



# Governor's Executive Workforce Board

John R. Kasich, Governor of Ohio  
R. Blane Walter, Chair

## Governor's Executive Workforce Board

John R. Kasich  
State of Ohio

R. Blane Walter (Chair)  
Talisman Capital Partners

Dennis A. Nash (Vice Chair)  
Kenan Advantage Group

Mike Archer  
Pioneer Pipe/Pioneer Group

John E. Barnes, Jr.  
Ohio House

Bill Beagle  
Ohio Senate

John Carey  
Ohio Department of Higher Education

Roy A. Church  
Lorain County Community College

Janet Weir Creighton  
Stark County Commission

Richard Dalton  
International Union of  
Operating Engineers

Cynthia C. Dungey  
Ohio Department of Job and  
Family Services

Dennis Franks  
Pickaway-Ross Career and  
Technology Center

Vicki Giambrone  
CBD Advisors

Christina Hurr  
Goodwill Easter Seals Miami Valley

Andrea Kramer  
City Apparel/Go Grow Strategies

Dave LeDonne  
MarkWest Energy Partners

Stephen Lipster  
The Electrical Trades Center

Kevin Miller  
Opportunities for Ohioans  
with Disabilities

Phillip L. Parker  
Dayton Area Chamber  
of Commerce

Albert B. Ratner  
Forest City Enterprises, Inc.

Jamie Regg  
General Electric Aviation

Bill Reineke  
Ohio House

Richard A. Stoff  
Ohio Business Roundtable

David Whitehead  
Cuyahoga Community College

Sandra Williams  
Ohio Senate

David Wynn  
BASF Corporation

Thomas F. Zenty III  
University Hospitals

## Governor's Executive Workforce Board Agenda Tuesday, December 13, 2016

1:00 p.m. – 3:00 p.m.

State Library of Ohio  
274 E. 1<sup>st</sup> Ave #100  
Columbus, OH 43201

1:00 p.m.

**Welcome**  
**Review and Accept Minutes**  
*Blane Walter*

1:05 p.m.

**Opening Remarks**  
*Governor John Kasich*

1:20 p.m.

**Review of Future of Workforce Report**  
*Board Members & Ryan Burgess*

2:40 p.m.

**Next Steps**  
*Ryan Burgess*

2:50 p.m.

**Ethics Briefing**  
*Jonathan Stock*

3:00 p.m.

**Meeting Adjourned**  
*Blane Walter*

### Upcoming Quarterly Meetings:

Date	Time	Location
Tuesday, March 7, 2017	1:00 p.m. – 3:00 p.m.	TBD
Tuesday, June 13, 2017	1:00 p.m. – 3:00 p.m.	TBD



**Governor's Executive Workforce Board Meeting  
October 24, 2016**

State Library of Ohio,  
274 E. 1<sup>st</sup> Ave #100  
Columbus, OH 43201

The Governor's Executive Workforce Board (Board) meeting convened at 10:30 a.m. at the State Library on Monday, October 24, 2016. This Board was created under the [Governor's Executive Order 2012-02K](#), pursuant to Ohio Revised Code Section 6301.04 and in June 2015 the Governor formally continued the board under the [Governor's Executive Order 2015-08K](#).

**Members Present:**

Blane Walter, Chair  
Dennis Nash, Co-Chair  
Mike Archer  
John Carey  
Roy A. Church  
Janet Creighton  
Richard Dalton  
Dennis Franks  
Vicki Giambrone  
Christina Hurr  
Andrea Kramer  
David LeDonne  
Stephen Lipster  
Kevin Miller  
Phil Parker  
Albert Ratner  
Jamie Regg

Richard Stoff  
David Wynn  
Thomas F. Zenty III

**Ohio General Assembly Members:**

John E. Barnes, Jr.  
Bill Beagle  
Bill Reineke  
Sandra Williams (not in attendance)

**OWT Staff Present:**

Ryan Burgess  
Michael Evans  
Emily Modell  
Jonathan Bocanegra  
Mark Birnbrich  
John Magill  
Cheri Rice

**Members Not in Attendance:**

Cynthia Dungey



## **Approval of Minutes**

Chair Walter asked members to review the September 13, 2016 meeting minutes. There were no questions or comments and the minutes were approved.

## **Opening Remarks**

Director Burgess prefaced the meeting by discussing the changing dynamics of workforce and re-stating the Governor's call to action. Michael Buerger of LeanOhio reviewed the agenda and problem statements for each work group, reminding Board members that recommendations must be impactful, scalable, budget/cost neutral, and supported by data and/or research.

In order to meet the Governor's challenge, at approximately 11:00 a.m., the Board members went to their four assigned workgroups for a discussion of recommendations. Each group was asked to come up with a maximum of three recommendations per problem statement. At 1:30 p.m., the Board reconvened, and a designated speaker from each workgroup presented the group's recommendations to the Board.

## **Future of Workforce: Recommendations by Each Workgroup**

### **Early Childhood Education Workgroup**

**Problem Statement:** *Businesses report that entry-level employees lack basic work-readiness skills that could begin to be taught in primary education and throughout the education system and mentoring programs.*

**Recommendation: Leverage Effective Practices**

*Improve leveraging of financial resources by reallocating funds to replicate existing programs that have demonstrated effective, measurable outcomes.*

**Recommendation: Formalize Career Exploration Partnerships**

*Formalize partnerships among businesses, communities, government and families to share and explore information about careers and how to prepare for them.*

**Recommendation: Focus Early on Employability and Career Readiness**

*Integrate the mission of employability and college/career readiness beginning at birth.*

**Problem Statement 5:** *Early exposure to career possibilities for parents and students is limited.*

**Recommendation: Create an E-Information and Resource Sharing Tool**

*Establish a communication tool to share success stories for replication by education/training providers and to facilitate resource sharing among all stakeholders.*

**Recommendation: Foster Mentoring Relationships**

*Leverage existing relationships and programs to expand formal and informal, evidence-based mentoring relationships.*

## 6<sup>th</sup> Grade through 12<sup>th</sup> Grade & Career Technical Education

**Problem Statement:** *Students do not have adequate opportunities for “work-based learning.”*

**Recommendation: Expand Business Engagement Opportunities**

*Increase business engagement opportunities with schools through student internships, job shadowing, mentoring, tutoring, apprenticeships and other opportunities for work-based learning.*

**Recommendation: Encourage Teacher Externships**

*Increase externship opportunities for all teachers.*

**Problem Statement :** *Educators are unsure of how to engage the business community regarding in-demand occupational needs, and businesses often are unclear about the best ways to share their workforce needs with educators and to engage them in identifying talent matched to businesses’ needs and expectations.*

**Recommendation: Increase Business Representation on Local School Boards**

*Increase efforts to establish and collaborate with local business and industry.*

**Recommendation: Require School Leader Engagement**

*Require school district superintendents and other district leaders to participate in local chambers of commerce and other business organizations and partnerships.*

**Problem Statement:** *Parents and students lack awareness of non-four-year, postsecondary degree pathways. Persistent misconceptions and related stigmas have further limited exposure to these viable career options.*

**Recommendation: Create an Annual, Statewide “In-Demand Jobs Week”**

*Create an annual statewide “In-Demand Jobs Week” to raise awareness among educators, students and parents of high-demand job openings, job requirements and job benefits.*

## Postsecondary Education

**Problem Statement:** *Postsecondary institutions allocate scarce and valuable funds to student remediation. This directs resources away from core programs, drives up the cost of education, and delays graduation and entry into the workforce for students.*

**Recommendation: Provide Transition Classes**

*Provide "transition classes" to high school students with the highest need for remediation but also a strong desire to move onto postsecondary, to provide the extra instruction they need to be career- or college-ready upon graduation from high school.*

**Recommendation: Expand Co-requisite Remediation**

*Expand co-requisite remediation by allowing students in need of remediation to take credit-bearing courses, with extra support, enabling them to graduate sooner.*

**Problem Statement:** *A disconnect exists between school curricula and relevant, practical workplace skills, resulting in a gap between worker capabilities and employer expectations.*

**Recommendation: Promote Local/Regional/State Collaboration**

*Promote collaboration of local chambers of commerce, regional economic development groups and JobsOhio with community colleges, Ohio Technical Centers and K-12 to align with the job demands of Ohio businesses.*

**Recommendation: Require Schools to Offer Project-Based Learning**

*Require middle schools, high schools, community colleges, Ohio Technical Centers and universities to work with local businesses to offer project-based learning experiences that give students opportunities to solve authentic, real-world business problems.*

**Recommendation: Establish Regional Workforce Career Explorations and Counseling Collaborations**

*Establish regionally based Workforce Career Counseling Collaborations that make career counseling services available to students for the last two years of high school and the first two years following their high school graduation.*

## Adult Learning

**Problem Statement:** *Adult retraining programs are not widely known, often duplicative, not easily accessible (time/location), and reactive (after job loss has occurred).*

**Recommendation: Create a State-Level Data Analytics Infrastructure**

*Enhance the existing, highly disjointed, state-level data analytics infrastructure to better coordinate work throughout the system and focus strategic initiatives on in-demand jobs and careers that are actionable on a local level.*

**Recommendation: Enhance Ohio's Career Transition & Training Delivery System**

*Create a more comprehensive, integrated, career transition and training delivery system that assists jobseekers in getting started on a career pathway, delivering short-term, non-credit adult training that leads to certification built upon dedicated career counseling/coaching services and positions jobseekers for moving on to the next steps in their career pathway.*

**Recommendation: Foster a Statewide Learning Culture**

*Foster a statewide "learning culture" that is responsive to a dramatically changing workplace and promotes and supports lifelong learning.*

## Closing Remarks and Adjournment

After each workgroup shared these recommendations, Director Burgess outlined next steps for the Office of Workforce Transformation and the Board. He noted that the final report outlining recommended solutions to existing gaps and challenges will be presented to the Board on December 13, 2016 and submitted to the Governor's Office by December 31, 2016. The Chair thanked the Board members for their hard work, and the meeting was adjourned at 2:30 p.m.

## Next Meeting

**Date and Time**

December 13, 2016  
1:00 p.m. – 3:00 p.m.

**Location**

State Library of Ohio  
274 E. 1<sup>st</sup> Ave #100  
Columbus, OH 43201



**OHIO ETHICS COMMISSION**  
William Green Building  
30 West Spring Street, L3  
Columbus, Ohio 43215-2256  
Telephone: (614) 466-7090  
Fax: (614) 466-8368

[www.ethics.ohio.gov](http://www.ethics.ohio.gov)

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### **Helpful Ethics Guidance for State and Local Board and Commission Members**

#### **DO:**

- Avoid any action that might give rise to the appearance of impropriety
- Abstain from all formal or informal issues if you have a relationship with a private company or organization that is seeking public funds (through, for example, a contract, tax abatement, grant, or loan) from your board.
- Withdraw completely from questions or issues regarding those who do business with the board or have direct interests before, or are regulated by the board where your interest, or the interest of your family or a business associate is presented
- Comply with financial disclosure as required by law to remind of potential conflicts of interest
- Feel free to seek the advice and assistance from the Ohio Ethics Commission

#### **DON'T:**

- Solicit or accept anything of value from anyone doing business with your board
- Use your position to obtain financial gain or benefit for yourself, a family member, or anyone with whom you have a business or employment relationship
- Vote, authorize, recommend, or in any other way use your position to secure the approval of board services, supplies, property, investments, or other contracts or acquisitions in which you, a family member, or anyone with whom you have an ongoing business relationship, has an interest
- Accept compensation, other than from the Board, for the performance of Board duties and responsibilities
- Be paid for personal services rendered on matters before, or sell goods or services to your board or commission (See R.C. 102.04(A))
- Do business directly with or benefit from a contract with, the Board unless exception applies for limited stockholding or contacts are objectively shown as the lowest cost services, where all criteria under R.C. 2921.42 are met
- Be paid for personal services rendered on matters before, or sell (except by competitive bid) goods or services to other state agencies, boards, or commissions, unless you first disclose and withdraw from matters before the board that directly affect officials and employees of the other state agency, board, or commission (See R.C. 102.04(B))
- Solicit or accept honoraria, unless you meet the limited exceptions allowed by law
- Use or disclose confidential information protected by law, unless appropriately authorized
- During public service and for one year thereafter, represent any person, in any fashion, before any public agency, with respect to a matter in which you personally participated while serving with the board
- Use or authorize the use of your title, the board or its name in a manner that suggests impropriety, favoritism, or bias by the board or any board official or employee
- Hesitate to seek advice or guidance from the Ohio Ethics Commission by calling or writing



## OHIO ETHICS COMMISSION

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## THE OHIO ETHICS LAW OUTLINE

### I. INTRODUCTION TO OHIO'S ETHICS LAW

#### A. **Purposes of the Ethics Law:**

- Protect the public from the financial, family, or business conflicts of its public servants
- Encourage impartiality in governmental decisions by restricting public actions on matters in which public officials and employees have direct and definite conflicts of interest
- Promote citizen confidence in the actions of public agencies

#### B. **Ethics Law History:**

- Created by the General Assembly in 1973
- Found in Ohio Revised Code Chapter 102 and R.C. 2921.42, 2921.421, and 2921.43
- Established the Ohio Ethics Commission, and two similar state ethics agencies in the Legislature and Judiciary, to oversee all within the three branches of government
- Ethics Commission is one of nearly 40 similar state ethics boards and commissions

#### C. **The Ethics Commission Oversees:**

- All state and local public officials and employees (except legislative and judicial members)
- Private parties and corporations who do business with public offices

#### D. **The Ethics Law:**

- Requires personal financial disclosure to identify and protect against conflicts;
- Restricts unethical conduct through laws that have criminal sanctions; and
- Allows uniform review and guidance regarding ethics issues.

### II. THE OHIO ETHICS LAW – A WORKING UNDERSTANDING

**General Rule: Whenever the interests of the public official or the public official's family or business associates are present in an issue before the public official, there is an ethics question.**

#### A. **General Public Protections** – The Ethics Law contains *criminal* restrictions to:

- Restrict participation in public matters involving direct and definite personal, family and business interests of a public official or employee;
- Limit compensation for public duties to their public employer;
- Restrict personal, family, and business interests in public contracts;
- Prohibit nepotism in public hires and services;
- Condition former officials and employees' post-employment activity;
- Control the disclosure of confidential information, and;

- Provide protections against influence peddling in public agencies for personal benefit.

**B. Conflict of Interest and Supplemental Compensation – R.C. 102.03(D), (E), (F), 2921.43**

- **Core of Ethics Law restrictions that often appear together in analysis and violations. Ethics Law does not replace, but supplements, bribery and theft prohibitions. No quid pro quo required.**

**1. R.C. 102.03(D):**

- a. Prohibits a public official's *active use of authority to secure* anything of value that could have a substantial and improper influence on the official. Includes voting, discussing, deliberating, or formally or informally lobbying on matters of conflict [OEC [2007-01](#)].
- b. Not necessary that thing of value is received by the official—could be received by family member or business associate.

**2. R.C. 102.03(E):**

- a. Prohibits a public official's *acceptance or solicitation* of anything of value that could have a substantial and improper influence on the official [OEC 2001-03]. A thing of substantial value from an improper source would have a substantial and improper influence.
- b. Anything of value includes money, goods, *future employment*, interest in realty, and every other thing of value [R.C. 1.03].
- c. Improper sources include parties doing or seeking to do business with, regulated by, or interested in matters before a public agency [OEC [2003-03](#)].
- d. Receipt or acceptance alone creates potential violation [OEC [2001-03](#)].

**3. R.C. 102.03(F):**

- a. Prohibits a private party from *giving or promising* anything of value. [OEC [2008-01](#)]
- b. Prohibited regardless of whether official solicits the item.

**4. Application to issues of:**

- a. Employment: A public official is prohibited from soliciting, accepting, or using his position to seek employment from “improper” sources unless the official can withdraw from participating in any actions that affect the prospective employer and his abstention is approved by supervisors, where required. Official must withdraw from participation in official matters if attempting to secure, or approached about, employment [OEC [2008-02](#)]
- b. Travel, meals, and lodging: A public official cannot accept anything of value, including travel, meals, and lodging, from an improper source. [OEC [2001-03](#)]
- c. Gifts: Cannot accept gifts from any party that is doing or seeking to do business with, regulated by, or interested in matters before the public agency [OEC [2001-04](#)].

**5. R.C. 102.03(G):** Campaign Contributions not ordinarily governed under Ethics Law, unless another violation of law. [OEC [2002-03](#); see also R.C. 2921.43 below].

6. **R.C. 102.01 (H)(1) – Honoraria:** Most public officials and employees who file financial disclosure are prohibited from receiving honoraria [OEC [99-003](#)].
7. **R.C. 2921.43 - Supplemental Compensation:**
  - a. Prohibits the acceptance or giving of any compensation, other than allowed by law, for the performance of any public duty or responsibility. Separate notion of conflict; attempt to prohibit the conflict inherent in being compensated by dual employers. Public and private sectors *both* subject to supplemental compensation prohibitions [OEC [2008-01](#)]
  - b. Prohibits the coercion of a campaign contribution [State v. Conese (2004), 102 Ohio State 3d 435]
8. **R.C. 102.03(C) - Licensing Conflicts:** Bars participation in license or rate-making where public official or immediate family members (spouse residing with official and any dependent children) own more than 5 percent.

**C. Public Contract Restraints - R.C. 2921.42 and R.C. 102.04(B)**

1. **R.C. 2921.42: Five restrictions; The three most common are:**
  - a. Public officials cannot secure public contracts for himself, family member, or a business associate (includes hiring a family member into public employment) [OEC [79-005](#); [98-004](#)].
  - b. Public officials cannot have an interest in profits or benefits of a public contract entered into by a public agency with which he is “connected” [OEC [2008-04](#)].
  - c. Public official cannot profit from a public contract he approved or that was authorized by a body of which he was a member unless the contract was competitively bid and awarded to the lowest and best bidder [OEC [88-008](#)].
2. **R.C. 2921.42(A)(2) - Investing Public Funds:** Public officials cannot secure the investment of public funds in any share, bond, mortgage, or other security, if he, a member of his family, or any of his business associates either has an interest, is an underwriter, or receives any brokerage, origination, or servicing fees.
3. Public contract includes public purchases or acquisitions of any property or service, including employment, grants, or improvement or maintenance of public property [OEC [87-002](#); [89-006](#)].
4. **Exceptions:**
  - Stockholding below 5 percent; with an affidavit.
  - Four-part exception—*All four must exist* and the burden is upon official to demonstrate:
    - Necessary supplies or services;
    - Unobtainable elsewhere for the same or lower cost or continuing course of dealing;
    - Equal or preferential treatment given agency; and
    - Arm’s length, full disclosure, no participation [OEC [2000-02](#)].

5. **R.C. 102.04(B)**: Restricts state employees from conducting business with any state agencies except through competitive bidding. (See F(5)(b) below for R.C. 102.04(D) exception) [OEC [2004-04](#)].

**D. Post-Employment and Representation Restrictions – R.C. 102.03(A), (B), and 102.04**

1. **R.C. 102.03(A)(1)**: Revolving door prohibitions on a public official, during public service and for one year afterwards, from representing anyone on any matter in which he personally participated while he was a public official [OEC [2004-04](#)].

2. **Statutory Definitions:**

- a. Matter includes any case, proceeding, application, determination, issue, or question [OEC [99-001](#)].
- b. Personal participation includes decision, approval, disapproval, recommendation, the rendering of advice, investigation, or other substantial exercise of administrative discretion, including supervision [OEC [91-009](#)].
- c. Representation is formal or informal appearance before, or any written or oral communication with, *any* public agency [OEC [86-001](#)].

3. **Exceptions:**

- Not prohibited from representing public agency the official formerly served.
- New matters and matters in which public official did not participate; prohibition is tied to personal participation.
- Ministerial functions - Not prohibited from performing functions like filing or amending tax returns, incorporation papers, and similar documents.
- Proposal, consideration, or enactment of statutes, rules [OEC [2004-04](#)].

4. **R.C. 102.03(B) – Confidentiality**: Lifetime prohibition on disclosure of confidential information both during and after leaving public position [OEC [93-012](#)].

5. **R.C. 102.04(A) - Representation and Influence Peddling**

- a. Prohibits state officials from receiving compensation directly or indirectly, other than from own public agency, for any service rendered personally on any case, application, or other matter before any public agency [OEC [93-010](#)].
- b. **R.C. 102.04(D)**: Exemption applies to non-elected employees who render services before, or sell goods and services to, state agencies other than the agency they serve [OEC [93-010](#)].

**III. THE OHIO ETHICS COMMISSION AND REMEDIES AVAILABLE**

**A. Composition:**

- The Commission is a bipartisan body comprised of six members who are appointed by the Governor and subject to confirmation by the Senate. The members serve staggered, six-year terms, and are compensated \$75 per meeting, to a maximum of \$1800 per year.
- The Ethics Commission employs an Executive Director who supervises a staff of 21 that carries out the duties of administering the Ethics Law on a day-to-day basis.

**B. Statutory Responsibilities of the Ohio Ethics Commission:**

1. **Advice:** The Commission possesses the unique authority to interpret and provide advice regarding the Ethics Law to public servants before they act. The Commission's written advisory opinions provide immunity to those who follow the advice. The Commission annually responds to hundreds of written requests and an average of 3,000 telephone calls from officials, agencies, counsel, and the general public.
2. **Education:** The Commission provides free ethics education and informational materials related to ethics, conflicts of interest, and financial disclosure. Commission staff annually conducts approximately 200 educational and informational sessions to approximately 20,000 public and private sector attendees.
3. **Financial Disclosure:** The Commission administers the financial disclosure requirement for most public employees required to file annual disclosure statements. More than 11,000 forms are filed annually with the Commission.
4. **Investigation:** The Commission confidentially investigates alleged violations of the Ethics Law and related statutes for potential referral for criminal charges. The Commission reviews an increasing number of allegations each year, now averaging almost 500, from prosecutors, auditors, agencies and the general public.
5. **Legislation:** The Commission recommends legislation to the General Assembly related to ethics, conflicts of interest, and financial disclosure.

**IV. QUESTIONS:**

**Contact the Ohio Ethics Commission at (614) 466-7090.** For more information about the Ethics Commission and its duties, searches of more than 300 formal Advisory Opinions, and common sense guidance regarding Ohio's Ethics Law, please go to [www.ethics.ohio.gov](http://www.ethics.ohio.gov), or contact the Commission.

## Building Ohio's Future Workforce

### Governor's Office of Workforce Transformation

In February 2012, Governor John Kasich issued an Executive Order creating the Governor's Office of Workforce Transformation (OWT) with the following mission:

*To grow Ohio's economy by developing a skilled workforce, promoting effective training programs, and connecting Ohio employers with qualified workers.*

The Governor also established the Governor's Executive Workforce Board, comprising business leaders and workforce development stakeholders, to guide the OWT's work and ensure that business needs are at the forefront of any improvements to the system.

### Call to Action

As part of his ongoing search for transformative ideas to shape Ohio's workforce, Governor Kasich challenged the Governor's Executive Workforce Board to work with appropriate state agencies to respond to this charge:

*Identify ways to prepare and continuously retrain Ohioans of all ages for the jobs of today and tomorrow*

The purpose of this undertaking is to identify the most prominent challenges in early, secondary, postsecondary and adult education with the goal of identifying actionable solutions to ensure Ohio's businesses have access to a skilled and productive workforce. The near-term objective is to identify proposed actions and/or changes to be considered for incorporation into the Governor's FY17-18 Executive Biennial Budget.

### Why Improvements Are Needed

It's commonplace when discussing public policy needs and priorities to talk of "gaps" and related "imperatives." The focus of this report is on one of the most critical gaps and one of the highest-stakes imperatives we face as a state.

#### ***A Brave New World***

Ohioans must acknowledge that we're living in a brave new world of massive, rapid and often disruptive technological change and advancement, and that the jobs of tomorrow will be increasingly technology-heavy. Many of today's jobs were not even imagined 20 years ago. Following are a few indicators of the challenge Ohio faces to make sure every Ohioan has the knowledge and skills needed to succeed in the 21<sup>st</sup> century workplace, and every Ohio business can find the skilled, adaptable workers they need to compete and thrive globally:

- **47 percent of jobs [total U.S. employment] could be phased out in coming years due to technological advances.** Labor supply is shifting from middle-income manufacturing jobs to low-income service occupations. According to one study, “. . . as technology races ahead, low-skill workers will reallocate to tasks that are non-susceptible to computerization – i.e., tasks requiring creative and social intelligence. For workers to win the race, they will have to acquire creative and social skills.”<sup>1</sup>
- **65 percent of secondary students are predicted to work in jobs that do not yet exist.**<sup>2</sup> This creates a major challenge for designing curriculum in education, training and retraining programs, as well as a critical need for accessible, flexible, lifelong learning resources. We know, however, that most future jobs safe from the danger of automation will necessarily put a premium on skills such as the ability to think creatively and to find, frame and solve problems.
- **75 percent of companies expected to be listed on the S&P 500 in 2027 have yet to be established.**<sup>3</sup> This is in part the result of shrinking lifespans for companies, from (on average) 68 years in 1958, to 25 years in 1980, to 18 years in 2012.

## The Case for Design Learning

“Design learning” speaks to a potential shift in focus for future workforce education and training, from simply transferring existing knowledge to students to focusing on the processes of entrepreneurial learning and creativity:

“The truth is that we can no longer afford to focus on graduating learners armed only with predetermined skills and (already existing) knowledge. The workforce is becoming far too global, too digital, and increasingly too self-employed. We must instead refocus on cultivating creativity, to include not only problem solving, but also problem finding and problem framing. . . .

“Design learning is a nascent field that should be codified and taught in schools as a capstone to learning – beginning as early as grade school. Rather than assuming the purpose of education is simply the transfer of fixed knowledge, design learning facilitates the development of the entrepreneurial dispositions and skills necessary to adapt to rapid social and technological change. Indeed, it is our view that education has to pivot from professional training to preparing individuals to innovate within new and emerging fields.

“Education has traditionally prepared individuals for work, but work is now changing too quickly for the latest professional skills to be readily translated into curriculum. The value of design learning is that it provides the right methodology for this changing reality. More important it mirrors the iterative learning and solution building that characterizes the world of work after schooling. . . .

“Rather than transferring a fixed body of language and practices from experts to amateurs, design learning focuses instead on developing a learner’s capacity to explore, make sense, and craft new innovation on their search for new opportunities. In this way, design learning is a core educational literacy that prepares individuals to creatively adapt to change.”

-- Source: Daniel Araya and Heather McGowan, “Education and Accelerated Change: The Imperative for Design Learning,” Brown Center Chalkboard, Brookings, September 9, 2016

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<sup>1</sup> Carl Benedikt Frey and Michael A. Osborne, *The Future of Employment: How Susceptible Are Jobs to Computerisation?*, September 17, 2013.

<sup>2</sup> Cathy N. Davidson, co-director of the annual MacArthur Foundation Digital Media and Learning Competitions, quoted by Virginia Heffernan, “Education Needs a Digital-Age Upgrade,” *The New York Times*, Aug 7, 2011.

<sup>3</sup> Creative Destruction Whips Through Corporate America, [www.innosight.com](http://www.innosight.com), Feb 2012.

### ***Disconnect Between Business and Education***

In a world where the majority of jobs are technology-intensive and require some level of technical knowledge and skills, career training is an even more important and more viable pathway to occupational success. However, disconnects do exist in the delivery of career education and training. For example, the New Skills for Youth Survey, a 2016 statewide poll of Ohioans conducted by the Ohio Department of Education (ODE) and drawing more than 12,000 responses, provided useful insights<sup>4</sup> on stakeholder views of career education:

- The top reason students cite for not engaging in career-focused coursework is that they don't know enough about the options available to them. Educators feel like they are providing a wide range of options to students in terms of career preparation; conversely, students and parents don't feel as though children are receiving career preparation in school.
- Many K-5 teachers do not see career preparation as part of their jobs as educators. About 20 percent of K-5 teachers do not incorporate career preparation in their lessons, with many more indicating they teach primary grades, and careers should not be part of discussion at the primary school level.
- Only 39 percent of school and district administrators agree that teachers in their schools feel confident integrating career content into their courses, and only 56 percent of teachers themselves are confident integrating career content into their courses.
- About 70 percent of parents who responded to the survey state that their students would benefit from more career-focused options in their schools; however, when educators are asked whether they think students and parents are interested in career-focused options, only 27 percent believe students are interested, and 24 percent believe parents are interested.

These projections and survey responses point clearly to a need for system-wide transformation of workforce education and training strategies and programs.

### ***A Need for Greater Alignment and Attainment***

To win the global competition for business investment and jobs, Ohio must develop and attract individuals with knowledge, skills, competencies and credentials that meet the needs of employers, especially those seeking to fill in-demand jobs. Of particular concern is the fact that Ohio currently has a substantial shortage of working-age adults with the degrees and credentials required to be successful in the labor market – in other words, a gap between employer expectations and worker capabilities.

We face a large and serious challenge. According to the Georgetown Center on Education and the Workforce, 64 percent of Ohio jobs in 2020 will require postsecondary degrees or credentials.<sup>5</sup> A new Lumina Foundation report shows, however, that just 43.2 percent of

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<sup>4</sup> Ohio Department of Education

<sup>5</sup> Georgetown University Center on Education and Workforce. *Recovery: Job Growth and Education Requirements Through 2020*. June 2013. The 64 percent figure includes not only jobs requiring postsecondary certificates or higher, but also jobs requiring "some college."

working-age adults in Ohio have a postsecondary certificate or degree,<sup>6</sup> which is slightly below the nation’s overall postsecondary attainment rate of 45.3 percent. To produce the number of highly skilled workers with postsecondary credentials required to meet the needs of employers, Ohio will need to produce, by 2025, an estimated 1.7 million more adults with high-quality postsecondary certificates or degrees.

It’s a simple matter of supply and demand: Employers seek workers with specific knowledge, skills and competencies of value in the marketplace; unfortunately, employers tell us, many job-seekers lack those skills. This is true for large numbers of job-seekers entering the workforce, incumbent workers seeking to advance in their careers, and displaced workers whose skills may be outdated.

Consider, for example, that just 40 percent of employers believe recent college graduates are well prepared in skills critical for workplace success, including soft skills. Employers also give college graduates low scores for preparedness across learning outcomes. Students, on the other hand, think they are much better prepared for post-college success than employers do.<sup>7</sup>

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Other indicators of the expectations/capabilities disconnect include the following:

- Just 11 percent of business leaders strongly agree with this statement: “Higher education institutions are graduating students with their skills and competencies that MY business needs.”<sup>8</sup>
- Just 30 percent of business leaders agree or strongly agree that most jobs at their business require a postsecondary degree or credential to be successful.<sup>9</sup>
- In a 2013 Gallup poll of 18- to 35-year-olds, 59 percent of respondents strongly agreed that most of the skills used in their current job were developed outside of school.<sup>10</sup>

Gaps like these are widening. According to a 2016 McKinsey & Company study of more than 800 occupations, the continued growth of automation will drive substantial workforce changes over the next decade. Automation will likely result in very few occupations being eliminated entirely; however, it also likely will affect a portion of almost all jobs, in varying degrees. The McKinsey study attests that technologies available today could automate 45 percent of the activities that people are paid to perform and that about 60 percent of all occupations could see 30 percent or more of their component activities automated.<sup>11</sup>

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<sup>6</sup> Lumina Foundation. *A Stronger Nation*. 2016.

<sup>7</sup> Hart Research Associates, “Falling Short? College Learning and Career Success: Selected Findings from Online Surveys of Employers and College Students,” 2014.

<sup>8</sup> Hart Research Associates, 2014

<sup>9</sup> Gallup-Lumina Foundation, “The Lumina Foundation Study on the American Public’s Opinion on Higher Education: What America Needs to Know About Higher Education Redesign,” 2014.

<sup>10</sup> Microsoft, Pearson, Gallup, “21<sup>st</sup> Century Skills and the Workplace,” 2013.

<sup>11</sup> McKinsey & Company, “Where Machines Could Replace Humans – And Where They Can’t (Yet),” July 2016.

The December 2014 Workforce Integration Task Force Report concluded that Ohioans with disabilities often lack appropriate training opportunities to acquire the skills for in-demand occupations. The Task Force recommended the State of Ohio should ensure that in-demand occupational skills training be available and accessible to all Ohioans. In the same spirit, it is the intention and expectation of the Governor’s Workforce Board that each of the training programs referenced and recommended throughout this report also be broadly accessible.

Strengthening Ohio’s workforce development system is perhaps the most compelling economic imperative we face as a state. At stake is nothing less than Ohio’s appeal to businesses across the globe seeking to locate, expand and invest – and Ohioans’ future economic opportunity, prosperity and quality of life.

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“. . . Based on current trends, there are potentially serious gaps in the supply of workers with the skills that will be needed to drive 21<sup>st</sup> century economies, and a growing supply of workers with more limited skills. Avoiding these imbalances (in both advanced and developing economies) and their consequences will require an unprecedented commitment to education and training.”<sup>12</sup>

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### ***Building on Recent Successes***

Under Governor Kasich’s leadership, Ohio has made great strides in ensuring that Ohio students have access to high-quality career preparation resources and that that schools, parents and students are properly incentivized to take advantage of those opportunities.

The recent partnership between the Ohio Department of Education and Opportunities for Ohioans with Disabilities (OOD) whereby OOD has embedded Vocational Rehabilitation Counselors into school districts will further the workforce system’s ability to connect more students with disabilities to in-demand occupations, with guidance and counseling leading students to these career pathways.

Another example of committed collaboration to narrow Ohio’s “talent gap” is the work of the Ohio Department of Education, the Ohio Department of Higher Education, and the Office of Workforce Transformation to convene stakeholders from K-12, higher education, workforce development, philanthropy and community partnerships to establish a formal **Ohio Attainment Goal 2025:**

*“65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025.”*

It’s clear that parents, educators and the business community are strongly motivated to ensure that students are prepared for successful careers. They recognize the positive changes ongoing at the state level and appreciate efforts to create a seamless, aligned system where students are prepared for their career paths, whether those paths include

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<sup>12</sup> McKinsey & Company, “The World at Work: Jobs, Pay and Skills for 3.5 Billion People,” 2012.

college degrees, industry credentials, apprenticeships, military enlistment, or a combination.

There is much work to be done in terms of communicating and building resources to help families connect with pathways, help businesses connect with schools, and help teachers connect with strategies to prepare their students for careers. The recommendations contained in this report have been proposed to assist in making these connections.

### ***It Won't Be Easy***

We need to make sure every Ohioan has the knowledge and skills needed to succeed in the workplace. This is a critical, must-have outcome for our businesses as well as for members of the state's workforce.

This creates an imperative to work together as a state to make sure businesses clearly communicate their workforce needs. Businesses must help shape training by forming partnerships with education institutions and government at all levels; playing a meaningful role in the development of curriculum, credentialing programs and work-based learning experiences; and working with education and training providers to match students with appropriate work-based learning experiences to help those entering or transitioning within the workforce get a better feel for career opportunities available to them.

Conversely, education providers, workforce development organizations, labor organizations and others must find ways to meet those employer needs. These diverse stakeholders must collaborate to develop education and training programs that will ensure a workforce capable of quickly adapting to new and evolving business needs.

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[We need to change the perception of career technical education so more students see specialized skills training as a viable pathway to success in college or careers.](#)

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In broad terms, we need a workforce development system that is not only aligned with employer needs but also with the realities of modern life and modern students.<sup>13</sup> To achieve that objective, we also will need to change the perception of career technical education so more students see specialized skills training as a viable pathway to success in college or careers.

### ***The Road Ahead***

How well positioned are we in Ohio to respond to the workforce training challenge we face? A diverse set of dynamics impacts our state's workforce development system. Currently, job training in Ohio is fragmented. Career and training providers, such as Ohio Technical Centers and OhioMeansJobs Centers, typically operate as silos. The broad and complex array of users with diverse needs makes it difficult to document and communicate resources and results. On top of these obstacles, the complexity of multiple agencies (at national, state and local levels) trying to address these issues adds another layer of difficulty.

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<sup>13</sup> U.S. Department of Labor Blog, "A Joint Imperative to Strengthen Skills," September 11, 2013.

We know we need to operate as an integrated, coherent system. We know we need to view our education, training and retraining programs as a centralized resource balanced with diverse, regional needs – and to provide greater visibility for the opportunities available through that resource. We know we need better occupational data, and we need to work more collaboratively to develop programs that truly meet business needs.

And, finally, we know this work needs to be a priority.

The Board shares Governor Kasich’s vision of an education and workforce training system that ensures we have access to lifelong learning and the ability and flexibility to succeed in 5 to 10 jobs in a lifetime.

We understand that America has become a “knowledge nation” – and that we are moving forward, not in reverse. We are no longer making things the way we used to. Today we are making things with technology as a partner in raising productivity – because productivity is where the high value and high wages are to be found.

Through OhioMeansJobs.com, we’ve had some success connecting available jobs to people entering the workforce; looking ahead, we need to do an even better job of providing our entering, incumbent and displaced workers with the knowledge and skills they need to succeed, which in turn is what will help our businesses succeed.

As Governor Kasich noted in issuing his call to action to the Governor’s Executive Workforce Board, what’s important in the end is the value you represent when you enter the workforce. In a knowledge economy, if you have skills, you win; if you don’t, you lose.

The workforce training challenge we face is about the very essence of opportunity in this great country and our great state. If we don’t succeed in this quest, we’ll be denying Ohio and its citizens great opportunities to move forward in a significant ways.

## COMMON THEMES

During the Board's deliberations on actionable recommendations for creating a more effective, efficient workforce development system, several common themes surfaced that should be noted here, as they helped frame the Board's thinking and spanned most working group topics of discussion.

- **Adopt a broader system perspective.** Board members consistently spoke of the need to view workforce education and training across a lifelong continuum. The more fully aligned, coordinated and comprehensive the various system components are, the more successful we will be in designing resources that meet the wide variety of system stakeholder needs.
- **Communicate and collaborate.** Repeatedly throughout the Board's deliberations participants pointed to examples of stakeholders' failure to communicate clearly, frequently and constructively on matters of specific needs, concerns, resources and opportunities. Most of these discussions concluded that formalizing various partnerships was one way to overcome common obstacles to maintaining ongoing meaningful dialogue.
- **Compile and share best practices and promising practices.** All working groups, and virtually all Board members, noted the vital need to do a better job of identifying, compiling and sharing documented best practices and promising practices. It was widely felt by participants that many great programs and practices exist in Ohio, and that a lack of coordinated sharing is the only thing preventing broader use and benefits across the state.
- **Repurposing existing resources.** One of the stated criteria for the Board's recommendations was that each recommendation must be budget/cost neutral. While this sometimes proved challenging in the brainstorming and discussion, Board members embraced the spirit of that specific criteria and offered many examples of where existing resources might be repurposed.

## Work-Group Structure

The Board began its work with an exercise to identify the major gaps and challenges that exist in Ohio's workforce system today. To focus the Board's efforts, the Office of Workforce Transformation summarized the key gaps/challenges and categorized them into four groups that cross the lifetime learning continuum.

The Board then worked in groups, aligned with the preceding categories listed above. Each group was tasked with developing recommendations for how to address their respective gaps/challenges. To make most effective use of Board members' expertise, these work sessions were facilitated by LeanOhio staff. Subject matter experts from relevant state agencies also were on site to provide technical guidance and clarification.

Large-group discussion and several rounds of review and revision resulted in a consensus report of high-impact, high-scalability recommendations. The OWT project team, working collaboratively with board members and subject matter experts, then identified tactical initiatives that can be deployed to achieve each of the Board's recommendations. The result was this report, entitled ***Building Ohio's Future Workforce.***

## Criteria for Recommendations

The following guiding principles directed the Board's work to identify, assess and prioritize proposed solutions:

- Recommendations must be **scalable**. The greater the capacity and potential reach of the proposed solutions, the more likely transformative change will result.
- Recommendations must have **significant and lasting impact**. Because resources are limited, solutions must deliver maximum value and pay substantial dividends.
- Recommendations must **use data and research** to confirm assumptions and solutions. The stakes are so high that proposed actions must be grounded in empirical evidence, not simply theory.
- Recommendations must be **cost/budget neutral**. Scarce public dollars require strategic prioritizing and responsible stewardship of those dollars.

**Recommendations** [Copy to follow in separate document]

**A United Effort to Create a Brighter Future**

Building Ohio’s future workforce will be a major undertaking. It will require unwavering commitment, fresh new ways of thinking, and above all, unprecedented levels of collaboration among stakeholders. The pace and magnitude of technological change, along with the pressures and opportunities of a knowledge-based global economy, leave us with no other viable option.

If there is one thing the work of the Governor’s Executive Workforce Board has revealed again and again, it’s this: Businesses and educators must communicate with each other more often, more clearly and more candidly about their needs and expectations. Collaboration will be the key – to creating economic opportunity for our youth and adult workers, to strengthening the competitiveness of Ohio businesses, and to spurring economic growth and prosperity for all.

Governor Kasich charged the Board to “Identify ways to prepare and continuously retrain Ohioans of all ages for the jobs of today and tomorrow.” We have embraced the Governor’s charge, and we look forward to the next step in strengthening our state’s workforce development system – i.e., incorporation of our proposed tactical options into the 2017-18 Executive Biennial Budget. We believe our recommendations will help ensure that Ohio businesses have access to a skilled and productive workforce, and that any improvements to the workforce development system will have business needs at the forefront.

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Urgent action is needed for Ohio to thrive, and not merely survive, in the brave new world of global competition, technological advancement, manufacturing automation and lifelong learning. We simply cannot afford to delay.

# # #

## Office of Workforce Transformation

### Building Ohio's Future Workforce

#### RECOMMENDATIONS

**Problem Statement 1:** *A disconnect exists between school curricula and relevant, practical workplace skills, resulting in a gap between worker capabilities and employer expectations.*

○ **Recommendation 1A: Promote Local/Regional/State Collaboration**

*Promote collaboration of local chambers of commerce, regional economic development groups and JobsOhio with community colleges, Ohio Technical Centers and K-12 to align with the job demands of Ohio businesses.*

- Require the Ohio Department of Higher Education, in collaboration with the Ohio Department of Education, to report annually to the Ohio General Assembly on Ohio's progress toward achieving the Ohio 2025 Attainment Goal of 65 percent of adult-age workers attaining affordable college degrees, industry certificates or other credentials of value to Ohio employers.
- Require the Ohio Department of Education and the Ohio Department of Higher Education to collaborate with industry to identify the knowledge and skills required for Ohio's most in-demand career pathways and incorporate into courses and programs.
- Require the Ohio Department of Education and the Ohio Department of Higher Education to efficiently increase the articulation of career-technical education programs.
- Require the Office of Workforce Transformation to collaborate with JobsOhio to ensure that OWT strategies are closely aligned with specific occupations and competencies required by employers in JobsOhio's targeted industries.

○ **Recommendation 1B: Require Schools to Offer Project-Based Learning**

*Require middle schools, high schools, community colleges, Ohio Technical Centers and universities to work with local businesses to offer project-based learning experiences that give students opportunities to solve authentic, real-world business problems.*

- Require the Ohio Department of Education and the Ohio Department of Higher Education to work collaboratively with Ohio's major business organizations – Ohio Business Roundtable, Ohio Chamber of Commerce, Ohio Contractors Association, Ohio Manufacturers' Association, Ohio Council of Retail Merchants, NFIB-Ohio, and the Ohio Farm Bureau – to create a strategic plan for increasing project-based learning and develop professional development programs that address how to build authentic, real-world, project-based learning into the curriculum.

○ **Recommendation 1C: Establish Regional Workforce Career Explorations and Counseling Collaborations**

*Establish regionally based Workforce Career Counseling Collaborations that make career counseling services available to middle school and high school students.*

- Require the Ohio Department of Education, in coordination with the Ohio Department of Higher Education, to develop a Regional Workforce Career Counseling Collaboration model in which the JobsOhio Network, local chambers of commerce, local school districts, local businesses and others build county-level partnerships that provide career services to students. These services may include job shadowing and internship experiences, career exploration activities, and problem-based curriculum developed around local employer needs. This will help ensure that students are placed in the best possible program, matched to their career interests and abilities, so they will be more likely to succeed. Washington County's Building Bridges to Careers program is a model of a collaborative program that provides robust career experiences to students in a cost-efficient manner by bringing together multiple school districts and employers.

**Problem Statement 2:** *Educators are unsure of how to engage the business community regarding in-demand occupational needs, and businesses often are unclear about the best ways to share their workforce needs with educators and to engage them in identifying talent matched to businesses' needs and expectations.*

- **Recommendation 2A: Increase Business Representation on Local School Boards**

*Increase efforts to establish and collaborate with local business and industry.*

- Require local school boards to appoint three non-voting, *ex officio* members who represent local business interests.

- **Recommendation 2B: Require School Leader Engagement**

*Require school district superintendents and other district leaders to participate in local chambers of commerce and other business organizations and partnerships.*

- Update current tools for evaluating school district superintendents to include engagement with area businesses as a performance metric.
- Revise Ohio's new school counselor standards to include engagement with businesses as a performance metric.

**Problem Statement 3:** *Students do not have adequate opportunities for "work-based learning."*

- **Recommendation 3A: Expand Business Engagement Opportunities**

*Increase business engagement opportunities with schools through student internships, co-ops, job shadowing, mentoring, tutoring, recognized apprenticeships and other opportunities for work-based learning.*

- Create a formalized "broker" position to help drive collaboration among local stakeholders, which could include local Chambers of Commerce and/or other economic development organizations.
- Require the Ohio Department of Education, in conjunction with the Governor's Office of Workforce Transformation and representatives from business organizations, to create an oversight body/process to review and update, annually, the approved industry-recognized credential list required for graduation.

- Encourage all school districts to review their Ohio Credit Flexibility plans to identify additional opportunities for integrating meaningful, work-based learning experiences and internships/co-ops. By connecting learning to real-world situations and future jobs, credit flexibility can increase students' interest in school and motivation to learn.
  - Include work-based learning and post-graduation job placement metrics on the Ohio School Report Cards and require a balanced report card for college and career readiness.
  - Align recognized pre-apprenticeship programs within Ohio's College Credit Plus program, add recognized pre-apprenticeship as a pathway to graduation, and add recognized pre-apprenticeship certificate attainment to the "Prepared for Success" report card measurement.
  - Create awareness within the business community about subminimum wage laws applicable to students enrolled in bona fide vocational training programs.
- **Recommendation 3B: Encourage Teacher Externships**
- Increase externship opportunities for all teachers.*
- Require teachers' Individual Professional Development Plans to include teacher externship experiences.
  - Require Ohio's Professional Educator and Counselor License Renewal requirements to include CEU credits earned for teacher externship experiences.

**Problem Statement 4:** *Parents and students lack awareness of non-four-year, postsecondary degree pathways. Persistent misconceptions and related stigmas have further limited exposure to these viable career options.*

- **Recommendation 4A: Create an Annual, Statewide "In-Demand Jobs Week"**
- Create an annual statewide "In-Demand Jobs Week" to raise awareness among educators, students and parents of high-demand job openings, job requirements and job benefits.*
- Require the Governor's Office of Workforce Transformation, in coordination with the Ohio Department of Education, the Ohio Department of Higher Education and the Ohio Department of Job and Family Services, to organize an In-Demand Jobs Week. Among the activities for this week would be in-demand job fairs or tours of companies that have in-demand occupations as a way to connect middle and high school students with prospective employers.
  - Require the Ohio Department of Education to develop an "OhioMeansJobs-Ready Certificate" for high school students who demonstrate their work-readiness by successfully exhibiting to-be-determined work ethic competencies (such as teamwork, problem-solving, reliability, punctuality, etc.) validated by no fewer than three teachers and/or business mentors and attaining at least four objective competencies – including community service and technology – before graduation.

**Problem Statement 5:** *Early exposure to career possibilities for parents and students is limited.*

- **Recommendation 5A: Create an E-Information and Resource Sharing Tool**
- Establish a communication tool to share success stories for replication by education/training providers and to facilitate resource sharing among all stakeholders.*

- Create “one-stop” web resources that are available during non-work hours or school hours, categorized by stage of life or by category (e.g., mentoring), providing state-level information for educators, families and communities, including information focused on career readiness skills and links to OhioMeansJobs.com for parents.
  - Leverage the proposed sharing tool to provide resources and technical assistance for promising practices in disability inclusion through “Universal Course Design” – a set of strategies and practices that make courses more accessible for students, especially those who speak a primary language other than English, are not academically prepared, go to school part-time and lead busy lives, or have disabilities.
  - Enhance and expand efforts to make students and families more aware of the practice tests for the ACT, SAT, WorkKeys and others that are available free of charge on OhioMeansJobs.com.
- **Recommendation 5B: Foster Mentoring Relationships**
    - Leverage existing relationships and programs to expand formal and informal, evidence-based mentoring relationships.*
    - Incorporate mentoring practices in the state’s Quality Rating and Improvement System for early education providers.
    - Incorporate drug prevention messaging in schools. Part of ensuring that children are career and college ready involves sharing the importance of staying drug-free. Start Talking! is an initiative that gives parents, guardians, educators and community leaders the tools to start the conversation with Ohio’s elementary, middle and high school students about the importance of living healthy, drug-free lives. Schools should incorporate Start Talking! or other drug prevention messaging where appropriate.

**Problem Statement 6:** *Businesses report that entry-level employees lack basic work-readiness skills that could begin to be taught in primary education and throughout the education system and mentoring programs.*

- **Recommendation 6A: Leverage Effective Practices**
  - Improve leveraging of financial resources by reallocating funds to replicate existing programs that have demonstrated effective, measurable outcomes.*
  - Monitor new evidence-based curriculum and assessment packages (“High Scope” and “The Creative Curriculum”), which contain social and behavioral lessons and are being offered by the Ohio Department of Job and Family Services and the Ohio Department of Education to publicly funded childcare and primary education providers.
  - Strengthen professional development for childcare providers, which already focuses on Approaches to Learning and Social/Behavioral standards, by linking these important standards to career readiness.
- **Recommendation 6B: Formalize Career Exploration Partnerships**
  - Formalize partnerships among businesses, communities, government and families to share and explore information about careers and how to prepare for them.*

- Award extra points to childcare providers seeking a 4-star or 5-star rating in Ohio's Quality Rating and Improvement System for participating in community partnerships that engage businesses in sharing and promoting careers and exploring the kind of knowledge and skills needed to be successful.
- **Recommendation 6C: Focus Early on Employability and Career Readiness**
  - Integrate the mission of employability and college/career readiness beginning early in life.*
  - Include career readiness as a core component of the State of Ohio's mission and guiding principles for primary education and development.
  - Require programs to embed work-readiness skills into their standards.

**Problem Statement 7:** *Postsecondary institutions allocate scarce and valuable funds to student remediation. This directs resources away from core programs, drives up the cost of education, and delays graduation and entry into the workforce for students.*

- **Recommendation 7A: Provide Transition Classes**
  - Provide "transition classes" to high school students with the highest need for remediation but also a strong desire to move onto postsecondary, to provide the extra instruction they need to be career-ready or college-ready upon graduation from high school.*
  - Consider implementing a statewide program like the Tennessee SAILS model, which allows high school seniors to complete remedial work through a blended learning curriculum developed through K-12 and higher education collaboration. The program has showed impressive results in graduating more students college-ready.
  - Build on the success of programs such as Jobs for Ohio Graduates in serving the most at-risk youth in our state by helping these young people stay in high school through graduation; pursue postsecondary education; and ultimately secure quality, entry-level jobs leading to career advancement opportunities.
- **Recommendation 7B: Expand Co-requisite Remediation**
  - Expand co-requisite remediation by allowing students in need of remediation to take credit-bearing courses, with extra support, enabling them to graduate sooner.*
  - Promote scalable expansion of co-requisite remediation at all of Ohio's public colleges and universities such as Wright State University and Lorain County Community College.
  - Create more gateway mathematics and English courses that align to career goals and integrate workforce development and career development objectives such as programs at Rhodes State College (integrating career services in the school's Developmental Writing and English Composition courses) and Stark State College (developing alternative co-requisite remediation strategies and models for developmental courses in mathematics through the school's participation in the Ohio Mathematics Initiative).
- **Recommendation 7C: Invest in Early Redirection**
  - Redirect students who are not progressing beyond remedial courses after a defined period of time to alternative pathways, with job-driven financial aid.*

- Continue to grow programs that support early student career decision-making such as the successful collaboration between Shawnee State University, Southern State Community College and the Scioto County Career Technical Center. The Workforce Career Counselors proposed in Recommendation 1C would play a vital role in directing students to the right programs early on so remediation would not be necessary.

**Problem Statement 8:** *Adult retraining programs are not widely known, often duplicative, not easily accessible (time/location), and reactive (after job loss has occurred).*

○ **Recommendation 8A: Create a State-Level Data Analytics Infrastructure**

*Enhance the existing, highly disjointed, state-level data analytics infrastructure to better coordinate work throughout the system and focus strategic initiatives on in-demand jobs and careers that are actionable on a local level.*

- Enable state agencies to share data more efficiently, allowing providers to deliver a holistic approach to a jobseeker.
- Expand OhioMeansJobs.com capabilities by offering dynamic, interactive career pathways to middle school students, high school students and adult jobseekers.
- Utilize real-time demand and supply data compiled by the Ohio Department of Higher Education in fulfillment of obligations associated with State Workforce and Education Alignment Project (SWEAP) grants for aligning in-demand occupations with college curriculum and guiding jobseekers to employment opportunities for which they are qualified.
- Expand the number of in-demand occupations, as determined by the Governor's Office of Workforce Transformation, currently mapped by region and accessible via the OhioMeansJobs.com Workforce Supply Tool, to the full listing of in-demand occupations.
- Require the Governor's Office of Workforce Transformation, in conjunction with the Ohio Department of Job and Family Services, to conduct a biennial survey of in-demand occupations in Ohio.
- Require the Ohio Department of Education and the Ohio Department of Higher Education to establish design teams that leverage existing industry-led workforce partnerships to identify emerging skill needs based on predictive as well as real-time data analytics, and recommend innovations in education and training that respond to these trends.

○ **Recommendation 8B: Enhance Ohio's Career Transition & Training Delivery System**

*Create a more comprehensive, integrated, career transition and training delivery system that assists jobseekers in getting started on a career pathway, delivering short-term, non-credit adult training that integrates industry-recognized credentials, is built upon dedicated career counseling/coaching services, and positions jobseekers for moving on to the next steps in their career pathway.*

- Require the Ohio Department of Higher Education to collaborate with key sectors in Ohio's high-demand industries as well as public colleges, universities and Ohio Technical Centers to develop and implement strategies such as prior learning assessment that support increased attainment of postsecondary credentials by adults over age 25 for careers in in-demand jobs.

- Consolidate adult education programs currently within the Ohio Department of Higher Education and Ohio Department of Education into one agency to achieve greater coordination and results.
  - Consolidate funding for Adult Education programs to allow for greater flexibility among programs.
  - Require Adult Basic Literacy providers to apply for eligibility in the Workforce Inventory of Education and Training No. 16-02 with the Ohio Department of Job and Family Services to coordinate training services that focus on providing short-term certifications for those who fall below postsecondary aptitudes.
  - Require ABLE for adults who score below a 6<sup>th</sup>-grade level in reading and/or math on college and training program placement tests and accelerate learning that supports career pathways to in-demand jobs by setting state-level policies allowing co-enrollment in adult workforce training programs (i.e., career tech and adult diploma programs).
  - Rebrand Ohio's public libraries as "Continuous Learning Centers" that serve as hubs for information about local in-demand jobs and relevant education and training resources. Additionally, bolster the Ohio Digital Library's online education resources to provide more accessible training materials to adult learners.
  - Require OhioMeansJobs Centers to enter into memorandums of agreement with public libraries to facilitate collaboration and coordination of workforce development programs.
  - Require uniform intake forms for adult training programs funded by the Workforce Innovation and Opportunity Act.
  - Require the Ohio Department of Job and Family Services, in coordination with the Ohio Department of Education and the Ohio Department of Higher Education, to build an interactive portal within OhioMeansJobs.com that provides an automated referral service matching the job training needs of Ohio's businesses with training providers. This information would be made available to Career Technical Education, Ohio Technical Centers, and community colleges interested in bidding on providing the requested training services. Training providers who meet the needs outlined by Ohio businesses would be given priority access to the state's Workforce Revolving Loan Fund.
  - Assess the impact of pilot programs that assist eligible unemployed and underemployed adults in overcoming employment barriers to the education, training and support resources they need to become skilled workers pursuing career and wage pathways – and determine feasibility of scaling up the program across Ohio.
  - Encourage improvements to existing programs to increase their availability to individuals with disabilities and require that all newly developed programs are accessible to individuals with disabilities through reasonable accommodations.
- **Recommendation 8C: Foster a Statewide Learning Culture**
- Foster a statewide "learning culture" that is responsive to a dramatically changing workplace and promotes and supports lifelong learning.*

- Require the Ohio Department of Job and Family Services to scale up the Work Ready Communities initiative to state level through a statewide competition among OhioMeansJobs Centers, driving up the number of communities across Ohio that have conducted ACT WorkKeys analysis and aiding job seekers and employers alike with information that will secure better employer-employee matches and drive economic growth.
- Create incentives – i.e., reduced sentences – for eligible incarcerated individuals in Ohio to receive their high school equivalency certificates.
- Require the Ohio Department of Higher Education to compile an inventory of non-credit certificate programs at Ohio colleges, universities and Ohio Technical Centers, and redirect state funding for programs that align with in-demand jobs and integrate industry-recognized credentials, to support adult learners in acquiring the skills needed for success in in-demand jobs.
- Expand eligibility of the Ohio National Guard Scholarship fund to include apprenticeship and short-term, in-demand certificate programs.
- Require the Governor’s Office of Workforce Transformation, the Ohio Department of Job and Family Services and the Ohio Department of Higher Education to promote Western Governors University curriculum and capabilities, as well as other competency-based training resources in areas that align with Ohio’s in-demand occupations, for working adults with some college or no degree and to employers seeking educational opportunities for their employees.
- Encourage continuous learning by offering online training services, such as Udacity, and shorter-term “boot camp” trainings to quickly respond to the needs of businesses.

**Problem Statement 9:** *Promising practices throughout the state are inconsistently implemented.*

- **Recommendation 9A: Develop methods/mechanisms for identifying, compiling and sharing best practices.**
  - Continue to develop the Governor’s Office of Workforce Transformation’s website and social media venues in an effort to create awareness around promising practices.

# # #



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State Senator, Ohio Senate (5th District)

**John Carey**

Chancellor, Ohio Department of Higher Education

**Roy A. Church**

President Emeritus, Lorain County Community College

**Janet Weir Creighton**

County Commissioner, Stark County

**Richard Dalton**

Business Manager, International Union of Operating Engineers, Local 18

**Cynthia Callender Dungey**

Director, Ohio Department of Job and Family Services

**Dennis Franks**

Superintendent, Pickaway Ross Career & Technology Center

**Vicki Giambrone**

Partner, CBD Advisors

**Christina L. Hurr**

Director of Program Services, Goodwill Easter Seals Miami Valley

**Andrea Kramer**

Founder/President, City Apparel / Go Grow Strategies

**Dave LeDonne**

Vice President of Operations, Mark West Energy Partners

**Stephen Lipster**

Director, The Electrical Trades Center

**Kevin Miller**

Executive Director, Opportunities for Ohioans with Disabilities

**Phillip L. Parker**

President & CEO, Dayton Area Chamber of Commerce

**Albert B. Ratner**

Co-Chairman Emeritus, Forest City Realty Trust

**Jamie Regg**

Senior Executive, Communications and Infrastructure, GE Aviation

**Bill Reineke**

State Representative, Ohio House (88th District)

**Richard A. Stoff**

President & CEO, Ohio Business Roundtable

**David Whitehead**

Chair, Cuyahoga Community College

**Sandra R. Williams**

State Senator, Ohio Senate (21st District)

**David Wynn**

Manufacturing Director, BASF Corporation

**Thomas F. Zenty III**

Chief Executive Officer, University Hospitals