Meeting Title: Advisory Committee on the Transfer of Adult Career-Technical Programs

MINUTES	[**MEETING DATE**] 2/21/2008	[**MEETING TIME**] 10:00 – 3:00	[**MEETING LOCATION**] RIFFE TOWER, 31ST FLOOR

MEETING CALLED BY	David Burns and Jon Tafel
TYPE OF MEETING	Advisory Committee
FACILITATOR	David Burns and Jon Tafel
NOTE TAKERS	Dee Delaney and Stephanie McCann
ATTENDEES	Ron Abrams, Morris Beverage, Jr., Roy Church, Dan Evans (for Kathy Krendl), Howard Lawson, Rick McIntosh, Sherry Minton, Mark Nutter, Chris Pfister, Monica Posey, Roscoe Schlachter, Terry Thomas, Robin White, David Burns, Jon Tafel

Agenda topics

[**TIME ALLOTTED**] 15 MIN	[**AGENDA TOPIC**] WELCOME AND MEETING OVERVIEW	[**PRESENTER**]DAVID BURNS AND JON TAFEL

DISCUSSION	David Burns opened the meeting with a brief update on the Ohio Career-Technical and Adult Education (CTAE) Policy and Leadership Forum: Economic-Education Summit. He noted the critical importance of this transition from the previous five years of a forum targeted to educators to this year's focus on having both business and education leaders at the table to discuss PK-16, including adult workforce and ABLE, solutions to improving Ohio's economy. He reiterated the need to find a way to educate adults in this system in a manner that is better, faster, and cheaper.
	Jon Tafel welcomed the group and thanked them for the many issue papers he received. He distributed a synopsis of the issues for all to review. He noted that, for this meeting, each sub-group will provide a report regarding their key issues. At the end of the meeting, a small writing team will be formed to work on an outline of the final report.
CONCLUSIONS	Status reports commenced.

[**TIME ALLOTTED**] 40 MIN	[**AGENDA TOPIC**] STATUS REPORT: ALIGNED HIGH-QUALITY ADULT LEARNING SERVICES SUBCOMMITTEE	[**PRESENTER**] RICK MCINTOSH, ROSCOE SCHLACHTER, AND SHERRY MINTON

DISCUSSION	The lead for the aligned committee opened the report of the alignment subcommittee. The committee had formed into smaller subgroups in its efforts to identify issues under the category of alignment. The result of the group's efforts is the identification and summary of 11 issues. Some of the themes that connect the issues include credentialing, performance measures, governance, and funding.
	Group members reviewed and provided input on the issues identified by the group: Issue 1: The need to recognize postsecondary education by the granting of equitable college credit for equitable postsecondary coursework Issue 2: Credentialing Issue 3 Establishing a state or national licensed curriculum culminating in a career field credential Issue 4:The need for an employer-recognized, credential-based (institution,

	instructor, student) system Issue 5: Staff certification (standardized credentials and/or college credit for instructors) – Issue 6: The need for a results-oriented system at multi-levels Issue 7: Business and Industry Issue 8: Role of local boards Issue 9: How governance at OBR will be modified to incorporate workforce development Issue 10: Financial aid and Title IV Issue 11: ABLE transition issues that need to be strengthened to support the outcomes desired by the USO strategic plan A group member noted that they wanted to bring the issues forward, not necessarily solutions or recommendations.
	David Burns noted that there would naturally be some overlap in the issues among the three groups and that some issues might be moved from one group to another during the process of creating the plan. He observed that he saw four topic areas (governance, funding, credentialing, performance) at three levels (locally, regionally, statewide). Jon Tafel asked for discussion from the group on the issues identified by the alignment group.
	A representative mentioned that the Ohio Skills Bank will help bring some statewide focus for guidelines and procedures. There is a need to integrate with how the different customers, whether they be providers, workers, or students, are affected by the different types of training and education.
	It was noted that HB66 is facilitating a credential based system. Courses/programs have been evaluated by statewide faculty from both colleges and career technical centers. Adult career outcomes are being reviewed using an industry recognized credential.
	A participant noted the need for support systems for students. The support systems need to address academic and non-academic issues that will help ensure student success. Another participant responded that a case management system might help some learners with more difficult obstacles.
	A committee member noted the need to be sure that data systems are aligned for all of the organizations involved in adult training.
CONCLUSION	Credentialing, performance measures, governance and funding are umbrella topics for issues such as statewide credit transferability; student, teacher and institution credentials; local and state governance; financial aid; and "growing literacy" within ABLE and AWE programs. All issues must be examined for better alignment with the University System of Ohio.

[**TIME ALLOTTED**] 40 MIN

[**AGENDA TOPIC**] STATUS REPORT: DEMAND-DRIVEN SERVICES SUBCOMMITTEE

[**PRESENTER**] ROY CHURCH AND TERRY THOMAS

DISCUSSION	Presenters for the Demand-Driven Services committee provided an overview of their issues and focused on the following key strategies: 1. Align programs, services and marketing strategies with the needs of high-growth, high-skill industries. 2. Establish a single access point in every region to assess business talent development needs and to design customized solutions that tap the full resources of Ohio's adult workforce education system. 3. Increase the number of students who move smoothly from a career-technical program in adult career-technical education to gain additional credentials at two-

	and four-year campuses. 4. Increase the number of workers with industry-recognized credentials. 5. Increase the number of employers providing work-based learning experiences.
	A participant noted the need to raise the aspiration level of many in the adult population in Ohio. This is necessary to add 230,000 additional students to the system as required in the USO plan. It was also suggested that we will need to provide incentives for institutions to work better together.
	A committee member clarified that the second strategy regarding a single access point referred to the business needs and not student needs. Students can enter the system through multiple points, but we need a single access point to address business needs.
	A representative mentioned that our goals are not just about meeting businesses needs. We must also address the student or individual needs and goals. Student goals may not always match what businesses need. In addition, sometimes businesses don't know what they need, and we work with them to help identify those needs. "Market needs" will need to be balanced with the needs of educating workers for tomorrow, which may be creating the innovation and competition that current businesses do not view as their current needs.
	It was noted that an anticipated barrier is limited collaboration between two-year campuses and adult career providers. We need to encourage collaboration and consider discouraging similar offerings by the two different groups.
	Addressing the key strategies of aligning programs and services for high-skill industries, establishing a single access point for business talent development, increasing students in the system with industry recognized credentials and worked based learning experiences is important to ensure a demand driven system.

[**TIME ALLOTTED**] 40 MIN BUT DUE TO BREAK WAS LIMITED TO ABOUT 20 MIN	[**AGENDA TOPIC**] STATUS REPORT: IMPROVED ACCESS AND AFFORDABILITY SUBCOMMITEE	[**PRESENTER**] ROBIN WHITE

DISCUSSION	The presenter for the access and affordability subcommittee discussed the summary of issues that the subcommittee had identified in their meetings: Issues included: 1. The need to increase the access of all Ohioans to a broad range of aligned high-quality adult learning opportunities; 2. The need to improve the affordability to all Ohio adults to a broad range of aligned, high-quality adult learning opportunities; 3. The need to maximize the success of all Ohio adults who pursue new learning opportunities; and 4. The need to avoid unnecessary duplication, frustration and added costs.
	A participant suggested that assessment of students is necessary, but we have to keep assessment from becoming a barrier. A student should not have to go through repeated assessments.
	It was reiterated that student aspiration is a very strong component of success. Aspiration issues have to be addressed to attract and retain students in the system.
	A representative noted that the work of the Bridges To Opportunity has laid some groundwork that can be very useful for our efforts.
CONCLUSIONS	Strategies for addressing issues around access and affordability need to assure that there is awareness of educational opportunities, understanding of how to access the system, examination of how to maximize resources for education (including but not limited to maximizing financial aid, employer contributions, technology use, and facility utilization) , and establishing a performance-based system.

[**TIME ALLOTTED**] 90 MIN	[**AGENDA TOPIC**] WORK IN PROGRESS: EXPLORING A STRATEGIC STRUCTURE AND THE COMMITTEE'S RECOMENDATION	[**PRESENTER**] DAVID BURNS, JON TAFEL AND DON VAN METER

DISCUSSION	A handout was distributed that summarized the strategies identified by the subcommittees. The handout was used to structure the discussion of the committee. Now that issues have been identified it is time to start moving on the solutions and to begin a draft of the plan.
	A representative noted the philosophical similarity between the Governor's *Seniors to Sophomores* plan and our needs. Students can earn college credits while simultaneously earning high school credits in that plan. We should easily be able to build into our recommendations the ability for students to earn college credit as they are finishing up their adult training. It could also be the case that every student who enrolls somewhere in the adult education system is dual enrolled in the tech program and in the community college.
	Some revision was suggested in the first four issues of the draft--perhaps combining those four issues into two.
	It was pointed out that the average Ohioan thinks the cost of additional training and college credit is much more expensive than it really is. We need to address the perceptions around cost of college.
	The need to collaborate and incent that collaboration was discussed. It was also suggested that if we are waiting for the funding to incent us to collaborate, we need to rethink this stance. We should be working together to do the right thing for the student. Waiting for the funding to collaborate perpetuates the idea that we are separate and not together.
	It was noted that while the system needs to be more efficient, it also needs to be more strategic.
	A participant conveyed a local concern that when adult education fully transitions from the Ohio Department of Education to the Ohio Board of regents it will lose its visibility among two-year and four-year colleges. It is important to send the message that they are valued in the new system.
	A committee member noted that the funding system and accountability measures need attention. To address the perception that there were huge discrepancies in the funding system, we need to be sure there is equitable treatment in the funding policies. A funding group needs to help us look at the current system and what modifications are needed to support our vision.
	It was suggested that there may be a need for a data subgroup to address the funding needs and look at the data requirements for the new system.
CONCLUSIONS	Thanks to the hard work of the committees, much progress has been made toward the creation of a statewide plan for the transition. Many of the issues and strategies identified by the groups can be developed into a plan for the state.

[**TIME ALLOTTED**] 15 MIN	[**AGENDA TOPIC**] NEXT STEPS	[**PRESENTER**] DAVID BURNS AND JON TAFEL

DISCUSSION	David Burns and Jon Tafel closed the meeting noting that a smaller writing group will begin to write a draft of the plan based on the issues and strategies recommended by the subcommittees. The first draft of the recommendations will be an outline of the overall plan document. There may be a later conversation on how to measure what are trying to accomplish.

	David and Jon need to evaluate all of the information and ideas presented on how to proceed to next steps.
CONCLUSIONS	The Next Advisory Committee Meeting is scheduled for March 20, 2008