, the ideas of
partnerships, collaborations and economic development, job creation, workforce preparation. We decided we would create something built on those principles. […] The City of Westerville is supporting our STEAM development to a large extent […] We had several established pathways with Columbus State and we are finalizing a 2+2 agreement in the area of engineering. That led us to bringing Columbus State in as a partner, in the facility. […] Through College Credit Plus many of those students can be taking those courses from Columbus State through College Credit Plus while they are in high school. […] We actually have business partners who will be co-located in this facility.”

Kathy Krendl, President, Otterbein University

“For Ohio State, it began with the Preferred Pathways program. That was the cornerstone of everything. It has really morphed for us into a program called Destination OSU, which targets students who want to transfer from Columbus State and have an affordable pathway. We’ve expanded and build on the curriculum guides for the Pathway program. We’ve expanded our hours for admission, for academic advising to make sure those pathways are as smooth as possible. We just made an announcement with the Mayor’s office, Columbus State and our Department of Education to offer full tuition scholarships to associates degree holders in Columbus to teach early childhood education. […] Over the last two years we’ve been working with the team at Columbus State to award over 400 degrees to students who transferred and then came back to get that credit [the reverse transfer program called Credit When It’s Due], an associate degree, to increase their credentials.”

Dolan Evonovich, Vice President for Strategic Enrollment Planning, The Ohio State University

There is no more important public challenge right now than college access and student debt; and those are things that we think we can’t control … but we really can.

Harrison

When we talk about a lot of the students we are targeting with this pathway work, as an agency in Central Ohio that’s dedicated to supporting students with disabilities, low income populations, I felt strongly that we need to do more and kudos to Dr. Harrison’s folks and the offices of disabilities services here in their work with us.”

Tom Goodney, Superintendent, Educational Service Center of Central Ohio

“As I listen to all of you talk today, this is the ultimate goal – to have our citizens, our students college and workforce ready. In order to do that, we’ve got to look at the entire continuum. So, what is FutureReady Columbus? It is the result of a public-private partnership that included people from all over the Columbus Region coming together to ensure that opportunity does exist for every citizen no matter where he or she lives, no matter the ethnicity, no matter the socio-economic background. So what we are going to do is exactly what you are doing on a broader scale […] to ensure that by the time these students get to third grade, middle school, high school they are on a continuum, a track, of readiness for coming into college and workforce, and prepared to take advantage of opportunities.”

Lillian Lowery, CEO and President, FutureReady Columbus

“Your work is valued, you know what you are doing in your region, keep going, don’t move your goalpost unless you find it valuable to move your goalpost as a region. We have set the statewide goal in proposal stage [of 65% attainment] based on what we determined as the most critical thing in setting something statewide. What is going to affect our economy, what is the workforce going to need in the future, and what does the data say about that? And what we found as the most defensible piece of that was the Georgetown Center for Education work around 65% of the jobs in Ohio in 2020 will need some type of post-secondary credential. […] I know it’s bold but it is a worthy goal.[…] The pillars of this work are aligned with what you have set here over five years ago … things like equity, making sure we are tied to workforce, making sure that we are acting regionally, making sure we are including adult learners.”

Calista Smith, Project Consultant, Ohio Department of Higher Education
“We are just at the beginning of year-one. We have preliminary data that are still being analyzed [...] from the first semester. That leads us to what we will do with those data. As College Credit Plus moves forward, it is in an informed way so that we have a dashboard for determining what is most effective, how can it be used most effectively for student success. [...] College Credit Plus will be available this summer, and I know this is a big change and requires extra advising efforts for the students that will be taking advantage of that opportunity [...] Use this College Credit Plus policy piece to reach the overarching goals that you have set for Central Ohio and that the State has in attainment and feeding well-prepared people into the workforce. [...] We have some pockets of great workforce needs looming in our educators, in our k-12 educators. We are seeing some shortage areas. There is a school district that build a pathway in College Credit Plus in educator education, they have teachers all through their high school and their district that are already credentialed to teach – they hold the graduate level credential in education. So they've started a pathway of intro to ed and started to feed into their own workforce needs in their own community.”

Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives, Ohio Department of Higher Education

VI. Dashboard Beta Launch

The development of a dashboard has been an agenda item since the first Summit of 2011 and was identified as the primary agenda item for this, seventh Summit. Point leaders for development and functionality, Dr. Jennifer Anderson, Columbus State and Dr. Joshua Hawley, The Ohio Education Research Center, presented an introduction to and overview of the resource, and conducted a demonstration of the beta website. A regional dashboard is required because the Compact team and its stakeholders need to understand the regional impact of collective and independent work, and a have a clear and current view of whether or not the region is advancing towards the goal. The tool is drawn from and supports collaboration between K-12 districts, higher education institutions, employers & other stakeholders. It is resourced, in part, from Straight A funding from Ohio Department of Education.

Its functionality was refined based on feedback from Summits, surveys and focus groups.

Data partners and resources include:

- State K-12 data and state higher education data
- Ohio Department of Jobs and Family Services
- Ohio Education Research Center (OLDA – Ohio Longitudinal Data Archive)
- Limitations: public institutions only
- Future goal: National Student Clearinghouse

Following through on the 2012 Compact expectations –

“Research and experience tell us that critical outcomes are needed to achieve this goal, and the region’s success in producing those outcomes must be measured and reported over time.”

“ [...] the Compact is committed to measuring the region’s closures in closing documented opportunity gaps and in improving the productivity of both secondary schools and postsecondary institutions in two targeted objectives: Disaggregated Data Analysis and Economic Impact”

2012 Compact, pages 14-15

The development team set out how the beta site addresses the nine areas of measurement called for in the 2012 Compact (Section – The Data, pages 14 – 15), including: 9th graders graduating from high school on time; high school student performance college and career readiness assessments; percentage of high school student earning college credit before graduation; percentage enrolling in postsecondary programs immediately after graduation; reduction in need to enroll in remedial courses, post-graduation; increases in postsecondary enrollees’ completion of degree or certificate programs (or transfer to next level); enrollment of adults (ages 25 – 64) in postsecondary programs (including adult career-technical centers); and overall increase in region (25 – 64) with postsecondary degree or certificate.

Some critical data limitations were identified at this early release stage, including: postsecondary enrollment does not include private colleges and universities.

During the course of the Summit, a roster of volunteers for a Dashboard User Group was collected. In the coming weeks, Anderson will develop a calendar for Group engagement and feedback and set timeframes for access and use of the actual dashboard beta site.
VII. Students

Over two-dozen students joined the Summit process and participated in providing candid comments during a plenary session on barriers to success, and shared perspectives in small group work with other event participants regarding updates to the original Compact. The discussion of barriers was prompted by the showing of a brief video of interviews with Central Ohio high school students. In response to the video, student comments tended to focus on 10 areas of concern and opportunity:

1. Ensuring teachers, administrators and counselors are aware of the complexity of traditional and new, 21st century challenges faced by students. The challenges come in unique combinations including physical access to coursework and classrooms, financial barriers, family member illness and death, disruptive forces in community and family, and access to information and support when it comes to success in coursework.

2. Emphasizing the personal, custom nature of every student’s journey through k-12.

3. Confirming the need to be empowered with information and clear pathways in decision making about coursework, credentials and careers.

4. Confirming the value of having connections to the right resources and human services support at the right time.

5. Providing meaningful information and opportunities to overcome the daunting task of funding the road to credentialing and degrees; and making it clear, from policy maker to teacher, that the perceptions of high cost credentials is overwhelming to both student and family.

6. Understanding and addressing the cultural, institutional and community challenges faced by international and first generation students.

7. Continuing to remove the old stigmas associated with community college enrollment and the value of its credentials.

8. Providing the resources needed to ensure students, once enrolled in college, can persevere (move forward with “grit”) and achieve the highest possible success.

9. Driving communications about the value of student success in college and access to high wage careers.

10. Reminding all Compact partners that teachers tend to be the center of encouragement, listening and guidance towards career pathways – Where teachers fail is when they do not honor their own career commitments to the greatest of professions, and where teachers succeed the most is in connecting each individual to resources that empower and remove barriers.

It is important to note that a number of student speakers highlighted their own responsibilities and roles in sharing resources, success stories, and approaches to removing barriers with their peers. Part of the empowerment lies in the extension of human services resources, career pathway decision making, and cost solutions through student and family networks.

Several leaders in the Summit remarked on the need to do much more to extend the role of students in the Compact and its key programs. The opportunity was posed in a number of questions through the day of work, including: what kind of committee of students should be developed; what student engagement in the Compact best leads to student and family empowerment; and how to we shift from student commentary and perspectives to something that deepens community networks and leads to systemic change in how interventions, communications, and human services reach students?
Direct, representative student comments included:

- “I don’t want to be so much in debt that it discourages my dreams.”

- “I think there is a lack of motivation […] It does seem as if only the privileged get to go to college. Whereas no one is there left to help, someone there to motivate you. Often students don’t have that motivator because they are just trying to get by in their daily lives, to get through high school and not know what’s next.”

- “I’m lacking motivation because I came from a broken home. I don’t have the same support system as some other kids. It takes a toll mentally, physically and spiritually on the kid because you are so concerned about where I’m going to spend the next holiday.”

- “It’s very one-on-one [not for a whole class or group]. You say, ‘Do you want to go to college? OK, let’s show you what it’s like.’”

- “I’m a unique situation because I went to four high schools in Columbus. Three middle schools and two elementary schools, and every time I went to the schools all the curriculums were different. […] because I was in the foster care system. […] When we talk about education equality, obviously that is not going on. […] Our motivators are our teachers, our educators and our parents […] Who is teaching us about how we go into college?”

- “People think of a community college and they think of a negative stigma but it is a community of people that are there [at Columbus State] to help you to succeed.”

- “Getting into college is the first hurdle. When you are actually in college, you face a lot more hurdles because […] we are navigating the financial aid process, we are navigating different scholarship opportunities and different employment opportunities, and I think those present their own barriers. Columbus State does a great job of telling students that they are there to help but also holding students accountable […] consider the Peer Advocacy / Student Advocacy Department. I’m a peer advocate which means I help students connect to resources.”

VIII. Development of Student Support Services

Steve Dackin, Superintendent of School and Community Partnerships at Columbus State, introduced Summit participants to the award and expectations associated with an $11.5 million U.S. Department of Education (USDOE) Investing in Innovation grant, which is also known as “i3”. DOE indicates:

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.


Not all our kids have people in their lives they can count on day in and day out.

Steve Dackin
Dackin asked, “To what extent can we, as adults, influence the trajectory of hope that will result in attainment?” He challenged the regional collaborative to work with Columbus State in its partnership with seven districts and 16 high schools to explore ways to ensure that student support and mentorship is not left up to luck or student ability to reach out as individuals and seek help. The challenge is systemic improvement and application of new ideas and techniques to meet some powerful grant goals. The goals include: impacting 10,000 students in the participating districts; a 5% increase in students taking and passing college prep coursework; a 5% reduction in dropout rates; and ensuring at least 90% of students graduate with some college credit that leads to a certificate or degree (as a pathway for in-demand jobs). This breed of grants ensures that the partners – in this case, Columbus State, Jobs for the Future and the ESC – are engaging in a replicable research and development process that makes a tangible near-term impact on the student community and is extendable to the greater region and nation.

IX. Renewal – Expectations for Communications of Successes and Next Steps for The Central Ohio Compact

To support the development of a new Compact document, Summit participants offered guidance on communicating successes of the past five years:

- Remember and write for members of the governing boards, superintendents and other leaders who endorsed the original Compact document – Provide a sense of accomplishment and the ability to renew the commitment to regional success
- Include progress stories on a disaggregated basis so that readers may understand details required to make progress in various cohorts such as people of color, first generation college accessors, distressed communities, etc.
- For the future, provide context to the work of the Compact by telling personal, individual stories – This work
- Tell the story of business engagement and success – Employers are already benefiting from a variety of programs advanced and replicated by the Compact

To ensure the restatement of the Compact language includes the most important areas for program expansion and study, Summit participants conducted small group discussions. The small groups produced the following recommendations and emphases:

New Area of Focus – Human Services Engagement

On a scale of 1 to 5, with 5 indicating the highest importance and 1 indicating the lowest or no importance, 100% of the small groups rated the area as a 5 in IMPORTANCE

Key insights and recommended actions included – Improve mechanisms for students to be connected to proper agencies; streamline activities and improve communications between and among agencies; create an asset inventory of human services agencies; improve marketing of services to customers; take on schools’ limited capacity in terms of guidance counseling; involve human services partners in helping students think earlier about career interests and access to college; prepare human services agencies for the influx of new participants; and ensure the access to guidance resources and human services assets is equitable across communities and districts.

What do we lose if we take no action on the human services agenda? Representative answers: We will see the impact on the next generation such as fewer first generation students reaching college; we will fail to meet the combined social, emotional and academic needs of our students; and we will lose the ability to achieve the Compact’s goal.

New Area of Focus – Policy Alignment

On a scale of 1 to 5, most of the small groups rated the area as a 5 in IMPORTANCE (One small group provided a high 4.8 as a way to note that, in some alignment settings, it is better and more cost effective not to
On a scale of 1 to 5, most of the small groups rated the area as a **5 in URGENCY**

Key insights and recommended actions included – Alignment is a key part of meeting our responsibility for having an impact on all students; it serves the process of discerning the difference between graduation requirements for high school and requirements for college admission; this plays an important role in coordination of a policy bridge between business and education; it helps with financial support systems for students to participate in postsecondary education; it allows us to connect policy makers to student stories and perspectives; it provides the ability to go beyond curriculum and support instructional practices; it allows us to strengthen the data we gather and support; and it allows the ability to articulate the type of critical thinking skills high school students need in order to be successful in the college setting.

What do we lose if we take no action on the policy alignment front? Representative answers: We lose the framework for action, momentum and consistency; we give up on 2025 goal of 65% attainment; and we lose the opportunity for affordable access for low income groups.

**New Area of Focus – Employer / Career & Technical Education (CTE) Engagement**

On a scale of 1 to 5, the small groups rated the area as a **5 in IMPORTANCE**

On a scale of 1 to 5, the small groups rated the area as a **5 in URGENCY**

Key insights and recommended actions included – Emphasize information sharing as students enter middle school so students know what careers are out there; improve how we look at employer needs and jobs to be filled, and look to the future relative to employer forecasts; ensure program viability relative to a “living wage” and access to real job opportunities; ensure feedback loops with employers relative to whether or not they are hiring our region’s students; ensure k-12 has a voice with policy makers, and is in a position to communicate its role in career building and college access; define clear pathways for businesses to engage with schools; invest time and resources for teachers and employers to connect and learn from each other; define high quality work-based learning; ensure a sound process to understand what credentials businesses are looking for; and continue to build commitments from business on internships and apprenticeships.

What do we lose if we take no action on the Employer front? Representative answers: We lose a dynamic and promising workforce because the individuals are not prepared for employment.

**New Area of Focus – Communication to Parents and Students**

On a scale of 1 to 5, the small groups rated the area as a **5 in IMPORTANCE**

On a scale of 1 to 5, the small groups rated the area as a **5 in URGENCY**

Key insights and recommended actions included – Resist the temptation to start communications when students reach high school / reach down to middle school and earlier; families need to hear about career and college access from others, beyond k-12, including employers; reveal the value of and access to non-traditional pathways; build momentum and messaging regarding engagement with employer partners and the role of internships in leading to jobs; establish clear and accurate messaging on what jobs and careers are in Central Ohio.

What do we lose if we take no action on the Communications front? Representative answers: We keep the status quo and do not hit the critical goal of 60% attainment goal; we risk losing traction and momentum; we give up community-wide and employer “buy in”; and the students that are highest risk lose access to high wage jobs and careers.

An informal editorial team was formed with the leadership of Columbus State and the ESC. It will utilize the Summit feedback, especially guidance on reporting successes and expanding to new areas of focus, in drafting a restatement/renewal of the Compact.
X. Next Steps and Action Items

Summit participants and expert speakers are looking forward to the following next steps and actions:

1. Delivery of these Summit Notes
2. Formation of Editorial Team (Harrison and Goodney) to Develop an renewed Central Ohio Compact Document, using the recommendations emerging from the Summit
3. Release of the new, draft Compact document for review and finalization; and then ultimate distribution to current signatories and future partners
4. Formation of a Dashboard User Group (Anderson) and development of a basic program of work and review
5. Updates on utilization of and updates to dashboard
6. Formulation of a student engagement strategy

Notes on Persistence and “Grit”

Summit Keynote during GradNation / I Know I Can Agenda Item

Dr. Angela Duckworth, Professor, Department of Psychology, University of Pennsylvania and Author of Grit: The Power of Passion and Perseverance

“We can get ‘grittier’ faster”

“Thriving people are ‘grittier’ individuals”

“Extreme ‘grittiness’ is about an abiding passion”

“Zeal and hard work make the most difference”