

Creating Opportunities

*Connecting Adult Learners
with Economic Success*

THE CHALLENGE

- ▶ Develop an integrated adult workforce education and training system that gives all Ohioans an opportunity to continue their education beyond high school and to acquire the knowledge and skills needed to get and advance in good jobs, and that assures employers will have access to the customized, flexible and industry-driven skills training that will give them a competitive edge in the 21st century global economy.

AMENDED SUBSTITUTE HOUSE BILL 199

- ▶ Craft a strategy for the successful transition of certain adult workforce development programs from the Ohio Department of Education to the Ohio Board of Regents.
- ▶ Complete the transfer of responsibilities by January 1, 2009.
- ▶ But the task involves more than simply shifting a few programs and the people who carry them out from one administrative structure to another.

THE COMMITTEE'S CHARGE

- ▶ Strengthen the governance of Ohio's adult learning system.
- ▶ Ensure that its structures, programs, performance and funding are aligned with employers' workforce needs and learners' expectations.

Committee Members

Ron Abrams, Ohio Association of Community Colleges

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Howard Lawson, Akron City Schools

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Monica Posey, Cincinnati State Technical and
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Roscoe Schlachter, Cuyahoga Valley Career Center

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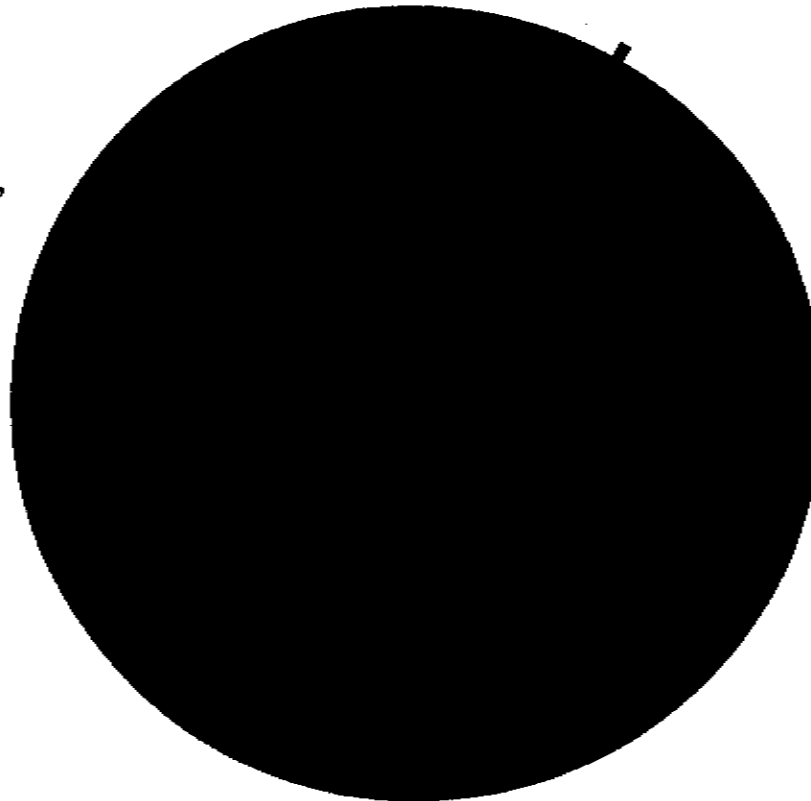
Robin White, Great Oaks Institute of Technology

Ohio's Vision

- ▶ *All adult Ohioans will have an opportunity to continue their education beyond high school and earn the degrees and industry-recognized credentials that give them the knowledge and skills needed to get and advance in good jobs that pay family-sustainable wages.*
- ▶ *And all Ohio employers will have access to customized, flexible and industry-driven skills training, giving them a competitive edge in the 21st century global economy.*

Two Core Strategies

Improve adults' access to job-relevant education and training, support their efforts to earn degrees and credentials, and make adult learning experiences more affordable.



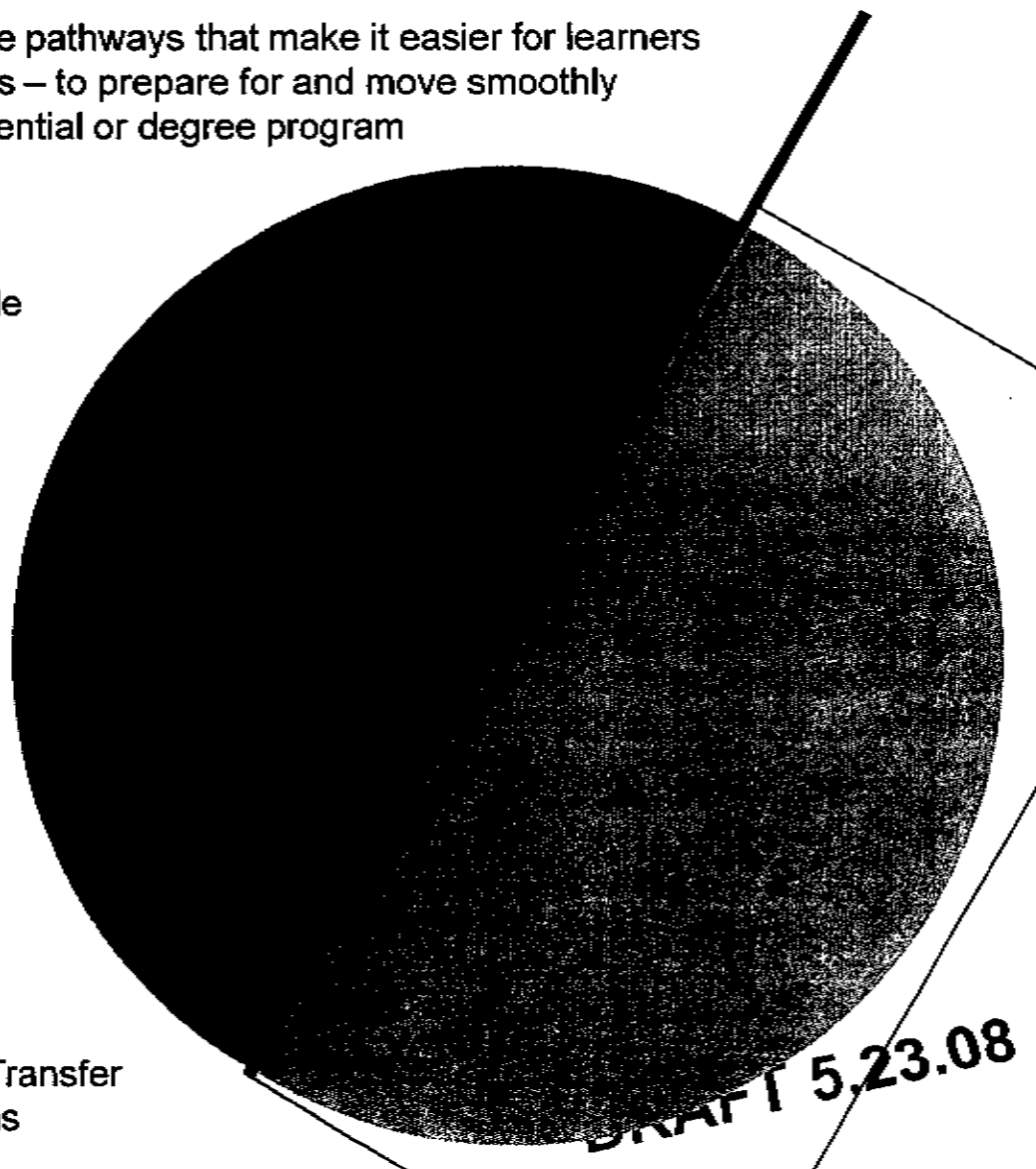
Enhance the quality of Ohio's adult workforce education and training services, and ensure that these learning experiences – and the funding that supports them – are aligned with both employers' workforce needs and learners' expectations.

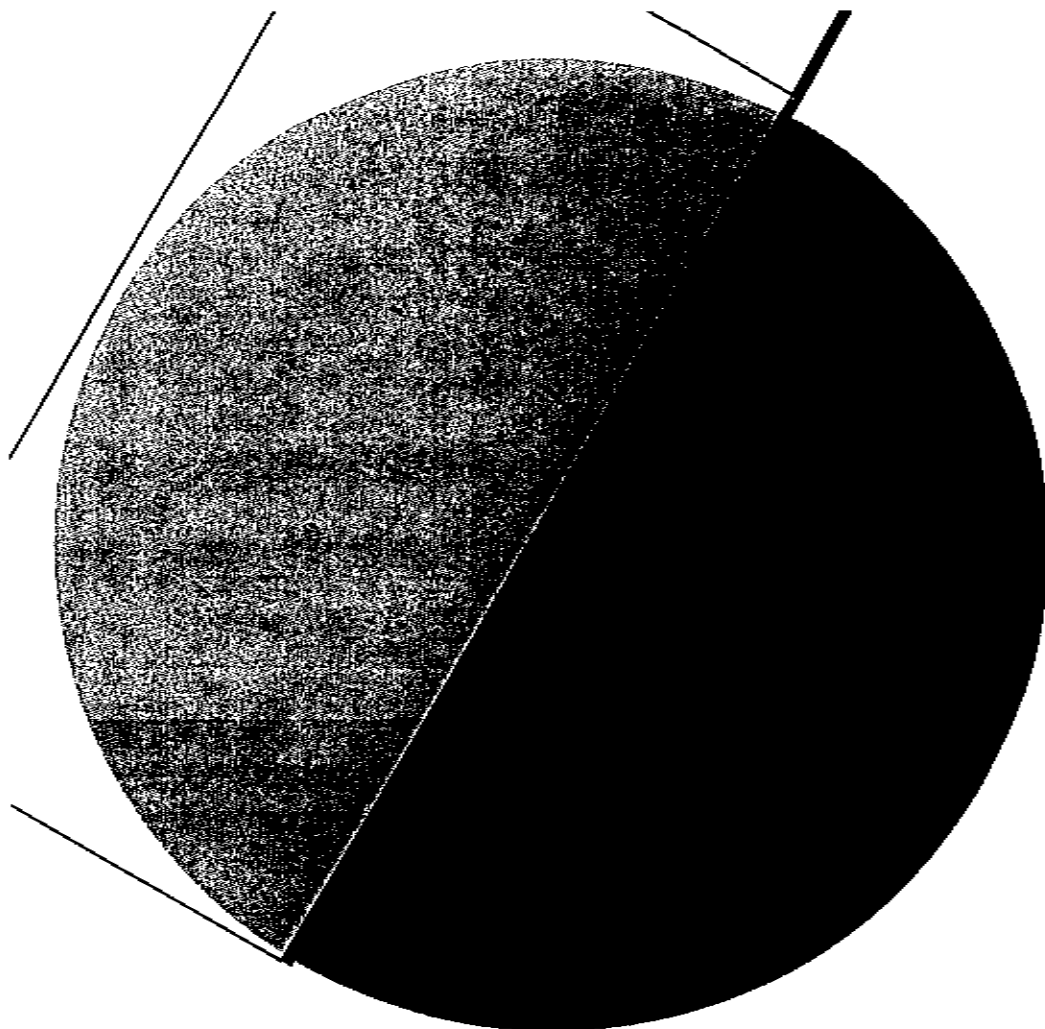
ACTION PRIORITY #1. Raise adult Ohioans' aspirations for continued learning and make the state's adult workforce education and training opportunities more transparent and easier to navigate.

ACTION PRIORITY #2. Create new, accessible pathways that make it easier for learners – particularly those in hard-to-serve populations – to prepare for and move smoothly from adult career-technical programs to a credential or degree program at a two- or four-year campus.

ACTION PRIORITY #3. Make Ohio's adult learning programs and services more affordable by creating new support mechanisms and financial models that meet the needs of adult learners and other non-traditional students.

ACTION PRIORITY #4. Expand opportunities for work-based learning (e.g., internships, co-ops, apprenticeships and teacher externships) by increasing employer participation and making programs more flexible and adult-friendly.





ACTION PRIORITY #5. Allow state and regional economic efforts to capitalize on the resources of Ohio's adult career-technical programs and two-year college campuses through the establishment of a single access point in each region of the state to lead both systemic and customized solutions.

ACTION PRIORITY #6. Build the adult workforce education system's capacity to facilitate the transferability of credits and students among all service providers – and actively promote such transfers to encourage adults to continue learning.

ACTION PRIORITY #7. Develop an integrated data system – built around a focused set of results-oriented metrics – that fosters coordinated decision making by all adult education providers and assists in identifying and meeting employer needs.

ACTION PRIORITY #8. Develop a governance system, with appropriate funding mechanisms, that (1) provides comprehensive oversight; (2) creates incentives for quality practices and services, (3) distributes resources equitably based on results-oriented metrics; and (4) is consistent with the USO strategic plan.

Next Steps

- ▶ Begin implementation of the stackable certificates initiative.
 - ▶ Fund and launch 12 pilots (June 2008) – one in each of the OSB regions.
 - ▶ Evaluate the pilots and make changes, as appropriate.
- ▶ Inventory student aid and institutional financing “best practices” in Ohio and across the nation that have proven to be effective in addressing the needs of adult learners.
- ▶ Assist in implementing the Ohio Skills Bank initiative as it relates to adult workforce education and training programs and services.
- ▶ Launch pilots to build mechanisms for dual enrollment policies and practices.
- ▶ Continue to work on the development of a common transcript and build the capacity of secondary schools and the adult career-technical system to send and receive transcripts electronically.
- ▶ Develop and pilot a common set of courses to facilitate the transfer of credits and students among adult workforce training service providers.
- ▶ Conduct a data audit to identify the state's adult workforce data needs and connections.
 - ▶ Accelerate efforts to resolve persistent issues about student identification numbers to ensure that learners' educational attainment and skill development can be tracked throughout their P-12 and higher education experiences.
 - ▶ Assess opportunities to connect, consolidate and convert adult workforce education data systems; determine what actions are needed to facilitate data sharing and longitudinal analysis.
- ▶ Secure FY 2010-11 budget dollars for the Chancellor's Incentive Fund for Workforce Education.
 - ▶ Use incentive funding for pilots to develop, as examples, (1) adult education dual enrollment initiatives, (2) a common transcript and build the capacity of secondary schools and the adult career-technical system to send and receive transcripts electronically; (3) a common set of courses to facilitate the transfer of credits and students; and (4) modular-based, lower-level technical courses with a common expectation of foundation learning.