

# Workforce 2.0



## Dear fellow Ohioan:

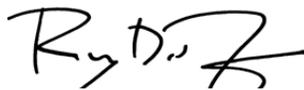
In today’s fast-moving economy, it is imperative that Ohio produce an agile and skilled workforce or risk being left behind. Rapid technological advancements are impacting jobs at an unprecedented rate. Drones, artificial intelligence, and autonomous vehicles are being integrated into the workplace, reshaping what future jobs will look like for their human counterparts. Siloed and slow-moving state government alone is not sufficient to build the dynamically-skilled, productive, and purposeful workforce required for success in Ohio’s 21st century economy.

Governor Kasich and the Office of Workforce Transformation recognize that a paradigm shift is needed to transcend traditional state government practices to build a workforce that can keep up with the pace of business and innovation. For that reason, the governor challenged the Governor’s Office of Workforce Transformation and Governor’s Executive Workforce Board to reach out to Ohio’s local communities, identify existing challenges, and create ways to prepare and continuously retrain Ohioans for jobs today and tomorrow.

In collaboration with the Governor’s Executive Workforce Board, we have developed a strategy that reflects the goals, priorities, and actions required to successfully build Ohio’s future workforce. The following strategy serves as a framework for the Governor’s Office of Workforce Transformation to lead in partnership with state agencies and external stakeholders through the end of Governor Kasich’s term and beyond. This strategy is a working document, since workforce is constantly evolving, and serves as a guide for creating sustainability and longevity of best practices through future administrations.

With a dynamic strategy and meaningful partnerships to guide our work, we can efficiently and effectively transform Ohio’s workforce. The Governor’s Office of Workforce Transformation presents **Workforce 2.0: Ohio’s Workforce Transformation Strategy for 2018 and Beyond**. On behalf of the Governor’s Office of Workforce Transformation and the Governor’s Executive Workforce Board, we thank you for your interest in this work and look forward to working together to transform Ohio’s workforce.

Sincerely,



Ryan D. Burgess  
Director



Emily L. Fabiano  
Strategy & Partnership Lead



### Contents

Acknowledgements . . . . .	3
The Governor’s Office of Workforce Transformation . . . . .	4
Opportunity and Talent: Find it here . . . . .	5
Executive Summary . . . . .	6
Progress to Date . . . . .	12
At a Glance: Ohio’s Workforce Goals . . . . .	15
Ohio’s Workforce Goals, Priorities, and Actions . . . . .	16
Sustainability . . . . .	22
Next Steps: Preparing for the Future of Work . . . . .	24
Conclusion and a Note to Readers . . . . .	25
References . . . . .	26
Appendix . . . . .	27

## Acknowledgements

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The Governor's Office of Workforce Transformation (OWT) appreciates the work of partners statewide in shaping Ohio's workforce transformation strategy. **The Governor's Executive Workforce Board** (GEWB) has been instrumental in identifying the statewide challenges impacting workforce development and presenting solutions, which are outlined as actions on pages 13-17 of this plan. The Governor's Executive Workforce Board advises the governor and OWT on workforce priorities in Ohio.

The Governor's Office of Workforce Transformation is accomplishing the goals, priorities, and actions outlined in this strategy with the help of key state-level partners, including: **the Governor's Office, JobsOhio, Ohio Department of Job and Family Services, Ohio Department of Education, Ohio Department of Higher Education, Opportunities for Ohioans with Disabilities, Ohio Department of Veterans Services, Ohio Development Services Agency, Ohio Department of Rehabilitation and Correction, Ohio Adjutant General's Department, Ohio Department of Youth Services, Ohio Department of Developmental Disabilities, and Ohio Department of Mental Health and Addiction Services, among others.**

External stakeholder guidance continues to shape the development of Ohio's workforce transformation strategy. OWT's statewide partners include the following:

- K-12 education
- Career technical education
- Higher education
- Public libraries
- Ohio businesses
- Industry associations
- Chambers of commerce
- Non-profit organizations
- Workforce development
- Economic development
- Training providers
- Community organizations

OWT's external partners play an essential role in providing feedback and helping determine statewide, regional, and local workforce priorities.

The Governor's Office of Workforce Transformation acknowledges the diverse nature of Ohio's local communities and economies and has worked to include feedback from all regions of the state to develop the goals and strategies that will shape workforce transformation now and into the future. The following strategic plan reflects feedback and priorities collected in collaboration with the aforementioned partners among many others.

## The Governor's Office of Workforce Transformation

### About

Ohio's workforce system has historically been siloed and fragmented. To address this challenge, Governor John R. Kasich created The Governor's Office of Workforce Transformation in 2012 to set the strategy for workforce transformation in Ohio and coordinate workforce tactics with Ohio's thirteen state agencies and one hundred programs that impact workforce transformation. OWT works closely with the Governor's Executive Workforce Board, state partners, and local communities to meet the needs of job-seekers and businesses. Driven by business needs, OWT works closely with the Governor's Executive Workforce Board, state partners, and community leaders to meet workforce demand in Ohio.

### Mission

Connect Ohio's business, training, and education communities to build a dynamically skilled, productive, and purposeful workforce.

### Vision

A globally competitive workforce that meets the evolving needs of Ohio's businesses and diverse economies.

## Meet the Team



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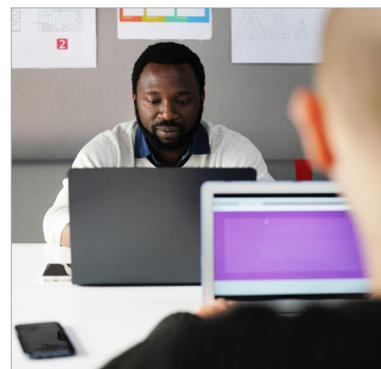
## Opportunity and Talent. Find it here.

In Ohio, families and job seekers can find opportunity, and businesses can find talent. Governor Kasich has continuously prioritized workforce transformation in Ohio for two fundamental reasons. First, he believes every Ohioan deserves the opportunity to rise to his or her maximum **potential**; having a good job can help achieve that purpose. Second, to thrive and compete in a global economy, Ohio must have a globally competitive workforce.

Whether viewed through a philosophical or pragmatic lens, workforce transformation is a worthwhile and necessary endeavor. By transforming Ohio's workforce, we can create opportunity for all Ohioans. In alignment with the governor's school of thought on workforce transformation, the OWT team evaluates each potential initiative based on its ability to:

- Empower Ohioans and Ohio families to rise to their full potential; and
- Help businesses thrive in Ohio.

These fundamental reasons are the OWT team's "why." They are the motivation that drives the work we do. By driving our work based on the "why," we can maintain our focus on ensuring Ohioans can find opportunity and talent here.



## Executive Summary

### The workforce landscape is changing

Rapid innovations in technology are impacting jobs and the workplace. Technologies once considered a reach — such as artificial intelligence, machine learning, drone technology, and autonomous vehicles — are now being integrated into daily business operations. A popular report estimates that 65% of grade school students today will have a job that doesn't exist today.<sup>1</sup> The skills required for jobs are changing at a faster pace than workers can maintain. For these reasons and others, workforce development remains a top challenge for Ohio businesses.

Ohio has reached an inflection point in workforce and education. No longer can high school, technical program, or college students stop learning when they graduate. A study that polled young people ages 16-25 in multiple countries identified a need for continuous learning. "Across all markets, at least 80% of respondents agree that their success will depend on gaining skills throughout their lives."<sup>2</sup> Continuous learning — the desire and willingness to continuously **upskill** and **reskill** — is becoming increasingly important for success in the work environment. To keep up with the speed of innovation, state government must undergo a paradigm shift equal in magnitude to the changes that are shaping the 21st century workplace.

**Upskill**  
To learn additional skills relevant to a current occupation.

**Reskill**  
To retrain workers to acquire modern or new skills.

### Ohio businesses cite 'skills gap' as barrier to talent acquisition

In workforce discussions at conferences, events, and meetings throughout the state, Ohio businesses and employers frequently cite a skills gap — a gap between the skills employers are seeking in applicants and the skills applicants possess — as a top barrier to talent acquisition. According to a survey conducted by the Ohio Department of Education and Governor's Office of Workforce Transformation between the months of September and December, 2017, a clear disconnect exists between the skills **employers** value and the skills being addressed in school.



The Ohio Department of Education: *OhioMeansJobs-Readiness Seal Professional Skills Survey*

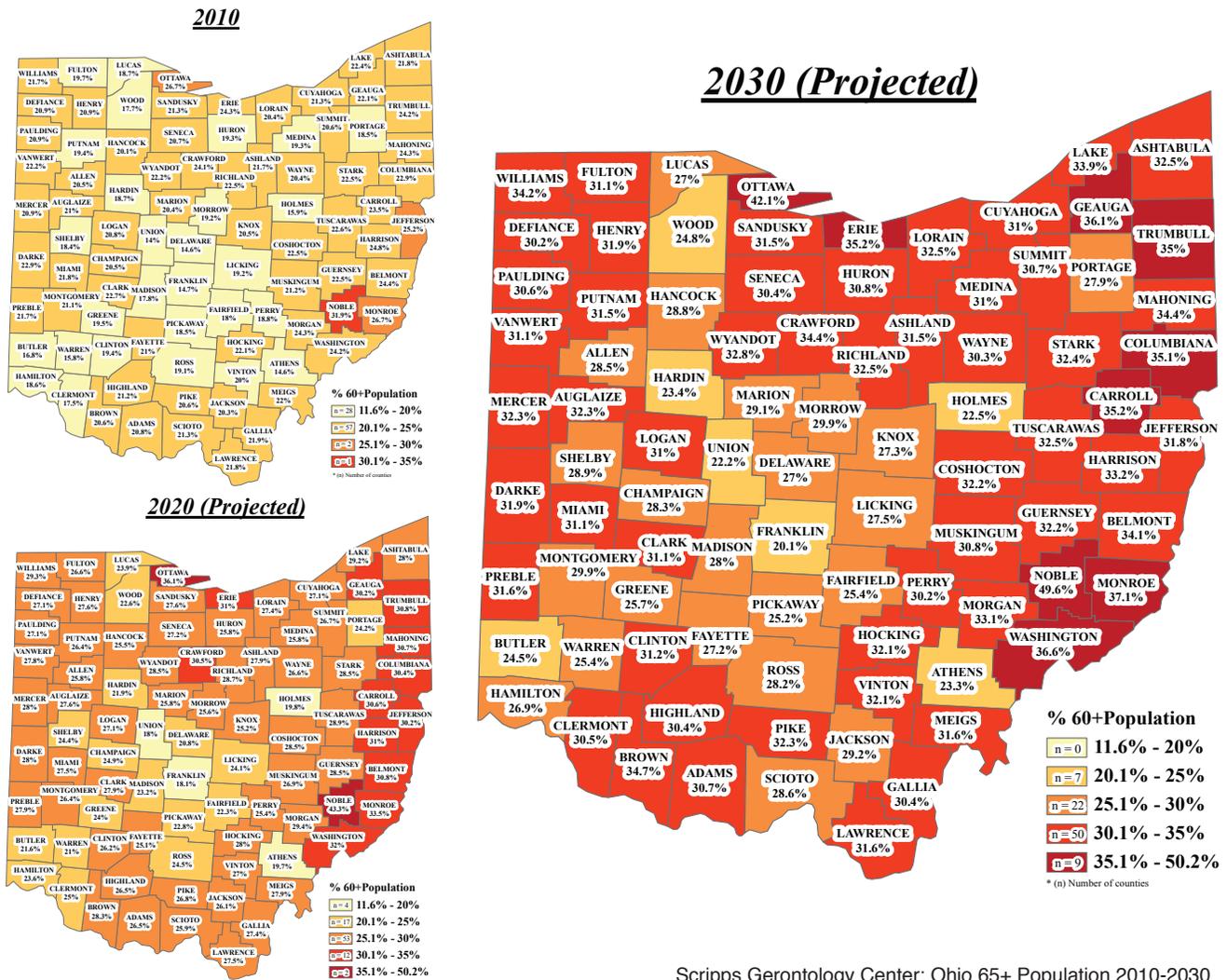
## Demographic trends are affecting workforce availability

OWT has identified three main demographic trends that are affecting workforce availability in Ohio: 1) an aging population; 2) a geospatial mismatch between job openings and qualified workers; and 3) slow population growth.

### Ohio's Aging Population

In 2010, three counties in Ohio had populations composed of 25 percent or more of people who are aged 60 and older. Scripps Gerontology Center predicts that by 2030, 81 of Ohio's 88 counties will have 60+ populations that account for 25 percent or more of the total population.<sup>3</sup>

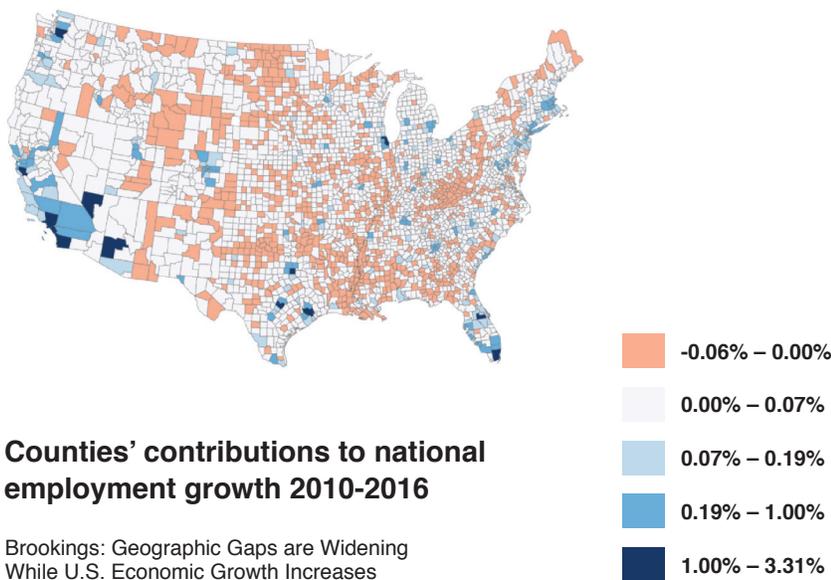
Fourteen of twenty industry sectors in Ohio have higher-than-average proportions of workers 55 or older.<sup>4</sup> A significant proportion of Ohio's workforce is nearing retirement age, and this trend shows no signs of slowing. By 2030, all people born between 1946 and 1964 – "Baby Boomers" – will have turned 65.<sup>5</sup> Ohio's aging population will not only affect the quantity of available workers, but also future trends in workforce needs, especially in healthcare services.



Scripps Gerontology Center: Ohio 65+ Population 2010-2030  
© Scripps Gerontology Center 2015

**Geospatial Talent Mismatch**

Ohio is experiencing a geospatial talent mismatch, a mismatch between the locations of available jobs and the locations of people who need jobs. According to an analysis by Brookings, the 53 largest metro areas accounted for 93% of the nation’s population growth, and 73% of employment gains between 2010 and 2016. In Ohio, counties with large, metropolitan areas generally experience a shortage of skilled workers to fill available jobs. Conversely, many of Ohio’s more rural areas are experiencing a shortage of jobs for available workers.<sup>6</sup>

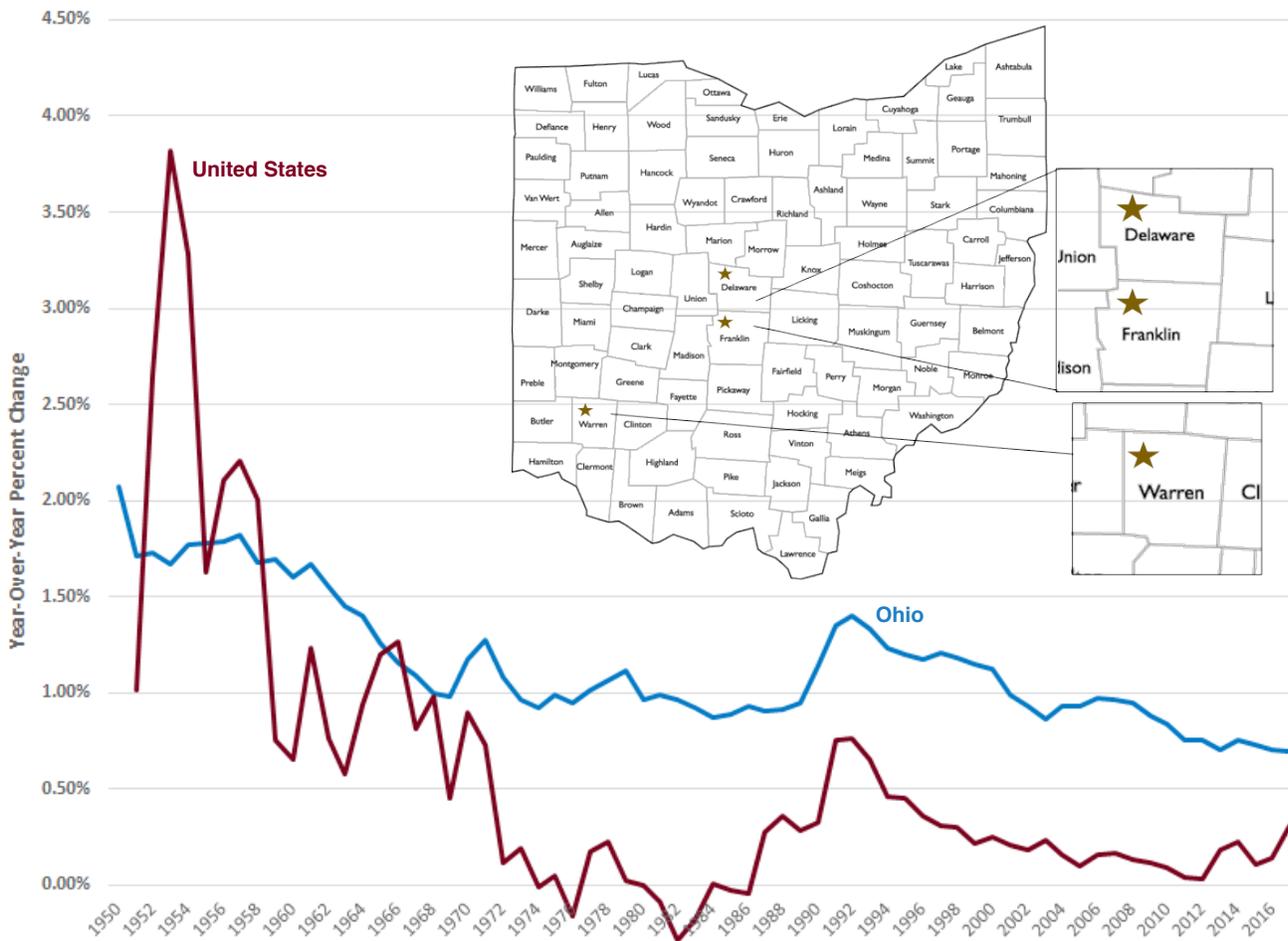


### Stagnant Population Growth

Ohio's stagnant population growth is also contributing to a shortage of skilled workers. Although Ohio's population growth trends mirror national averages, the state is not attracting and retaining enough talented workers to meet the demand created by business attraction and growth in Ohio.<sup>7</sup>

Ohio is not only facing stagnant population growth, but concentrated population trends. According to the US Census Bureau, Ohio's population grew by 119,000 between 2010 and 2017.<sup>8</sup> During that same time, three counties: Franklin; Delaware; and Warren, grew by a combined total of 166,000. The rest of the state experienced a combined population loss of approximately 47,000 people.

Year Over Year Population Growth Since 1950



U.S. Census Bureau: 2016 Population Estimate – Ohio

The need for collaboration is growing.

A globally competitive workforce is essential to Ohio’s continued success and creates social and economic opportunity for Ohioans. For that reason, workforce remains bipartisan and a top priority for Ohio. OWT’s mission and vision are to connect Ohio’s business, training, and education communities to attract and build a **dynamically skilled, productive, and purposeful workforce** that can compete globally to meet the needs of Ohio’s businesses and diverse economies.

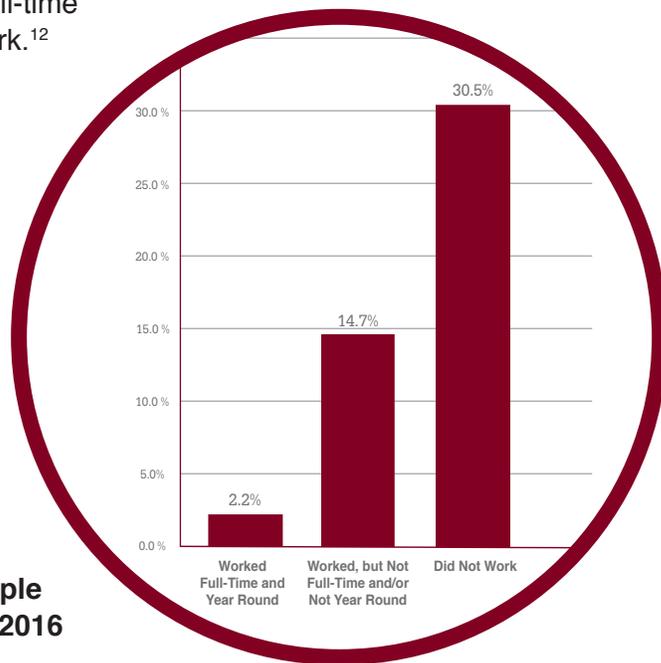
<h2 style="text-align: center;">Dynamically Skilled</h2> <p style="text-align: center;">dy·nam·ic + skilled</p> <p><i>/dīˈnāmik/</i> adjective adjective: <b>dynamic</b></p> <p>engaged, willing to constantly learn, upskill, and reskill.</p> <p><i>/skild/</i> adjective adjective: <b>skilled</b></p> <p>possesses technical skill and talent necessary to succeed in the workplace, now and in the future.</p>	<h2 style="text-align: center;">Productive</h2> <p style="text-align: center;">pro·duc·tive</p> <p><i>/prəˈdæktiv/</i> adjective adjective: <b>productive</b></p> <p>produces more output than input; has work ethic and the desire to meet deadlines.</p>	<h2 style="text-align: center;">Purposeful</h2> <p style="text-align: center;">pur·pose·ful</p> <p><i>/pərpəsəfəl/</i> adjective adjective: <b>purposeful</b></p> <p>has a sense of purpose and meaning, job satisfaction, and intrinsic motivation to contribute toward personal and professional goals in the workplace.</p>
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To create economic prosperity, Ohio must have a dynamically-skilled and productive workforce. Our state’s economy relies on a pipeline of talented and agile workers to fill the jobs created by Ohio businesses. Workers must possess not only the technical skills required for success in the workplace, but the work ethic and desire to continuously learn and improve. When workers produce more output than input, economic value is created. Similarly, a dynamically skilled and productive workforce is imperative to business attraction, retention, and growth in Ohio. Site Selectors Survey *What Makes a Business Climate Good* cited workforce as one of the top two issues that are “critically important to site selectors.”<sup>10</sup>

To create social capital for Ohioans, our state’s workforce must not only be dynamically skilled and productive, but purposeful. According to a study by LinkedIn and Imperative, only 30 percent of the US workforce reports being actively involved, enthusiastic, and committed to their work, but workers who are purpose-oriented (individuals who prioritize work that matters to them, their company, and the world over money and advancement) are more likely to stay at their company for three or more years and to be satisfied with their job.<sup>11</sup> Matching job seekers and workers to purposeful employment is critical to employee retention and overall performance.

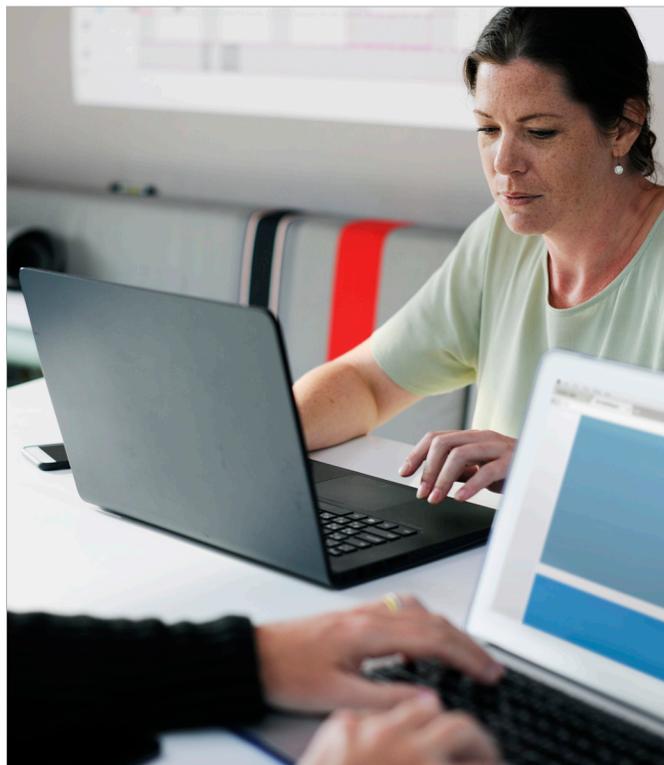
There is dignity to work. When Ohioans pursue and achieve work that is purposeful, social capital is created. A U.S. Census Bureau study of working age adults shows that among individuals who worked full-time and **year round**, the instance of poverty is only 2 percent, compared with 13% for those who worked full-time or year round, and 30% among those who did not work.<sup>12</sup> These data further demonstrate that a job is the best anti-poverty program.

The unique position of workforce at the intersection of social and economic potential is the reason it is increasingly important to businesses, policymakers, educators, and other community leaders. To build economic and social prosperity for the citizens of Ohio, transforming Ohio's workforce must be a constantly evolving, collaborative effort between all types of stakeholders across our great state.



**United States Poverty Rate for People Ages 18-64 by Work Status, 2016**

U.S. Census Bureau: Income and Poverty in the United States: 2016.



## Progress to Date

Before Governor Kasich created the Office of Workforce Transformation, state workforce board staff were housed within the Development Services Agency. Since their inception, the Governor’s Office of Workforce Transformation and Governor’s Executive Workforce Board have made significant progress toward transforming workforce in Ohio.

Governor’s Office of Workforce Transformation and Governor’s Executive Workforce Board created by [Executive Order](#) to focus on the needs of business.

### 2012

Created Ohio’s In-Demand Jobs Survey and In-Demand Jobs List methodology, and released the first In-Demand Jobs list for educators training providers.

[House Bill 1](#) required a local workforce investment area to use [OhioMeansJobs](#) as their only job placement system, and to rename what were formerly county one-stop systems to OhioMeansJobs Centers.

Began building public-private partnerships through the [Incumbent Workforce Program](#)

Department of Labor to [launch](#) the new, expanded [OhioMeansJobs.com](#)

Conducted an [inventory](#) of all state and local workforce programs

### 2013

Mandated that at least **85%** of new Individual Training Account (ITA) enrollments for local areas must be in an in-demand occupation as defined by Ohio’s In-Demand Jobs List; the other 15% may be for occupations defined as in-demand within the local area

[House Bill 2](#) required unemployment compensation claimants to register with OhioMeansJobs to be eligible for unemployment compensation benefits, and required a claimant to contact a local OhioMeansJobs Center by the eighth week after applying for unemployment compensation benefits.

Built [Career Connections](#) into K-12 model curricula

Created [Business Support Centers](#) – online, interactive resume and job posting services for employers – as a result of feedback from the business community

Funded six [Industry Workforce Alliance](#) pilots:

Created the [Industry Workforce Alliance Toolkit](#), which provides resources to local communities looking to start a local or regional alliance

Launched first version of Ohio’s Workforce Success Measures Dashboard

[House Bill 486](#) required OWT and the Departments of Education, Higher Education, and Job and Family Services to submit a single, unified plan for the adult basic literacy education program. The bill also required the Department of Job and Family Services to consult with the Governor’s Executive Workforce Board to create the In-Demand Jobs List every two years

### 2014

Conducted another inventory of Ohio’s education and training programs to understand supply

Submitted Ohio’s [Unified State Plan](#), an inter-agency plan for workforce

Increased options for adults without a high school equivalency by providing more options through the 22+ and Credit Recovery Adult Diploma Programs

[House Bill 477](#) required districts to provide career guidance and advising to students and ODE to develop guidance on implementation. Required schools to provide career and technical education courses in 7th and 8th grade and ODE to develop guidance on implementation. Required multiple pathways to graduation, including one that recognized students who earn industry-recognized credentials

Prioritized veterans as a ready workforce through [House Bill 488](#), which required state institutions of higher education to award credit for military training, experience and coursework, and offer additional supports for veterans at University System of Ohio institutions. Required licensing agencies to expedite certification or licensing for adults who are service members, veterans, or spouses of a service member or veteran

Began developing a tool to visually map workforce supply

Launched Ohio’s [Adult Diploma Program](#), which helps individuals 22 years of age and older earn a state-issued high school diploma

Released Ohio’s [higher education attainment report](#) in partnership with the Ohio Department of Higher Education

Launched a portal for [veterans and higher education students](#) on [OhioMeansJobs.com](#)

### 2015

Developed a [Promising Workforce Practices guide](#)

Created Ohio [Standards for School Counselors](#) that require school counselors to work directly with students to develop their college and career knowledge, skills and pathways

Required every school district to establish credit flexibility so students can earn credit for work experiences

Formally continued the Governor’s Office of Workforce Transformation by [Executive Order](#)

Required participation in [OhioMeansJobs.com](#) among state program participants

**2016**

Conducted a second round of employer surveys for Ohio's In-Demand Jobs List

Earned [ApprenticeshipUSA grant](#) to expand Registered Apprenticeship programs at community colleges

Accepted Governor Kasich's [challenge](#) to develop ways to prepare and continuously retrain Ohioans of all ages for the jobs of today and tomorrow

Implemented [Comprehensive Case Management and Employment Program](#) to provide holistic counseling to Ohioans ages 14-24 with barriers to employment

Submitted [Ohio's 2016 Combined State Plan](#)

Launched updated [In-Demand Jobs List](#)

Launched and Expanded [Ohio's Workforce Supply Tool](#) to include all In-Demand Occupations

Restructured the [Ohio Analytics \(OLDA\)](#) governance structure to better align research priorities with OWT priorities

Began working with board, state agency partners, and communities to implement 58 workforce initiatives, as [recommended](#) by the Governor's Executive Workforce Board

Worked with the Ohio Department of Education to host a statewide [SuccessBound Conference](#)

Launched [Regional Workforce Collaborations: Guidelines for Action](#), a regional workforce strategy

The 132nd General Assembly passed [Senate Bill 3](#), which designated the first full work week in May as In-Demand Jobs Week

**2018**

Released a [Work-Based Learning](#) guide for schools

High school students became eligible to graduate with the [OhioMeansJobs-Readiness Seal](#)

Launched the [Office of Opportunities for New Americans](#), which helps legal immigrants prepare for and find career opportunities

Positioned Ohio libraries as [Continuous Learning Centers](#)

Partnered with construction companies in Ohio to launch the [I Build America-Ohio](#) campaign to attract more and diverse individuals to careers in construction

Launched [JobsOhio's talent acquisition strategy](#) for businesses locating to or growing in Ohio

Earned [JPMorgan Chase New Skills for Youth Grant](#) to create career pathways for students; developed SuccessBound brand

The Governor's Executive Workforce Board delivered a [resolution](#) in support of the Ohio Department of Higher Education's 2025 Attainment Goal

House Bill 113 expanded adult access to high school equivalency testing by allowing at least two nationally recognized high school equivalency tests and created the Ohio High School Equivalence Diploma.

Released [Building Ohio's Future Workforce Report](#)

**2017**

Redesigned and launched new [Workforce Success Measures Dashboard](#)

Became involved in the [Ohio Cyber Collaboration Committee](#) (OC3) to ensure students and job seekers have clear pathways to careers in cybersecurity

Launched the [ApprenticeOhio](#) brand to help individuals and businesses become involved in and build Registered Apprenticeships and Recognized Pre-Apprenticeship programs

Implemented approximately [20 of the board's recommendations](#) passed as part of House Bill 49

Implemented the [OhioMeansJobs-Readiness Seal](#), a work-readiness measure for Ohio high school students

Modernized [Operating Standards for Business Advisory Councils](#), which help shape the educational experiences of students in Ohio schools

Partnered with the [Ohio Manufacturers' Association](#) to launch the Making Ohio marketing campaign to attract more and diverse individuals to pursue manufacturing careers

Updated operating standards for [Business Advisory Councils in Ohio Schools](#)

Led the first [In-Demand Jobs Week](#) (May 7-11, 2018), a statewide celebration of jobs that are in demand in Ohio

Released **Workforce 2.0**, a modernized workforce transformation strategy for Ohio

Partnered with the Ohio Department of Education to host six [Regional SuccessBound Conferences](#)

Surveyed Ohio business leaders to update Ohio's [In-Demand Jobs List](#)

## Governor Kasich's Call to Action

In September 2016, Governor Kasich [challenged](#) his Executive Workforce Board members to identify ways to prepare and continuously retrain Ohioans of all ages for jobs today and tomorrow.

Board members reached out to their local communities for feedback to determine the most prevalent challenges, then convened to discuss ways to address statewide workforce challenges and build Ohio's future workforce. Using the recommendations developed by board members, the Office of Workforce Transformation created a report titled [Building Ohio's Future Workforce](#), which was delivered to the governor in December 2016.

Governor Kasich vowed not to let the board members' recommendations "sit on a shelf." He included more than twenty of the GEWB's recommendations in the FY18-19 State Budget. The recommendations identified by the Governor's Executive Workforce Board have become top priority projects for OWT.



## At a Glance: Ohio's Workforce Goals

With guidance from Governor Kasich and his Executive Workforce Board, OWT has identified three primary and two secondary goals to help achieve our mission and vision (see page 4).

### Primary Goals

#### **Goal 1: Connect Business and Education**

To make significant progress toward our mission, we must work to connect business and education efforts throughout the state to build a dynamically-skilled, productive, and purposeful workforce.

#### **Goal 2: Create a Culture of Continuous Learning**

To empower Ohioans to succeed in the 21st century workplace and meet business needs, we must provide opportunities for individuals to continuously learn, upskill, and reskill and create a culture that encourages continuous learning.

#### **Goal 3: Build Career Pathways**

To prepare Ohioans for future jobs, we must build career pathways that offer on-ramps and off-ramps for educational attainment to suit the individual needs and aptitudes of Ohio's students and job seekers while preparing them for successful and purposeful careers.

### Secondary Goals

#### **Goal 4: Leverage Data for Accountability**

To pursue continuous innovation and improvement of workforce initiatives while remaining accountable to the taxpayer, we must consistently collect data and measure our results.

#### **Goal 5: Coordinate Workforce Efforts**

To prevent duplication and increase efficiency and effectiveness, we must collaborate with partners and governments to coordinate workforce efforts for the benefit of Ohio's job seekers and businesses.



## Goals, Workforce Priorities, and Actions

To achieve goals that will help us build a dynamically-skilled, productive, and purposeful workforce in Ohio, OWT has identified specific priorities and tactics or “actions” for implementation.

### Goal 1: Connect Business and Education

To make significant progress toward our mission, we must work to connect business and education efforts throughout the state to build a skilled, productive, and purposeful workforce.

#### Priority A: Create opportunities and resources for communities seeking to build partnerships

##### Actions

- Lead **In-Demand Jobs Week**, an annual, statewide effort to connect business and education on the local level to help increase student and job seeker exposure to, and interest in, in-demand jobs.
- Build a **Regional Workforce Collaboration Model** to guide communities in engaging stakeholders, developing partnerships, and implementing workforce best practices.
- Collaborate with the Ohio Department of Education and the SuccessBound Initiative to help **business and education connect locally** to create more **career pathways** and **work-based learning opportunities** for students.

#### Priority B: Align education and business priorities to meet workforce demands

##### Actions

- Improve accountability by requiring **Business Advisory Councils** to meet at least quarterly and report progress annually to the local school board.
- Develop an “OhioMeansJobs-Readiness Seal” to be awarded to high school graduates who demonstrate that they are ready to join the workforce.
- Update tools for evaluating school district superintendents and school counselors to include **engagement with local businesses** as a performance metric.
- Establish a **Science, Technology, Engineering, Arts, and Math (STEAM) designation** for STEM schools that integrate art and design into the STEM curriculum.
- Require childcare professional development programs to embed **work-readiness skills** into their standards.
- Serve the most at-risk youth in Ohio by scaling programs like **Jobs for Ohio Graduates**, which helps students stay in high school through graduation, pursue postsecondary education, and achieve quality entry-level jobs that lead to career advancement opportunities.

### Key Terms

#### Career Pathways

A sequence of academic and career-technical coursework based on a specific area of study or occupation that leads to an industry-recognized certificate and/or degree.

#### Work-Based Learning

Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.

#### Business Advisory Councils

Business Advisory Councils are advisory groups made up of local business people that are required to advise and provide recommendations to local school boards on employment skills, curriculum development, changes in the economy and job market, partnerships between business and education, and jobs that will be available for students.

#### STEAM

Science, Technology, Engineering, Arts, and Mathematics (STEAM) Education is focused on the infusion of these topics into school curriculum. The “arts” component is a recent addition focused on the incorporation of art and design into formerly-STEM curricula.

### Priority C: Develop methods to determine and meet workforce supply and demand

#### Actions

- Develop a **Workforce Supply Tool** aligned with all 240 **In-Demand Occupations** that shows on a map where students are graduating from relevant higher education programs.
- Use real-time supply and demand data to **align in-demand occupations with college curriculum**, and guide job seekers to employment opportunities for which they're qualified.

### Goal 2: Create a Culture of Continuous Learning

To empower Ohioans to succeed in the 21st century workplace and meet business needs, we must provide opportunities for individuals to continuously learn, upskill, and reskill and create a culture that encourages continuous learning.

### Priority A: Leverage Ohio's robust public library system for workforce development

#### Actions

- **Strengthen online resources available through public libraries** to provide more accessible short-term training materials to adult learners.
- Position libraries as "**Continuous Learning Centers**" that offer information about in-demand jobs, relevant education, and training.
- Facilitate better coordination between county **OhioMeansJobs Centers and local libraries**.

### Priority B: Increase education attainment in alignment with in-demand jobs

#### Actions

- Contribute to the Ohio Department of Higher Education's goal of achieving 65% of Ohio's adult-age workers attaining degrees, certificates, or other "credentials of value" by 2025.
- Create incentives, such as reduced sentence time, for **eligible incarcerated individuals** in Ohio to pursue and achieve a high school equivalency certificate.
- Increase the maximum award amount for the **OhioMeansJobs Revolving Loan Fund** and prioritize credit and **non-credit** certificate programs that align with in-demand jobs.

#### In-Demand Occupations

An in-demand job is one that has a sustainable wage and a promising future based on the projected number of openings and growth. The following criteria were used to define an "in-demand job" in Ohio:

- Median wage of at least 80% of the state average;
- Annual growth in the number of jobs greater than the statewide average of 50; and
- Annual job openings greater than the statewide average of 230.

#### OhioMeansJobs Centers

Local job centers throughout Ohio that provide services to job seekers, employers, and youth. Services include job searching, resume building, employee recruitment, job training, among others.

#### OhioMeansJobs Revolving Loan fund

Loan program that encourages workforce development and job growth through educational training and retraining in programs related to employment opportunities in growing fields.

#### In-Demand Jobs List

A list of Ohio's most in-demand jobs created using labor market data, JobsOhio regional forecast, and survey responses from Ohio businesses. Ohio's In-Demand Jobs List currently contains 240 occupations.

#### Recognized Pre-Apprenticeship

A state-recognized program that teaches basic technical and job-readiness skills for a designated occupation or sector to prepare participants for Registered Apprenticeship training.

### Goal 3: Build Career Pathways

To prepare Ohioans for future jobs, we must build career pathways that offer on-ramps and off-ramps for educational attainment to suit the individual needs and aptitudes of Ohio's students and job seekers while preparing them for successful and purposeful careers.

#### Priority A: Work with the business community to create career pathways

##### Actions

- Conduct a semiannual electronic survey of Ohio employers to identify the jobs that are in-demand in Ohio and update Ohio's **In-Demand Jobs List**.
- Align **state-recognized pre-apprenticeship programs** with **College Credit Plus**, add recognized pre-apprenticeship as a pathway to graduation, and include attainment of a recognized pre-apprenticeship certificate to the **"Prepared for Success" report card** measurement.
- Increase the number of high school students in Ohio who pursue certificates or degrees in the fields of **advanced technology and cybersecurity** by working with Ohio businesses to build career pathways aligned with higher education programs and in-demand jobs.
- Engage businesses in developing **industry-recognized credentials** for high school students.
- Inventory non-credit and credit certificate programs offered at Ohio colleges, universities, and **Ohio Technical Centers** and prioritize funding for programs that align with in-demand jobs.
- Work with the Ohio Department of Education and Ohio Department of Higher Education to **increase the number of Career Technical Education (CTE) programs**.
- Expand **OhioMeansJobs.com** to offer dynamic, **interactive career pathways** to middle school students, high school students, and adult job seekers.

#### Priority B: Increase the size of the available talent pool by providing career pathway options for targeted populations

##### Actions

- Improve and expand **Certificates of Qualification for Employment (CQEs)**, which are awarded to qualified ex-offenders and serve as a reference letter from a judge, while providing businesses with legal protections.
- Improve access to workforce programs for individuals with disabilities by creating **accessible options** for existing programs and requiring that all newly developed programs are accessible to individuals with disabilities.

#### College Credit Plus

A Kasich Administration initiative that allows students to earn high school and college credits at the same time by taking college courses from community colleges or universities. To date, more than 52,000 Ohio high school students have saved more than \$120 million in college tuition.

#### 'Prepared for Success' Report Card

A component of the Ohio School Report Card that assesses how well prepared Ohio's students are for future opportunities. Measures include: college entrance exam remediation-free scores, honors diploma, industry-recognized credential(s) worth 12 points, Advanced Placement test scores, International Baccalaureate test scores, College Credit Plus credits.

#### Industry-Recognized Credentials

Verification of an individual's qualification or competence in a specific subject area, issued by businesses, trade associations, or other industry-group assessments that measure technical competency or validate knowledge and skills in a specific industry.

#### Ohio Technical Centers

OTCs provide labor market-driven, postsecondary workforce education and training throughout the state. OTCs are focused on meeting the needs of employers to provide customized business services and train incumbent workers.

### Priority C: Allow students to earn credit for work-, competency-, and career-based experiences

#### Actions

- Develop a framework for schools to grant high school credit to students who demonstrate subject area competencies through **work-based learning experiences, internships, and co-ops**.
- Encourage all school districts to review their **Ohio Credit Flexibility** plans to find ways to integrate meaningful, work-based learning experiences, internships, and co-ops.
- Promote **competency-based education** programs like those at Western Governor's University that allow flexible education and training options for working adults with some or no college and additional training for **incumbent employees** that are aligned with Ohio's in-demand jobs.
- Engage businesses in developing **industry-recognized credentials** for high school students.
- Create awareness among students and families about **practice tests for the ACT, SAT, WorkKeys** and others that are available for free on OhioMeansJobs.com.
- **Create more gateway math and English courses** that align with career goals and integrate workforce and career development objectives.

### Goal 4: Leverage Data for Accountability

To pursue continuous innovation and improvement of workforce initiatives while remaining accountable to the taxpayer, we must consistently collect data and measure our results.

#### Priority A: Creative innovative solutions by identifying trends in data

##### Actions

- Leverage existing industry-led workforce partnerships to **identify emerging skills needs** based on predictive and real-time data analytics, and recommend innovations in education and training that respond to these trends.
- Make results of these efforts publicly available.

#### Priority B: Enable more efficient data sharing

##### Actions

- Enable state agencies to **share data more efficiently** in one central location to allow workforce program providers to deliver holistic services for job seekers.

#### Career Technical Education

A course of study where in addition to academic requirements, students take specific classes in their chosen occupational field either at a local career center or in the local high school. There are 16 career technical education fields in Ohio. Engineering, healthcare, computer graphics, auto technology, and culinary arts are just a few.

#### OhioMeansJobs.com

A free, online employment resource website for job seekers, students, and employers in Ohio. Services include job posting, searching, resume building, career coaching, and resources for K-12 students among others.

#### Accessible (ADA)

Accessible to individuals with disabilities.

#### Work-Based Learning vs. Internships vs. Co-ops

Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.

Internships are positions offered to students or trainees who work as part of an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

Co-ops are multi-term work agreements with one employer. Students traditionally stop taking classes to work full time and are paid for the work.

### Priority C: Evaluate results of programs to ensure continuous improvement

#### Actions

- Rebuild and continue to expand Ohio's **Workforce Success Measures Dashboard**, which shows the results of the state's top workforce programs.
- **Assess the impact of pilot programs** that help unemployed and underemployed adults overcome barriers to education, training, and employment with the goal of scaling the programs across the state.

### Goal 5: Align Workforce Efforts

To prevent duplication and increase efficiency and effectiveness, we must coordinate with partners and governments to align workforce efforts for the benefit of Ohio's job seekers and businesses.

#### Priority A: Align workforce-related efforts with other state entities

#### Actions

- Build an interactive portal within OhioMeansJobs.com to provide **automated referral services** that match businesses with job training needs to relevant training providers and allow training providers who meet business needs priority access to state-funded workforce loans.
- **Align Office of Workforce Transformation strategies** with specific occupations and competencies required by employers in JobsOhio's targeted industries.
- Develop a single, **universal intake form** for all adult training programs funded by the federal **Workforce Innovation and Opportunity Act (WIOA)** to increase efficiency and ease of use for job seekers.
- Require that providers of adult basic literacy services **coordinate training services** with the Ohio Department of Job and Family Services to focus on short-term certifications for individuals who fall below postsecondary aptitudes.
- **Create a "one-stop" web resource** for educators, families, and communities that is focused on career-readiness skills and available beyond work and school hours.
- **Strengthen professional development** for childcare providers by linking learning and social/behavioral standards to career readiness.
- Incorporate mentoring practices in the state's **Quality Rating and Improvement System (QRIS)** for early education providers and award points to childcare providers who **engage businesses and communities** to explore the knowledge and skills required for success in the workplace.

#### Ohio Credit Flexibility

A student-driven education option that gives students the opportunity to earn credit for non-traditional educational experiences. Students work with an assigned teacher to develop a plan for how the student will earn credit for the experience.

#### Competency-Based Education

An education strategy where students progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

#### Incumbent Employees

Incumbent employee refers to an individual who is already employed by a given employer.

#### ACT vs. SAT vs. WorkKeys

Traditional ACT and SAT are standardized tests used for college admissions in the United States. ACT WorkKeys assessments measure practical, foundational skills required for success in the workplace.

#### Gateway Courses

Courses that are transferable between postsecondary programs.

#### Pilot Programs

A pilot program is a short-term, small-scale experimental program that helps an organization learn how a scaled version of the program might work in practice.

#### Universal Intake Form

A common, universal form applicants can use to apply for a diverse set of services.

**Priority B: Align with federal workforce efforts****Actions**

- Ensure that all workforce efforts in Ohio **comply with WIOA**.
- **Add career readiness as a core component of the State of Ohio's mission** and guiding principles for primary education and development.

**Priority C: Create awareness of best practices****Actions**

- Continue to develop the Office of Workforce Transformation's **website and social media** to create awareness about partnership opportunities and best practices.
- Incorporate **Start Talking! drug prevention messaging** in school to demonstrate the importance of staying drug-free in becoming career and college ready.

**Workforce Innovation and Opportunity Act (WIOA)**

The Workforce Innovation and Opportunity Act is federal legislation designed to strengthen and improve the public workforce system and help Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

**Professional Development**

Learning opportunities for educators intended to help with professional growth and meet certificate and licensure requirements.

**Quality Rating and Improvement System (QRIS)**

QRIS is continuous quality improvement approach to early and school-age care and education programs.

**Start Talking!**

Statewide campaign launched by Governor John Kasich and First Lady Karen Kasich to prevent drug use among children.

## Sustainability

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The importance of a competitive workforce for Ohio's continued prosperity is clear. Working with the Governor's Executive Workforce Board and partners across the state, OWT has identified statewide workforce priorities to focus on through 2018 and beyond.

Transforming Ohio's workforce is no small feat; it is a continuous process and requires constant collaboration and identification of new, proactive ideas and solutions. Beginning in November 2018 when Ohio's next governor is elected, the future of the Governor's Office of Workforce Transformation will become uncertain. Governor Kasich created OWT by Executive Order, which means that the next governor and administration must decide whether to keep the office in place. We are hopeful that the next leader of our great state will recognize that workforce development is key to Ohio's success. As our state prepares to transition to the next leadership team, we have identified key tactics and outlined a framework for sustainability that will transcend Governor Kasich's administration.

### Key Tactics for Workforce Transformation

Since its inception in 2012, the Governor's Office of Workforce Transformation has made significant progress toward the goals of connecting business with education and job seekers and building a competitive workforce. OWT has identified key tactics for workforce transformation to provide guidance for the next administration and workforce stakeholders across the state:

- **Build a strong advisory board** Throughout the process of building a competitive workforce transformation strategy, the Governor's Executive Workforce board has been OWT's greatest asset. A diverse board with statewide representation from K-12 education, higher education, businesses from many industries, labor, non-profit, and the Ohio Legislature has provided the diverse perspectives necessary to make real, proactive, and sustainable change without injecting partisan politics..
- **Travel for the benefit of the office and its stakeholders** Statewide travel is an essential component of successful workforce development efforts. Ohio's communities and economies are many and diverse, and there is no one-size-fits-all approach to workforce, nor will there ever be. By attending events, conferences, and meetings statewide, OWT has been able to incorporate local feedback and perspectives while increasing awareness about the state's workforce priorities and building partnerships along the way.
- **All partnerships are good partnerships** Unique partnerships are catalysts for innovation in workforce. By reaching out to diverse stakeholder groups, workforce professionals can begin to explore uncharted territory for partnership. Public libraries and nonprofit organizations are some of the top, less-obvious partners that have contributed to Ohio's workforce transformation efforts.

- **Host frequent, interagency meetings** There are at least thirteen state agencies and one hundred programs related to workforce in Ohio. To be truly successful in understanding current workforce efforts and striving for continuous improvement, it is imperative to understand other agency initiatives and how they are related to workforce. Hosting meetings breaks down silos and allows other agency leaders to meet, which reduces duplication of efforts and spending and improves collaboration. Some of OWT's partners include:
  - Governor's Office
  - JobsOhio
  - Ohio Department of Education
  - Ohio Department of Higher Education
  - Ohio Department of Job and Family Services
  - Ohio Department of Rehabilitation and Correction
  - Ohio Department of Veterans Services
  - Ohio Development Services Agency
  - Ohio Adjutant General's Office
  - Opportunities for Ohioans with Disabilities
  - Ohio Department of Developmental Disabilities
  - Ohio Mental Health and Addiction Services
  - Ohio Department of Youth Services
- **Leverage data for continuous improvement** Collecting and analyzing data for all programs and efforts is not only eye-opening, it is the only way to benchmark progress and strive for continuous improvement. Eliminating silos and bureaucracy to share data between agencies can be challenging, but by identifying successes and failures of all workforce-related programs, state agencies can continue to work together to improve programs and initiatives for the benefit of all Ohioans.
- **Focus on outcomes, not outputs** Traditional methods for measuring workforce, education, and training programs make it easy to focus on outputs (i.e. number of participants or graduates of a program), rather than outcomes (i.e. tangible results participants achieve after participating in a program). To assess the quality of services being provided to students and job seekers, it is imperative to go the extra mile to evaluate student and job seeker outcomes - where program completers end up next - rather than simply tracking how many participants complete a program. Continuity of services - the ability to track a participant's outcomes and provide support as necessary - is an essential component of workforce development.
- **Know your audience** Workforce stakeholders are diverse in nature. Everyone has a stake in workforce policy and initiatives, from families to businesses, lawmakers, and schools. It is important to identify the intended beneficiary of workforce efforts and maximize the quality of services provided by reaching as many stakeholder groups as possible.
- **Create an objective evaluation process** There are many, diverse workforce challenges. To be effective, especially at the state level, workforce professionals must develop an objective process to evaluate potential priorities, engagements, and projects and determine which have the greatest impact and scalability and thus should be pursued first (see appendix for evaluation forms).

## Continuing and Expanding Ongoing Initiatives

Every project and initiative OWT is pursuing is driven in partnership with other state agencies and stakeholders. Since the Office of Workforce Transformation implements statewide workforce strategies and serves as the "convener" between workforce-related state agencies, success depends on our ability to partner with stakeholders who regularly implement programs and initiatives.

In early 2017, when OWT began prioritizing projects, designating team leaders, and organizing interagency teams to implement each "action" outlined in pages 15-21, OWT team leaders developed detailed project plans. Once the administration leaves and the leadership changes, existing teams for ongoing projects will evolve. If we are successful in planning ahead, the work will remain on track for success and most importantly, Ohio's job seekers and businesses will benefit. To help with the transition, the OWT team has developed a detailed transition document, including all ongoing initiatives that are anticipated to extend beyond the end of Governor Kasich's term.

## Next Steps: Preparing for the Future of Work

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The pace of innovation and disruption by technological advancement show no signs of slowing. The Governor's Office of Workforce Transformation is taking strides to modernize the state's approach to workforce transformation and prepare Ohioans for the 21st century workplace. To be truly effective, we must be able to anticipate future trends and proactively produce the 21st century workforce to match, or risk being left behind. The future of talent acquisition will leverage emerging technologies to better match employers with relevant applicants and job seekers with relevant career opportunities. The following list includes OWT's ideas and concepts for innovations that expand beyond the current administration:

- **Integration of education and workforce strategies** The Ohio Department of Education, Ohio Department of Higher Education, and Governor's Office of Workforce Transformation will be integrated to create better alignment and execution of state education and workforce goals.
- **Real-time career consulting** Career resources will be tailored to job seekers and provided in real time. Services can include online résumé coaching, mock interviews, and insights into personality traits, interests, skills, and aptitudes based on evaluations.
- **Psychometric analytics** Traditional methods of screening job candidates will be supplemented by using a "digital footprint" to conduct a psychometric analysis of a job seeker's personality and aptitudes. Based on a user's personality traits, psychometric analytics technology can enable matching of job seekers to jobs they are well-positioned for.
- **Gamifying assessment tools** Companies are already beginning to transform assessments from tests into engaging games. To improve the historical one-way interview process, assessments will be gamified to create an interactive and user-friendly experience for job seekers.
- **Artificial Intelligence (AI) and Virtual Job Interviews** Algorithms will be used to collect and analyze voice patterns during mock interviews. The insight gathered from voice pattern analysis can help job seekers identify best suited job opportunities.
- **Matching job seekers to careers** Using assessments such as psychometric analytics and voice pattern analysis, AI can provide job seekers a list of suggested careers with corresponding career pathways that have "on- and off-ramps" for access to education and training.
- **Addressing geospatial talent mismatch** Using a Google Maps Application Program Interface (API) and labor market data, job opportunities will be evaluated by comparing where the job seeker lives to the location of the job opportunities. This way, job seekers will be given recommendations for jobs first that help alleviate a known geospatial talent mismatch.
- **Massive Online Open Courses** Businesses will work directly with online training providers to offer tailored training services to meet high demand skills needs.
- **Competency-Based Credit** Competency-based education is becoming increasingly prevalent. Through competency-based education, job seekers can take placement exams and earn credit for their ability level, regardless of education attainment. This will allow individuals to earn tangible credentials for knowledge without incurring debt.
- **Continuous Learning** The desire and ability to continuously learn, upskill, and reskill will be increasingly important for success in the workplace. Companies and governments will acknowledge the importance of supporting continuous learning for students, incumbent employees, and job seekers.

- **Innovative recruitment** Companies will increasingly use psychometric evaluations to assess candidate fit. Soon, data will be sourced from active and passive job seekers to create a larger pool of potential employees.
- **Innovative safety net** As technology continues to evolve and impact the modern workplace, public- and private-sector leaders will need to come together to create an innovative safety net for the American workforce.
- **Training for incumbent employees** Businesses will have the opportunity to bid out training services to outside providers to create a competitive training market and will increasingly see the value of funding continuous learning for incumbent employees.
- **Five-star rating systems** With online training opportunities increasing, job seekers will increasingly be able to rate the quality of training programs. In return, training providers will be able to rate the job seeker. This “Airbnb-like” feedback model will ensure a constant flow of credible feedback to help job seekers and businesses pursue training opportunities that best suit their needs.
- **Public transit transformation** Soon, on-demand car services will become a reality. During the work day, public transit systems will have the authority to facilitate on-demand car services using idle vehicles (i.e. vehicles that would otherwise be parked during the day) to offer efficient options for Ohioans in need of transportation to supplement autonomous bus fleets.

## Conclusion and a Note to Readers

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Statewide involvement from partners and stakeholders has helped OWT identify and pursue priority initiatives. With guidance from stakeholders like you, we have laid the groundwork to build Ohio’s future workforce and are well on our way to accomplishing our goals, priorities, and actions.

Though we have laid a framework for this work to occur for 2018 and beyond, workforce needs will continue to evolve as the nature of the workplace, education, and training change. Creating a workforce that continues to be globally competitive as needs evolve must be a unified effort between all types of stakeholders.

**To the reader:** If you’ve taken the time to read *Workforce 2.0*, chances are you have a significant interest in this work. Our challenge to you is to continue to step up and become involved in workforce efforts in your community and in Ohio. Together, we have the potential to build a globally competitive workforce. We look forward to working together to achieve Ohio’s workforce transformation goals.

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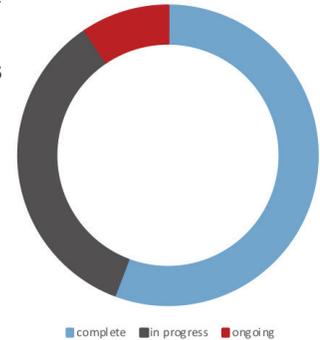
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## Appendix

### Early results and impact

In September 2016, Governor Kasich challenged his Executive Workforce Board to come up with new and innovative ways to prepare Ohioans for jobs today and tomorrow. Since then, OWT has made significant progress toward the board's 58 recommendations.

As of June 2018, 56% of the board's recommendations are complete, 35% are in progress and projected to be complete by the end of the calendar year, and 9 percent will be ongoing through the end of the governor's term.



The following summarizes some of the early results and impact from OWT's priority recommendations and projects.

### In-Demand Jobs Week by the Numbers

Ohio celebrated a successful inaugural In-Demand Jobs Week during the week of May 7-11, 2018. In-Demand Jobs Week is a statewide celebration of jobs, industries, and skills that are in-demand in Ohio. Communities statewide celebrated by planning events and activities to inspire excitement and awareness among students and job seekers. Some of the tangible results of In-Demand Jobs Week and the accompanying campaign include:



**Geographic Reach**  
**150+ events** throughout the state in all 6 JobsOhio regions

**30+**

**Media Reach**  
 30+ large and small market media stories, op-eds, and editorials



**Social Media Reach**  
 1,508 mentions of In-Demand Jobs Week on Twitter

5,900,000 people potentially reached by original and shared mentions of IDJW on Twitter

**Online Reach**  
 69% increase in traffic to all pages on OhioMeansJobs.com during In-Demand Jobs Week  
 10,000 views of the IDJW webpage  
 16,600 views of the IDJW event map

**37,634 VIEWS**  
 Compared with 22,285 views one month prior

## Libraries – Ohio’s Continuous Learning Centers

The Governor’s Office of Workforce Transformation worked with partners statewide as part of an overall effort to reposition Ohio’s libraries as continuous learning centers that offer information about in-demand jobs, relevant education, and training.

As part of this initiative, the state worked to facilitate better coordination between county OhioMeansJobs Centers and local libraries. As of June 2018, OhioMeansJobs Centers have worked with local libraries to implement 57 memoranda of understanding to better coordinate existing workforce programs and resources.

Another priority is to partner with the Ohio Public Library Information Network (OPLIN), which provides essential online services to all libraries in Ohio, to offer online learning resources statewide. As of June 2018, LinkedIn’s online learning service, called Lynda.com, will be offered to all 8.7 million Ohioans who have a library card. Ohio is the first state to facilitate a statewide contract through the library system that will provide all Ohioans with free access to online continuous learning resources.

## Additional Priority Projects

### ApprenticeOhio

In 2016, the state launched ApprenticeOhio, Ohio’s one-stop resource for apprenticeship information. Current and prospective apprentices and employers can use this tool to learn more about becoming an apprentice or sponsoring a Registered Apprenticeship Program.

In 2016 and 2017, Ohio ranked second in the nation for number of registered apprentices. Ohio currently has 17,095 registered apprentices and 957 sponsors. ApprenticeOhio will make it easier for individuals and companies to become involved in apprenticeship opportunities.

### Adecco – Work-Based Learning

In 2017, the Ohio Department of Education signed a memorandum of understanding with Adecco to help businesses and school districts facilitate work-based learning opportunities for high school students. Through this partnership, Adecco becomes the employer of record for the students, addressing common barriers businesses face when hiring high school students under the age of 18.

As of June 2018, 88 partnerships between business and education leaders were in progress throughout the state. More than 30 students have been placed in work-based learning programs so far for the 2018-2019 school year. The agreement between the Ohio Department of Education and Adecco will help students gain hands-on experience and exposure to careers that are in-demand in their area.

## **Office of Opportunities for New Americans**

By executive order, Gov. John Kasich has created the Office of Opportunities for New Americans and the New Americans Advisory Committee. These entities will help new and current immigrants do their part for our great state and become better integrated into the fabric of their communities. The Office of Opportunities for New Americans will reside within the Development Services Agency and will focus on making sure new Ohioans are job-ready by coordinating existing efforts at the state level, communicating with immigrant support groups and by identifying and tearing down barriers that prevent or impede their integration into society and economic success.

In 2018, the Office of Opportunities for New Americans hosted six listening sessions throughout the state to listen to the stories of legal immigrants and the challenges they've faced. The six listening sessions allowed state and local leaders to help New Americans better navigate education, training, and business growth programs available through the state.

**Workforce 2.0**  
**Ohio's Workforce Transformation Strategy**  
**for 2018 and Beyond**



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