

## **Minutes January 15, 2008, Advisory Committee on the Transfer of Adult Career Technical Programs**

**Attendees:** Jon Tafel, David Burns, Ron Abrams, Roy Church, Howard Lawson, Rick McIntosh, Sherry Minton, Mark Nutter, Chris Pfister, Monica Posey, Roscoe Schlachter, Terry Thomas, Don VanMeter, Senator Shawn Webster, Robin White

Jon Tafel and David Burns welcomed the group. They provided a summary of the January 14, 2008, evening presentation by Jennifer Foster, the Senior Director for Adult Education and Family Literacy and State Director for GED Testing at the Illinois Community College Board. The focus of Foster's presentation was Illinois' experience with transferring adult career-technical and adult basic education programs from K-12 to the community college board. A copy of the presentation (in the form of two PowerPoint presentations) may be viewed at:

- [http://universitysystem.ohio.gov/adult-ed/meetings/notes/Ohio\\_1.ppt](http://universitysystem.ohio.gov/adult-ed/meetings/notes/Ohio_1.ppt)
- [http://universitysystem.ohio.gov/adult-ed/meetings/notes/Ohio\\_2.ppt](http://universitysystem.ohio.gov/adult-ed/meetings/notes/Ohio_2.ppt)

Terry Thomas and Thomas Fellrath provided a presentation on the Ohio Skills Bank. The presentation can be viewed at: [http://universitysystem.ohio.gov/adult-ed/meetings/notes/OSB\\_2\\_%20rollout\\_presentation.ppt](http://universitysystem.ohio.gov/adult-ed/meetings/notes/OSB_2_%20rollout_presentation.ppt)

Comments and observations about the Skills Bank presentation are summarized below.

- Senator Shawn Webster:
  - He noted his hope is that the adult career-technical programs transition not result in these programs being isolated at the Regents, but that we should have a more homogeneous system for students. Students and adults should not perceive they are crossing barriers to get the services and education that they need.
  - He also noted the importance that we show employers that the system is nimble, flexible and able to provide for "just in time" needs. We need to move more quickly and keep our policies and procedures simple so that we do not lose employers. Every day that passes without an adaptable, responsive system is a day that Ohio suffers.
- It was noted that whenever possible we should look for philanthropic matches for money. For example, the skills bank received \$250,000 from the Joyce Foundation, and they are currently pursuing additional funds from the Joyce Foundation. The Casey Foundation and Lumina are also possible sources for additional funding.
- Burns responded to a presentation point that the career pathway model is a possible model for their work. Burns noted that it is a good model (used now in

a half dozen adult career centers around the state) but very long and may have to be adapted to be able to respond more quickly.

- It was noted by Tafel that career pathways are already laid out through Tech Prep, and we might be able to quickly and efficiently leverage them.
- A community college representative noted that while rapid response is available at career centers, it is also available at community colleges.

Don Van Meter distributed a handout to help frame the discussion on stackable certificates to education. There is the traditional pipeline where students graduate high school and are ready for college. There is a non-traditional pipeline where a student might take a short time off from school and come back to system. Lastly, there is the adult learner pipeline where people are out of the system for a relatively long period. Key notions for the handout discussion included:

- 1) We need to move from silos to a single system.
- 2) We need to build into the system the understanding that lot of students need remediation and support.
- 3) We must build flexibility into the system. Not every student needs the same kind of help. It is important to allow for fluidity and flexibility.
- 4) Our system should be built around short-term victories. In short, to create change, we must create short-term victory. Imagine a person who cannot take off from his or her job. It is not realistic to expect that person to take 13 years of one course a year to obtain the training and education he or she needs to succeed. Instead, make it possible that he or she can take a course that will soon lead to a certificate that is valued by employers.
- 5) The system should account for the fact that different programs have different missions and can accomplish different kinds of things. Not everyone has to provide the same services

Comments related to stackable certificates are noted below.

- The stackable certificate initiative involves Ohio career centers/high school, ABLE, adult workforce and business/industry providers and colleges in a collaborative effort to equate learning verified through certificates/certification to further expand the state concept of a seamless, efficient and cost-effective education system. This initiative is designed to enhance the ability to achieve a college degree in Ohio.
- It was noted that we need to push initiatives like these as far as we can, but also that we need to be sure to keep the purity of what a credit should be and what a credit stands for. What does a certification mean a person knows and can do? Our vested interest is to accurately reflect the education value of the citizenry of Ohio.
- Reference was made to the book entitled *Made to Stick* by Chip and Dan Heath. The book, published in 2007, provides examples and tips on what enables ideas

to survive while others die and expands on six key qualities of an idea that is made to stick. These qualities that should be applied to marketing stackable certificates are 1) simplicity; 2) unexpectedness; 3) concreteness; 4) credibility; 5) emotions; and 6) stories.

The following “pipeline” observations were made:

- A campus representative noted that some people come back with some college experience. That experience might involve success or failure; different approaches will be needed depending on that experience.
- It was observed that some students may need to have some failures removed from their records. Some institutions have policies that allow old records to be expunged under specific conditions. In addition, we cannot assume that all students can come in and function as college students usually do. We need to supply support services like child care and transportation, so that returning to the system is an opportunity.
- It was suggested that we add to the handout a point on assessment of prior learning.
- Another committee representative noted we need the ability to translate appropriate on-the-job training with some college level equivalency.
- Tafel noted that we did not include the assessment piece because we did not want to get off track into testing. We do not want the system to be a testing system; we want it to be an educational pathway. These will be incorporated in the implementation phase.
- Another representative noted that students who are English as a second language (ESL) students are a growing part of the population and are a big part of the model we are building.
- It was also noted that the employer is critical to this. Companies will be more successful if they get the student earlier and help them through the system.
- Senator Webster noted that Universities need to be challenged as to whether what is being taught is relevant. They should talk to employers and find out if programs can be better aligned.
- It was noted that our goal is to get more people into the system. Moreover, we need to get them out of the pre-college system and into higher education in a manner that does not result in their credits being duplicated.
- A representative noted that a certificate has to lead to immediate employment.
- It was observed that dual enrollment and transferability of credits is a very important part of our mission. While certifications will be developed at a regional level to address workforce needs, the certificates will be issued at the state level to allow for transferability statewide.
- Representatives discussed the need to develop a portfolio system for students. This is one of the ideas built into the Articulation & Transfer system. It would

be beneficial if the transfer system involved some sort of smart card that students could use.

- A participant noted that **Science and Mathematics Education Policy Advisory Council (SAMEPAC)** concluded that universities need to do a better job of consulting with employers. (West Virginia has a good piece of research that shows that the state of Ohio and employers will do a better job of keeping people in the state if they do that.)

The advisory committee representatives then broke into smaller working groups for their subcommittee work.

When the committee reconvened, Jon Tafel and David Burns noted that subcommittees will need to meet in between these larger meetings. Next steps include:

- Each committee will do a one or two page template on the issues that they are addressing. These should be done by February 11, 2008.
- Regents' staff will then put together a summary to structure that information and remove duplication.
- The advisory committee, at the next meeting, will then consider whether the structure works and whether all issues have been addressed.
- In February, the advisory committee will put together a document to inform the Chancellor's report to the legislature, due in March for the Chancellor to review.
- The Web will be updated to include the Skills Bank presentation and the presentation provided by Jennifer Foster on the Illinois experience.

The meeting adjourned. The next meeting will be February 21, 2008.