# Connecting Learning with Economic Success

**A PROPOSED FRAMEWORK FOR THE COMMITTEE’S RECOMMENDATIONS FOR DISCUSSION AT MARCH 20, 2008 MEETING**

## ACTION PRIORITIES

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<th>STRATEGY #1. Improve adults’ access to job-relevant education and training, and make adult learning experiences more affordable.</th>
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| **1.** Raise adult Ohioans’ aspirations for continued learning and improve their awareness and understanding of the state’s adult workforce education and training opportunities – and make those opportunities more transparent and easier to navigate. | **TACTICAL OVERVIEW TO BE DRAFTED BY PROJECT TEAM AND TO INCLUDE:**
  - Work through educational institutions, community-based organizations, businesses and other groups to raise adults understanding of the need for and benefits of continued learning.
  - Develop and carry out marketing and public education initiatives that improve adult workers’ awareness and understanding of learning opportunities, including workplace learning opportunities.
  - Align all adult education/training providers’ entry expectations and assessments.
  - Ensure that hard-to-serve populations are targeted. |
| **2.** Create new, accessible pathways that make it easier for learners – particularly those in hard-to-serve populations – to prepare themselves for career-relevant postsecondary education and training – and to help them move smoothly from adult career-technical programs to a credential or degree program at a two- or four-year campus. | **TACTICAL OVERVIEW TO BE DRAFTED BY PROJECT TEAM AND TO INCLUDE:**
  - Develop a “stackable credentials” program that offers learners an open-door as well as drop-in and drop-out opportunities throughout their careers.
  - Align ABLE standards and assessments with the state’s college readiness assessments and standards.
  - Expand ABLE services with greater access to them through adult career-technical programs and two-year colleges.
  - Create a postsecondary certificate that bridges the gap between the GED and the first college-level course in math and English composition.
  - Develop benchmarks (cut scores) for a common placement in the first college-level transfer course and align entry and exit assessments among various providers. |
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|   | ▪ Maximize the use of technology both in learning strategies and in distance learning opportunities for ABLE and other adult learners.  
  ▪ Expand professional development activities for ABLE, AWE and remedial education instructors through the Ohio Resource Center and Ohio Learning Network.  
  ▪ Expand current efforts to connect student data bases among adult education and ABLE providers to track students pursuing postsecondary credential and degrees.  
  ▪ Offer a variety of college-level stackable certificates through two-year colleges and adult career-technical programs.  
  ▪ Leverage partnerships among education entities with similar goals (e.g., OCAN, TechPrep, OLN, etc.) to increase participation in higher education.  
  ▪ Develop and promote new opportunities for students to move directly from high school to a variety of postsecondary learning opportunities, including the Governor’s “Seniors to Sophomore” initiative, Early College High Schools, dual enrollment programs, etc.  
  ▪ Expand education and training services within Ohio’s corrections and rehabilitation system. |
| 3 | Make Ohio’s adult learning programs and services more affordable by creating new support mechanisms and financial models that meet the needs of adult learners and other non-traditional students. |

**TACTICAL OVERVIEW TO BE DRAFTED BY PROJECT TEAM AND TO INCLUDE:**

▪ Determine funding levels and sources for adult learning programs and services as part of a certificate-driven system.  
  ▪ Design performance-based funding system.  
  ▪ Show adult learners that affordability barriers can be overcome/eliminated.  
  ▪ Secure employer and union contributions/support to make education/training more affordable for their employees.  
  ▪ Explore options for use of Pell and OGOG funds … and improved use of state/federal funds.  
  ▪ Change the state’s financial aid programs to make them more responsive to the needs of adult learners.  
  ▪ Create financial incentives that make providers more responsive to the needs of adult learners.  
  ▪ Explore options of pilots to “test” alternative financial models. |
| 4 | Expand opportunities for work-based learning (e.g., internships, apprenticeships, co-ops and teacher externships) by increasing employer participation and by making programs more flexible and adult-friendly. |

**TACTICAL OVERVIEW TO BE DRAFTED BY PROJECT TEAM AND TO INCLUDE:**
- Increase employers’ awareness of the benefits of work-based learning experiences for students and businesses that are involved in them.
- Develop uniform definitions of work-based learning that will allow for measuring outcomes and progress on a local, regional and statewide basis.
- Use the OSB's Career Pathway methodology, which brings employers, educators and workforce human service providers together to solve regional workforce shortages.
- Establish employer incentives for developing work-based learning programs (similar to The Third Frontier Internship Program), while providing start up support for participating employers.

**ACTION PRIORITIES**

**CORE TACTICS/ACTIVITIES**

*With a primary focus on the delivery system...*  

**STRATEGY #2. Enhance the quality of Ohio’s adult workforce education and training services and ensure that these learning experiences, and the funding that supports them, are aligned with both employers’ workforce needs and learners’ expectations.**

| 5 | Establish a single access point in each region of the state to (1) assess talent development needs and (2) design customized solutions that capitalize on the resources of Ohio’s adult career-technical programs and two-year college campuses. NOTE: A subgroup is working on ways to ensure that “transactional” and “systemic” initiatives are effectively aligned and coordinated. |

**TACTICAL OVERVIEW TO BE DRAFTED BY PROJECT TEAM (ALONG WITH OHIO SKILLS BANK STATE OFFICE) AND TO INCLUDE:**
- Implement the Ohio Skills Bank initiative, ensuring that workforce education and training programs are aligned with the needs of high-growth, high-skill industries.
- Create a regionally based business clearinghouse with Job Match capabilities – designed to provide services to all businesses, including small, entrepreneurial firms. Link to ODOD transaxonal job creation initiatives.
- Additional considerations advanced by the Aligned, High-Quality Adult Learning Experiences subcommittee.
|   | Build the adult workforce education system’s capacity to facilitate the transferability of credits and students among all service providers – and actively promote such transfers to encourage adults to continue learning. | **TACTICAL OVERVIEW TO BE DRAFTED BY PROJECT TEAM AND TO INCLUDE:**  
- Complete the development of Ohio’s Adult Career-Technical to College Transfer (CT2) initiative.  
- Finish development of electronic Web-based tools.  
- Build institutions’ capacity to send and receive electronically a common transcript that is processed through the A/T Clearinghouse. |
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| 7 | Develop an integrated data system – built around a focused set of results-oriented metrics – that fosters coordinated decision making by all adult education providers and assists in identifying and meeting employer needs. | **TACTICAL OVERVIEW TO BE DRAFTED BY METRICS/DATA SUBGROUP AND TO INCLUDE:**  
- Develop an integrated data system and establish mechanisms (e.g., statewide policy mandates and incentives) to ensure its optimal use.  
- Identify metrics to be used to guide decision making and operations with Ohio’s adult education and training system. The group will suggest possible metrics and/or areas of focus.  
- Ensure that metrics are incorporated into state and regional Ohio Skills Bank decision making. |
| 8 | Develop a governance system for adult workforce programs and services, with appropriate funding mechanisms, that (1) provides comprehensive oversight, (2) create incentives for quality practices and services; (3) distributes resources equitably based on results-oriented metrics, and (4) is consistent with the USO strategic plan. | **TACTICAL OVERVIEW TO BE DRAFTED BY FUNDING SUBGROUP AND PROJECT TEAM AND TO INCLUDE:**  
- Develop suggested governance structure for consideration by the Chancellor and for incorporation into the USO strategic plan.  
- Develop strategies and incentives for improved use of facilities and faculty (efficiency)  
- Promote collaboration among adult workforce providers.  
- Ensure that funding mechanisms respect local authority.  
- Improve use of technology as a tool for higher quality instruction and increased efficiency.  
- See and explore points advanced by the Aligned, High-Quality Adult Learning Experiences subcommittee. |