

North Central Ohio P-16 Council

First-Year Strategic Plan

January 31, 2008

**Prepared by the North Central Ohio P-16 Executive Steering
Committee in consultation with Hyden Consulting, Inc.**

North Central Ohio P-16 Council Strategic Plan Narrative

Note: This plan is dedicated to the memory of Michelle Moore, a member of the North Central Ohio P-16 Executive Steering Committee. Michelle was a tireless advocate of preschool issues, as well as the welfare of Crawford County. She will be deeply missed.

Introduction

The North Central Ohio (NCO) P-16 Council represents Crawford, Richland and Ashland counties. It has completed its initial efforts with the assistance of the funds granted by the Ohio Partnership for Continued Learning. This report completes the grant requirements.

NCO P-16 has accomplished much over the last six months. It began with an ad hoc structure of individuals with broad representation of the region and sectors of the community all with a shared interest in improving the economic health of the region through continued, quality education. Through extensive meetings of the planning group and two large retreats, it has developed an organizational structure with mission, vision and values and a Strategic Plan that describes actions required to achieve our vision and goals, including both near term goals for increasing the percentage of high school graduates entering college and/or post secondary training and sustaining our organization.

The heart of our planning was two large NCO P-16 Council retreats, held on November 16 and 30 and attended by many Council members, a broad representation of leaders from across the region and representing many sectors of the community. More than 125 individuals from the region attended these events. The November 30 Retreat included presentation of extensive data analysis which was used to inform Council decisions. In addition, input was efficiently gathered through the use of audience response technology donated through a vendor to formulate a mission statement, vision statement and overarching goals for the next decade. Minutes of the November 16 retreat and the November 30 retreat are at Appendices 1 and 2, respectively.

Attendance at these retreats, as well as membership of the Executive Steering Committee leading this planning process, is included within Appendix 3. Due to the size of these retreats and the breadth of representation, it was determined that further use of focus groups was not necessary at this time. The Steering Committee has identified an overarching goal to guide the Council toward the vision. This goal has two major areas of implementation, increasing student preparation of kindergarten and increasing student transition from high school to college and/or post-secondary training. For the first year, it is focusing on the latter part of the goal with two major strategies. These are further described in the Strategic Plan section below.

Data Analysis

From the beginning of this initiative, the Executive Steering Committee has used data to help the community understand the linkages between educational attainment, personal income and availability of local jobs paying a living wage. Appendix 4 shows a fact sheet linking these three issues.

The Committee used KnowledgeWork's Local/Regional P-16 Council Planning Guide to analyze various data sets along the education pipeline to support strategy development. Appendix 5 is a presentation with some key data on the various transition points along the P-16 education pipeline. There are numerous data sets, and draft fact books were created for each county. However, the Executive Steering Committee believes the appendix best summarize some of our key issues.

This data was all taken from public record sources and interviews. Unfortunately there were limitations at times. For example, data was limited on charter/community schools, especially in testing cohorts of less than ten students which are not required to be reported.

Strategic Plan

The Retreats provided the foundation for the strategic plan. The mission of the P-16 Council:

The mission of the North Central Ohio P-16 Council is to bring all stakeholders together in a regional partnership, and to align resources maximizing educational opportunities and outcomes that will prepare individuals for their life's work and provide valued service to our communities.

The values for the Council:

- **business/employer involvement**
- **community ownership**
- **leadership**
- **education (including aspiration and readiness)**
- **commitment**
- **communication**
- **accountability**
- **parental involvement.**

The vision statement for the Council for the next 5-10 years:

We are an effective, regional leadership collaborative of businesses, families and educators building a seamless P-16 education system that results in successful students, productive citizens, and economic vitality in our region.

The Overarching Goals (statements achieved over the long-term through annual strategies and action plans) for the Council:

Overarching Goal: Maximize/increase P-16 educational attainment for all individuals at all levels of ability that prepare them to be lifelong learners and for success in those fields of learning that are most critical to the future of our economy/community.

This goal has two major areas of implementation:

- In ten years (2018), the total number of total kindergarteners falling into the developmental score range on the Kindergarten Readiness Assessment-Literacy (KRAL) will be reduced by at least 75% at the region and district level while students placing into the highest level will increase by 25%.
- In ten years (2018), 85% of all high school graduates (by district) will have attained a postsecondary credential by age 22 or be progressing toward one. A postsecondary credential shall be broadly defined as an academic degree/certificate or industry certification (workforce training certificate, journeyman status, military experience).

Data will play a key role in tracking both of the over-arching goals. For example, the Ohio Department of Education annually releases data by school district on results of the Kindergarten Readiness Assessment-Literacy (KRA-L) test. The Council will track effectiveness of prenatal/preschool strategies based on these annual results.

For the transition from high school to postsecondary the following tracking format is proposed:

A. Compile annual information including total numbers, names and birthdates of all regional high school graduates (approximately 2,200 per year). June 2008.

B. Segregate (within two months of graduation) students transitioning to the military. A recruiter from the Army recruiting battalion headquarters in Columbus believes it would be possible to obtain annual recruitment data (including trade) by high school, though names would have to be omitted due to federal privacy laws. September 2008. He is also willing to coordinate with other service branches to gather data.

C. Survey the 39 regional apprenticeship sponsors in 29 occupations as to whether they have accepted recent high school graduates into their program. November 2008.

D. Send graduate information to the National Student Clearinghouse to determine postsecondary enrollment at any accredited postsecondary institutions (proprietary or nonprofit). January 2009 (to ensure reporting of fall quarter/semester). Note that we are in discussions with the NSC to determine if adult career centers can be added onto the network for these queries.

E. Track students long-term post high school graduation. Each year, new queries will be run on the 2008 graduates for longitudinal tracking against the prior year, also taking into account any students receiving short-term certificates as a success even if they no longer are persisting. Consequently, there would be a combined (non-duplicative) enrolled/graduated statistic that would be the main tracking outcome for the next four years, with the hope that this number as a percentage of high school graduates rises every year. In addition, each year a new graduating class would be brought on and the same outcomes tracked for that data and compared against other graduating cohorts. An outcome presentation could resemble the following (Note: this is a fictitious example, these are not goals):

	January 2009 Enrolled or Graduated	January 2010 Enrolled or Graduated	January 2011 Enrolled or Graduated	January 2012 Enrolled or Graduated
Class of 2008	60%	65%	70%	75%
Class of 2009		63%	68%	73%
Class of 2010			65%	67%
Class of 2011				67%

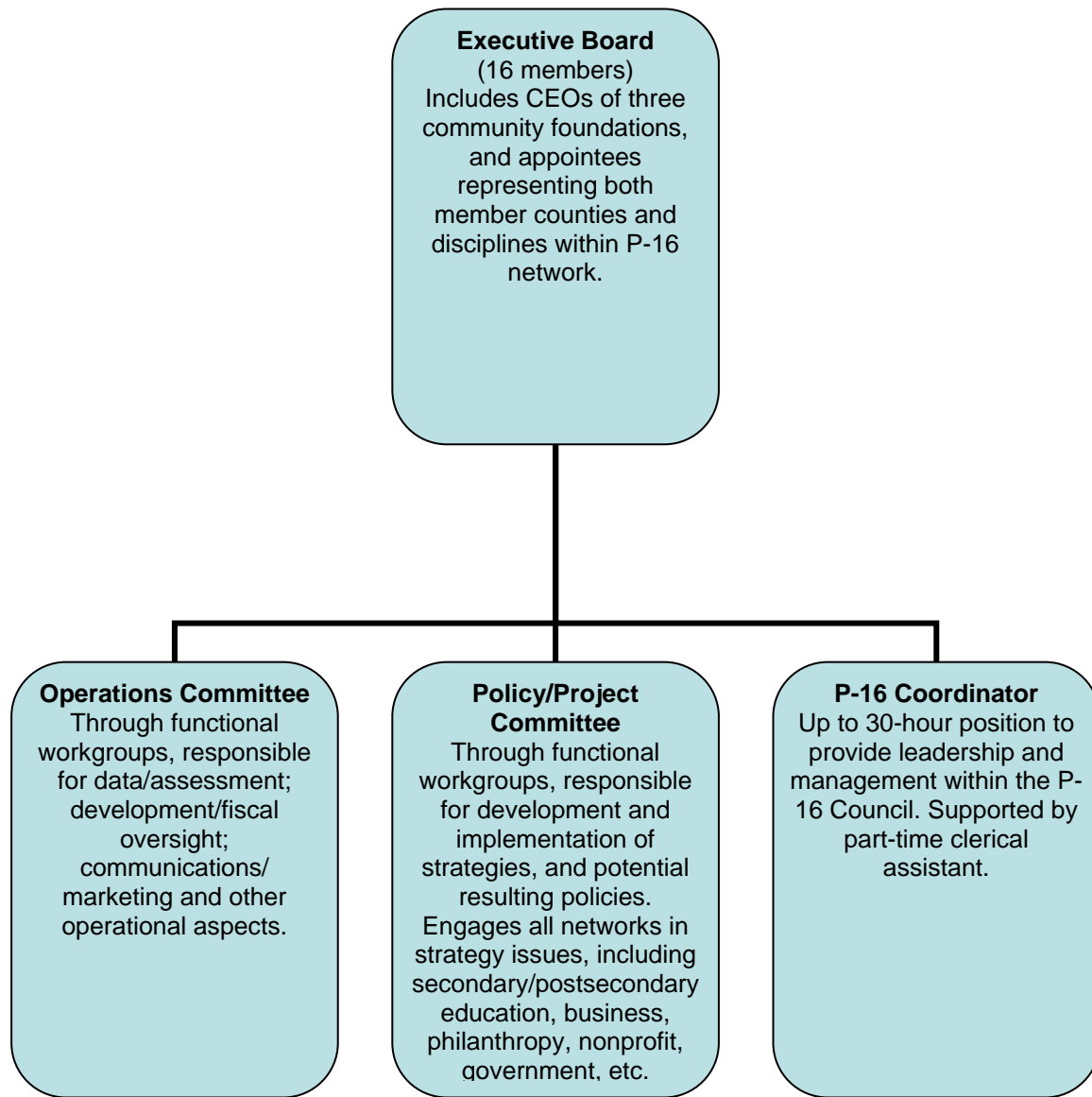
If one looks at the table, it shows the class of 2008 (the first receiving P-16 pilot projects) starting with 60% enrolled or graduated with a postsecondary certificate by January 2009. The table demonstrates an increase of 5% every year as more graduates realize the need for postsecondary training. As P-16 strategies are expanded, a greater percentage of students from the class of 2009 are enrolled or graduated by January, and so on. This viewpoint could also be presented from an aggregated regional, county or school district perspective. Also, schools with pilot projects would be highlighted in public reports.

There are two major areas of impact in the overarching goal, kindergarten readiness and the transition from high school to college/post secondary training. The Executive Steering Committee determined that due to the need for immediate action on the goal for organizational structure and sustainability, it would be impractical to establish strategies for both parts of the overarching goal. After much discussion, the Executive Steering Committee decided to pursue strategies for the transition from high school to college and/or post-secondary training in the near term and develop strategies for kindergarten readiness for 2009 and beyond.

Overarching Goal: Develop, implement and sustain the NCO P-16 Council organizational structure.

A part of the Strategic Plan is organizational structure and sustainability. There has been an initial committee structure established with work initiated in this area, portrayed at Figure 1, below.

Figure 1: NCO P-16 Organizational Structure



For the present time, the administrative structure shall be housed within the Mid-Ohio Educational Service Center, though the Executive Board shall oversee the administrative and programmatic functions of the P-16 Council. It will have the ability to hire and review staff amongst its powers, as well as approve policy and program implementation. The Executive Board (through a functional workgroup) will survey the community to determine if there is adequate support to incorporating into an official 501c3 in the long-term to ensure the appearance of neutrality. If there is such support, the Executive Board would then officially become a board of trustees.

While there are many communities and disciplines represented by this initiative, an oversight body must be small enough to effectively operate. Realizing these are difficult needs to balance, the first year will entail very general guidelines for appointment, with the anticipation that a more formal methodology for appointing committee members will be developed within the first year.

The Chief Executive Officers of the Bucyrus Area Community Foundation, Ashland County Community Foundation and Richland County Community Foundation will serve as both permanent members of the executive committee and make the remaining initial appointments to the executive committee. The rationale is the neutrality that these organizations bring to this initiative. These CEOs will collaborate to ensure interim representation not only by geography, but also by discipline while a more formal methodology for structure is studied.

The Executive Steering Committee recommends the size of the structure at 16 members. Based on the population of the partner counties, it recommends that Richland County have eight members, and that Ashland and Crawford counties each have four members. While the Executive Board is limited to 16 members, any interested stakeholder can contribute through the committee and functional workgroup structure described above.

The Executive Board intends to employ a part-time coordinator to lead the process (see job description, appendix 6), and a part-time administrative assistant pending funding commitments. It has developed a two cash budget of approximately \$190,000 for basic administrative functions, including public relations and development (appendix 7). A workgroup of the Executive Steering Committee, led by the community foundation CEOs, is actively developing plans to seek sustaining support from community foundations, private family foundations, area colleges, government entities, businesses and other sources.

In addition, it anticipates in-kind contributions equaling one-third of the cash budget. For example, an ad-hoc workgroup is already developing a brand name, logo, brochure, website and other materials on an in-kind basis; and Mid-Ohio ESC has offered to donate printing services for such collateral material.

More information on these strategies to implement a sustainable structure is contained within appendix 8.

Supporting Program Strategies

Further work by county-level subcommittees and the infrastructure subcommittee resulted in the action plans for four strategies, at Appendix 9, 10 and 11. Summaries are listed below.

Pilot the use of the ACT EXPLORE and PLAN assessments

All three counties expressed interest in piloting the EXPLORE (8th or 9th grade) and/or PLAN (10th grade) tests from the ACT company, provided that adequate follow-up to the test results would be provided to students and possibly teachers. The assessments, often called pre-ACTs, are curriculum-based educational and career planning programs that provide early indicators of college readiness and allow students to explore career planning. EXPLORE is a baseline assessment that provides early indicators of college readiness and helps students explore rigorous high school course plans. The PLAN is a midpoint assessment that identifies areas of academic need and serves as a powerful predictor of performance on the ACT. Both assessments also provide a career planning module that helps students explore careers that match their interests, including careers not requiring college education. Both students and counselors are provided easy-to-read copies of the student report, and schools are also provided summary data to help analyze the links between instruction and academic skill development.

Both tests are given during the school day. The EXPLORE costs \$5.10 and the PLAN costs \$9.20 per student. Some districts, such as Clear Fork, Mansfield City, and Ashland City already provide one or both of these assessments. Bucyrus City is piloting both tests this spring as part of a state dual-credit grant. A key component is having schools provide follow-up counsel to students on the assessment results – at least with students whose results signal the need for advice. However, this can be difficult given the current caseloads and responsibilities of guidance counselors.

Discussions are underway to fund this program cost. For example, it would cost approximately \$30,000 annually to have all regional public 8th and 10th grade students take part in the ACT EXPLORE and PLAN assessment. There may also be additional costs to provide supplemental follow-up counsel to students on these assessments, if sought by school districts. Executive Committee members are in discussion with Tech Prep directors in the region to repurpose Carl T. Perkins funds, as well as with the Ohio College Access Network affiliate, for potential assessment and follow-up costs. Additionally, Mid-Ohio ESC believes that it may be able to provide limited data analysis support of aggregate EXPLORE and PLAN data to its school district clients.

Address cultural challenges to pursuing postsecondary education/training

The Executive Steering Committee has already initiated efforts to address cultural challenges from the tri-county regional perspective. The P-16 Council will sponsor a free community seminar the morning of April 25 to better understand Generation NeXt (under age 25) within the education and workforce arenas. National speaker and author Dr. Mark Taylor will describe in plain terms the postmodern socialization of today's young people, educational processes and outcomes, transitions from high school to college, training or work, and the issues faced by students entering the workplace. This

seminar will shed light on what many perceive as an “ambition gap” within this generation. In addition, each county desired to pursue unique strategies to encourage aspiration to and success within postsecondary training and education.

An Ashland County subgroup, led by Ashland University, proposed to establish a series of “roadshows” to Ashland County high schools to both promote aspiration to postsecondary education/training. They would promote the wide variety of local options available (college, apprenticeship, military, adult education, etc), and provide basic tips on how students can achieve these goals (admissions requirements, financial aid, etc). Ashland County does not have an OCAN chapter, and this would begin to help fill that void. To ensure a lasting effect, Ashland University’s Office of Professional Development Services would also advise guidance counselors and/or principals to ensure that the information they provide students reflects the breadth of options available and tips and other guidance on relevant postsecondary issues.

The Richland County group expressed interest in supporting a proposed pilot program at Mansfield Senior High School that would combine the resources of Ohio State-Mansfield, NC State and UCAN to encourage/support 12th graders in pursuing postsecondary education. The group noted the need to begin addressing educational/demographic challenges within the district, as well as pursue a strategy that could immediately impact the local workforce. The program would be modeled after efforts such as the Application Action program at KSU-Stark and Canton Local High School to address three primary perceived obstacles to college/postsecondary: the application, placement testing and cost. Support could include having all students complete an application, take placement tests, and receive counsel (with family members) on financial aid.

The Crawford County group is interested in developing a public relations campaign to high school students, parents and even school officials on the importance of aspiring to post-secondary training along with the high-paying jobs available with this training right in Crawford County. They noted that while local manufacturing is struggling to fill positions, it is not being promoted enough within the schools as a viable option. They would like to see concise information that helps students and families link the local job market, training/education needs and training/education providers. They noted such an effort could also help increase interest and involvement in the Crawford Business and Education Advisory Council.

Develop Strategies for 2009 and Beyond

Pilot projects to support the transition from high school to postsecondary will be evaluated in hopes of scaling up or expanding efforts. For example, additional supports could be added to the effort at Mansfield Senior High School, or these supports could even be expanded to other high schools as has the Stark County program. Implementation of the EXPLORE and PLAN could also be expanded toward the goal of having every 8th and 10th grader in the region take these assessments with follow up.

Strategies aimed at improving the KRA-L scores of incoming kindergarteners will be developed in 2008 toward implementation in 2009. This will include seeking funding for programs. These efforts will align with statewide initiatives such as the Ohio Early Learning Initiative, as well as increased credentialing requirements for early childhood education.

The P-16 Council will look at leveraging efforts with regional and statewide P-16 Councils. The recent report from the Northeast Ohio Universities Collaboration and Innovation Study Commission recommended that P-16 groups in the Region be encouraged to form a network to:

- Interact with the Ohio Partnership for Continued Learning,
- Initiate projects regionally, such as increasing dual credit opportunities, creating a common performance feedback system from the universities to area high schools, and building a first-generation college student support system linking high schools and universities,
- Seek grant funding for projects, and
- Provide a communication network on P-16 activities and best practices

Acknowledgement Notes

The Executive Steering Committee wishes to acknowledge the contributions of Hyden Consulting, Inc. of Springfield, Ohio to this P-16 organization effort. The firm served as a consultant and advisor in assembling this strategic plan. The Committee wishes to acknowledge Easy Graphics Corp. of Wickliffe, Ohio, which donated an audience response technology system and support for the November retreats. It thanks the many volunteers from Richland, Ashland and Crawford counties who spent countless hours on this project. In particular, it recognizes the Richland County Foundation and the Mid-Ohio Educational Service Center for hosting meetings and retreats.

Appendix 1

Minutes of the Nov. 16 Regional Planning Retreat

**NORTH CENTRAL OHIO P-16
STRATEGIC PLANNING RETREAT
PART I
MEETING NOTES
Mid Ohio Conference Center Mansfield, Ohio
8:00 a.m. – 11:30 a.m.**

PARTICIPANTS

Dr. Ronald Abrams, Marla Akridge, Skip Allman, Darrell Banks, Ronetta Banks, Richard Beal, Kenneth A. Bender, Tim Bowersock, John Brandon, Marilyn Byers, Glenna Cannon, Melissa Carr, Ann Carter, Ronald Cirata, Dr. Mike Cline, Kathleen Company, Kevin Detweiler, Jeff DeVito, Kim Edwards, Dr. Lucille Ford, Chris Gase, Neil Gupta, Michelle Hartley, Ruby Haynes, Keith Hebble, Jack Higgins, Steve Hoover, John Kastelic, Henry Keultjes, Tom Kluding, Carol Knapp, Teri Kofod, Dwight McElfresh, Nancy Medley, Dennis Miller, Michelle Moore, Joe Mudra, Kevin Nestor, Sharlene Neuman, Carl Neutzling, Ed Olson, Dr. Ron Pagano, Brenda Phillips, Don Plotts, Sonja Pluck, Janet Pry, Dr. Theresa Roth, Sydney Rountree, Joann Schade, Debbie Schuster, Evan Scurti, Debbie Schenk, Pam Siegenthaler, John Sloey, Becky Smith, Rodger Smith, Tina Snyder, Diana Sorrick, Marty Sowers, Rick Stephens, Glen Stewart, Pam Stimpert, Larry Von Blon, Rob Wash, Betty Wells, Lou Whitmire, Steven Wileke, David Williamson, and Bob Zettler; Toni Dosik, Linda Hyden, and Len Kramer (facilitators)

WELCOME AND INTRODUCTIONS

Don Plotts welcomed the group. He explained the work toward developing a P-16 process that has taken place thus far for the Ashland, Richland, Crawford County region. He discussed Stark County statistics and explained that today's retreat was to put together targets, goals, and objectives we can reach for. They will be opportunities to help us grow into a better society.

Co-chairs of region – Dr. Lucille Ford from Ashland County, Pam Siegenthaler from Richland Foundation, and Dave Williamson from Crawford County – spoke briefly on how excited they are to be a part of this process. “We all know where we need to go; we just have to find a way to get there.”

Linda Hyden, President of Hyden Consulting, Inc. welcomed everyone and gave a brief background of Hyden Consulting's community collaboration building experience and specific work with P-16 processes.

NCO P-16 PROGRESS AND RETREAT STRATEGIC FOCUS

PowerPoint/Turning Point Presentation

A Power Point presentation was presented giving an overview of P-16. (Appendix A)

Summary - What is P-16?

P-16 refers to the “education pipeline” that stretches from early childhood (preschool/prenatal), through completion of post-secondary, and on to careers with completion of four years (16) of advanced education – vocational, technical, college degrees, military, etc.

NCO P-16 is a “network of networks” to convene, link, align, and coordinate systems to improve access to quality education and ensure resources to support learning across P-16 pipeline. It is a leader-led, unified regional approach to educational success.

There has to be an initiative of equal partners to make for better education and a better labor force. Every P-16 needs to have a strong leader or a “champion” for the cause. Don Plotts took it upon himself to become the convener, and now there are a lot of other leaders at the table. In addition to a leader/champion, a partner that is considered neutral is also needed.

APPLYING DATA TO P-16 PROCESS DESIGN

A Power Point presentation of the preliminary data sampling, accomplished under the guidance of Tom Prendergast, was presented. Polling to identify data considered of most concern or most surprising was done using Turning Point Software. (Power Point slides in Appendix B)

Data Slides - Highlights

Demographic Trends

✚ Senior concern has been pinpointed for years, but they have not been able to have an impact on it.

Reading Section Pass Rates

✚ Reading Test itself is different every year, and there is not necessarily the same rate for passing.

College Enrollment

✚ Does that include people that come from outside our region? (That will be discussed in more detail at the next retreat).

Total Enrollment

- ✚ What precipitates such a dramatic drop? Seems to raise an accuracy question.
- ✚ One group has been following six schools – saw a drop in 2006 but not in 2005.

INTER-ORGANIZATIONAL TEAM EXERCISES

The purpose of this small group (tables) exercise was to give participants an opportunity to experience the power of the P-16 inter-organizational collaborative process. Outcomes of the exercise included a beginning look at overarching goals(s) for the regional P-16 initiative as well as the opportunity to experience the collaborative process from the perspective of a leader. This exercise also gave participants a chance to use a “sampling” of data to enrich their discussions.

Small Group Exercise - Teams Overarching Goals (The following is a listing of each team’s group overarching goal. Overall results for Worksheet 1 which includes the individual participant input are in Appendix C.)

Group 1

Carol Knapp, Sharlene Neuman, Bob Zettler, Ronetta Banks, Kevin Detweiler, Tim Bowersock, Kevin Nestor, and Dwight McElfrish

Overarching Goal: To lead a community effort that would maximize P-16 educational attainment for individuals of all levels of ability that prepare them to be life-long learners and for success in those fields of learning that are most critical to the future of our economy.

Group 2

Dr. Ron Pagano, Diana Sorrick, Kathleen Company, John Kastelic, and Joe Mudra

Overarching Goal: Focus programs and resources to make early childhood (prenatal through age 4) and all the known factors that assure success in school as a long-term investment by 2025.

Group 3

Pam Siegenthaler, John Brandon, Dennis Miller, Ken Bender, Glen Stewart, Sonja Plunk, Marty Sowers, and JoAnn Schade

Overarching Goal: Prepare students from P-12 to be motivated and stimulated to continue education and training to reach future goals.

** Put in context of children being able to see possibilities in front of them. Can't be done only in vacuum of education, the whole community has to be involved. **

Group 4

Rick Stephens, Skip Allman, Rodger Smith, Jeff DeVito, and Dr. Lucille Ford

Overarching Goal: Mentor every student to meet their full potential.

Group 5

Kim Edwards, Henry Keultjes, Jack Higgins, Nancy Medley, Keith Hebble, and Larry Von Blon

Overarching Goal: Turn out a better “product” (high school graduate) to be successful in workforce or post-secondary, military, or apprenticeship.

** How do we keep the best and the brightest in Ohio? We need to educate parents and improve work ethic (character education) with the end result attracting new business, additional jobs, and keeping the ones we have. **

Group 6

Darrell Banks, Sydney Rountree, Tom Kluding, Pam Stimpert, Ann Carter, and Becky Smith

Overarching Goal: Keep our young people in our area as educated, skilled, and productive citizens.

** We need to communicate opportunities out there and do a better job of selling them. How young do we make those opportunities right in their face? Have to include parents in that group. Resources/data – industry outreaching to schools getting information out there in different forms. How do wages in area translate into lifestyle in the area? **

Group 7

Marla Akridge, Tina Snyder, Dr. Theresa Roth, Dr. Ron Abrams, Debbie Schenk, and Neil Gupta

Overarching Goal: Create a regional culture of lifelong learning to increase personal aspiration.

Group 8

Melisa Carr, Chris Gase, Marilyn Byers, Michelle Hartley, Richard Beal, Glenna Cannon, and Debbie Schuster

Overarching Goal: Create a seamless track from prenatal to higher education by developing a rigorous learning pathway from P-16 to encourage successful entry and completion of higher education.

Group 9

Teri Kofod, Steve Hoover, Evan Scurti, Ruby Haynes, Rob Wash, and David Williamson

Overarching Goal: Make a cultural shift in linking education and a future quality of life.

Group 10

Ronald Cirata, Janet Pry, Ed Olson, Betty Wells, Michelle Moore, and Shela Campbell

Overarching Goal: Enhance the community value system to value education from prenatal through life.

- The small groups also explored values and organizational structure for the regional P-16 initiative. Individual results (from Worksheet 2) are delineated in Appendix D.
- Individuals and small groups worked on P-16 mission development. Results are delineated in Appendix E.

Appendix 2

Minutes of the Nov. 30 Regional Planning Retreat

**NORTH CENTRAL OHIO P-16
STRATEGIC PLANNING RETREAT
PART II
8:00 a.m. – 11:30 a.m.**

Participants

Skip Allman, Darrell Banks, Ronetta Banks, Richard Beal, Kenneth Bender, Larry Von Blon, Tim Bowersock, John Brandon, Ted Bruner, Marilyn Byers, Melissa Carr, Ann Carter, Joe Cinadr, Ronald Cirata, Kathleen Company, Kathi Cutlip, Kathy Daniels, Thomas Depler, Jeff DeVito, Steve Dickerson, Dr. Lucille Ford, Dan Fortman, Dr. Evelyn Freeman, Daniel Freund, David Gooch, Mike Greene, Dr. Neil Gupta, Ruby Haynes, Keith Hebble, Jack Higgins, Thomas Hunt, Terri Jewett, Chris Jones, John Kastelic, Tom Kluding, Carol Knapp, Teri Kofod, John Marks, Michael McDaniel, Nancy Medley, James Metcalf, Karen Miller, Michelle Moore, Kevin Nestor, Carl Nuetzling, Ed Olson, Jim Oyster, Jeff Payton, Brenda Phillips, Chris Pigman, Sonja Pluck, Tom Prendergast, Mo Ressallat, Dave Roberts, Sydney Rountree, Debbie Schenk, Kris Schottleitner, Debbie Schuster, Dr. Ann Shelly, Pam Siegenthaler, Mike Skelton, John Sloey, Dr. Cy Smith, Eileen Smith, Rick Stephens, Glen Stewart, Ted Stiffler, Pam Stimpert, Marty Sowers, Mark Stock, Betty Wells, Lou Whitmire, Steven Willeke, David Williamson, Michael Yakir, Bob Zettler; Toni Dosik, Len Kramer, Linda Hyden (facilitators) and Don Plotts

Welcome and Introductions

Don Plotts welcomed the group. He updated the group about Dr. Ron Abrams leaving his position with North Central State College. Dr. Abrams is taking the Executive Director job for the Ohio Association for Community Colleges (OACC) and sends his regrets that he can't be here today but wants the group to know he very strongly supports this P-16 initiative. Don was very pleased with the results from the first strategic planning retreat and encouraged everyone to continue to "think outside the box." He reminded everyone that this region has the slowest growth and lowest per capita income in the state of Ohio. It is critical that a successful P-16 process be implemented to help change these dismal statistics.

The P-16 strategic planning that is taking place now started as a result of a grant awarded to North Central State College through KnowledgeWorks. As we move forward, we need to identify what the P-16 Council for our region should look like. North Central State is not a home for P-16. North Central wants to be a strong partner but does not want to house leadership for P-16. One of the strategic outcomes of this planning process is to figure out where that leadership should rest.

Dan Fortman from Crawford County, Pam Siegenthaler from the Richland Foundation, and Mike McDaniel from Ashland County spoke briefly about how excited they are to be a part of this process. In speaking with the manufacturers and employers in an effort to spark an interest in P16, Dan found they are divided. Some believe they are going to

have to train new employees regardless of their education at the time of hiring, and others want new employees to be able to “hit the ground running.” When we all pull together, there are fantastic things we can accomplish. We live in historic times as far as education and workforce development are concerned and are in a position where we can make a difference. What we do today is critical to our future.

Linda Hyden welcomed everyone and gave a brief overview of the work the Executive Committee had been doing over the last two weeks to interpret the input from the first retreat and put it into a workable order for the retreat groups to work from today. The work done during the workshop today will form the basis for the vision and overarching goal(s) for the P-16 planning process.

Tony Usaj introduced himself and gave a brief explanation of the TurningPoint technology that is being utilized.

Review of Retreat Part I

P-16 is a process for change. We need to bring together what is already working in your communities. P-16 follows the old adage – it takes a village to raise a child. You are the village. You make the connections needed for the changes that are necessary.

Tom Prendergast has gathered very important data that is a powerful planning tool for the P-16 process. The data can be used to point out the strengths and challenges of the region, past trends and future implications, and to identify gaps in the education continuum.

Since the first retreat on November 16th, the Executive Committee has worked on the delineation of the data and drafting of mission, vision, values, organizational structure, and overarching goals.

Large Group Work

The large group went through the work on mission, values, and organizational structure done by the Executive Committee. Using the TurningPoint software and hardware, the group polled the information to provide preference information to the Executive Council. Appendix A: NCO P-16 Audience Polling Percentages has the results with final results in Appendix B: NCO Strategic Planning Retreat Outcomes Nov 30 07.

Data Report

Tom Prendergast briefed the group on the data collected for Ashland, Richland, and Crawford counties affecting the P-16 pipeline in these communities. North Central Ohio P-16 Key Data, Appendix C is the presentation.

Tom fielded questions from retreat participants such as: How many people from this group would like to take the OGT test and report back on their score? We keep saying we need to get our students ready for college, but are the colleges doing the right things in preparing their graduates? What types of jobs are the graduates getting that come from states with a higher percentage of Bachelor's Degrees?

Vision Statement Development

The table groups then worked on vision statements, which were collected and polled by the large group. The vision statements and polling results are in Appendix A. Final results are summarized in Appendix B.

Overarching Goal Development

The table groups then worked on overarching goals which were collected and polled by the large group. The goals developed and the polling results are in Appendix A. Final results are summarized in Appendix B.

Closing Remarks

Linda Hyden made the following closing remarks. She stated that the retreat participants have three important decisions to make in the short term: 1) Funding to support the organizational structure selected during today's retreat. Who will step forward with funding for years one and two? 2) Based on the input from today's retreat, the Executive Committee will decide on the overarching goal(s) for the P-16 initiative. Once this has been accomplished, the Council must identify the strategies that should be focused on during year one. What strategies do we need to start with? 3) Identify an organization as the convener for the P-16 initiative. The convener needs to be viewed as a neutral organization.

Don Plotts thanked Hyden Consulting and Tony Usaj and recognized the Executive Committee members. He reported that the strategic plan for the NCO P-16 will be completed by January 31.

Pam Siegenthaler (Richland County): The time's right and people are open to what a process like this could be. We need to have patience to sustain this process and keep with it. This isn't the end of planning; it's the beginning of what we'll be doing over the long-term.

Dr. Lucille Ford (Ashland County): Thanked everyone for coming. Education is the basis of our democracy. Public education is vital to our survival.

Dan Fortman (Crawford County): Even comparing statistics from county to county and at a state level, there are global challenges and our work has just begun.

APPENDIX A: Audience Polling Percentages

What Stakeholder Group Do You Represent?

- ✚ K-12 Education = 29%
- ✚ Business = 16%
- ✚ Government = 16%
- ✚ Higher Education = 13%
- ✚ Non-profit/social service = 13%
- ✚ Early Childhood Education = 4%
- ✚ Faith-based = 4%
- ✚ Foundations = 3%
- ✚ Labor = 1%

Which County Do You Represent?

- ✚ Richland = 68%
- ✚ Ashland = 18%
- ✚ Crawford = 14%

Mission Development

The mission of the NCO P-16 Council is to be a regional partnership that will bring all stakeholders together to align resources to maximize educational opportunities which will prepare individuals for their life's work and provide value-based service in their community. 46%

The mission of the NCO P-16 Council is to help individuals living in the three-county region reach their full education and career potential by improving opportunities and creating a community that values education and life-long learning. 37%

The mission of the NCO P-16 Council is to provide leadership and resources to help increase educational levels of individuals in an effort to improve our region's economic development. 17%

Values – Group 1 (Top 2)

- ✚ Accountability = 71%
- ✚ Parental involvement = 50%
- ✚ Objectivity = 33%
- ✚ Diversity = 24%
- ✚ Detail-driven = 12%
- ✚ Specific population to serve = 8%

Values – Group 2 (Top 2)

- ✚ Commitment = 63%
- ✚ Communication = 56%
- ✚ Cooperation = 43%
- ✚ Responsible = 19%
- ✚ Dependable = 9%
- ✚ Patience = 6%

Values – Group 3 (Top 2)

- ✚ Leadership = 64%
- ✚ Education = 56%
- ✚ Not duplicating = 21%
- ✚ Mentoring = 20%
- ✚ Honesty = 18%
- ✚ Trust = 18%

Values – Group 4 (Top 2)

- ✚ Community ownership = 58%
- ✚ Business/employer involvement = 46%
- ✚ Positive attitude = 28%
- ✚ Avoidance of “special interests” = 19%
- ✚ Identity of resources = 16%
- ✚ Creativity = 15%
- ✚ Look at the whole picture = 13%

Organizational Structure

76% Support it
22% Can Live With it
1% Rejects it

Vision Statements – Group 1

We are a community which is committed to align our resources to create an educational environment which produces productive citizens that make our region economically competitive. 56% (Table 4)

We are the catalyst for providing resources for a community-oriented, solid educational foundation to energize and support life-long learning so all individuals can achieve their career potential. 24% (Table 3)

We are a caring and positive community that through education at all levels increases economic and social opportunities for our residents locally and globally. 20% (Table 2)

Vision Statements – Group 2

We are a leadership collaborative working together to provide seamless P-16 education in order to stimulate economic growth and to meet the needs and interests of our communities. 35% (Table 8)

We are a community that values formal education and life-long learning. Families, educators, employers, and not-profit agencies cooperate to enable citizens thereby allowing communities to reach their fullest potential. 29% (Table 7)

We are a diverse community of public and private partners dedicated to reaching beyond status quo through innovation and by educating and supporting our people to become economically sound. 20% (Table 12)

We are the NCO P-16 Council that enhances regional efforts in fostering education, business, and community collaborations for economic stability. 15% (Table 5)

Vision Statements – Group 3

We are managers of developmental and educational resources for P-16 development of students to achieve successful students, citizens, and future leaders leading to economic success and growth. 56% (Table 1)

N.C. Ohio will be a model of advancement for state/nation through commitment of the community through growth of its citizens. 44% (Table 6)

Vision Statements – Group 4

We are a region composed of business, families, and educators who are aware of the value of lifelong learning, who lead by example, promote all career choices, and allow all to achieve their full potential. 36% (Table 10)

We are a community of communities that values education so highly that all our community members have obtained an education which has lead to their perfect job or life goal and has been the driving force that transformed our economic position in a positive manner. 34% (Table 11)

We are a diverse group of stakeholders committed to the growth and development of its citizens through the aligned resources of education, business, and all community members. 30% (Table 9)

Vision Statements – Group 5

We are a community which is committed to align our resources to create an educational environment which produces productive citizens that make our region economically competitive. 37% (Table 4)

We are a leadership collaborative working together to provide seamless P-16 education in order to stimulate economic growth and to meet the needs and interests of our communities. 29% (Table 8)

We are a region composed of businesses, families, and educators who are of the value of lifelong learning, who lead by example, promote awareness of all career choices, and allow all to achieve their full potential. 27% (Table 10)

We are managers of developmental and educational resources for P-16 development of students to achieve successful students, citizens, and future leaders leading to economic success and growth. 8% (Table 1)

Overarching Goals – Group 1

Maximize/Increase P-16 educational attainment for individuals at all levels of ability that prepare them to be life-long learners and for success in those fields of learning that are most critical to the future of our economy/community. 59% (Tables 2, 5, 7, 11, and 12)

Prepare individuals to be motivated to continue education and training to sustain while developing and improving economic growth in our region. 22% (Table 1)

Align resources to prepare P-16 to reach their full potential. 15% (Table 4)

Prepare P-16 to reach their full potential. 3% (Table 4)

Overarching Goals – Group 2

Create a seamless track from prenatal to adulthood by developing a rigorous learning pathway to encourage successful entry and completion of post-secondary goals. 32% (Tables 3 & 8)

Enhance P-16 educational attainment for individuals at all levels of ability for success in their fields of learning and endeavors critical to the future of our economy. 29% (Table 5)

Prepare students from P to 12 to be motivated and stimulated to continue education and training to reach future goals keeping our young people in our area as educated, skilled, and productive citizens. 25% (Table 3)

Focus programs and resources on reading proficiency and early childhood (prenatal through age 4) using all the known factors that will assure success in school and in life. 14% (Table 12)

Overarching Goals – Group 3

Maximize educational attainment for individuals at all levels of ability that create a regional culture of lifelong learners linking education, a future quality of life, and community growth. 38% (Table 9)

Create a seamless track from prenatal to higher education by developing a rigorous learning pathway to encourage successful entry and completion of higher education while retaining educated, skilled, and productive citizens in our region. 29% (Table 8)

Keep our young people in our area as educated, skilled, and productive citizens by promoting and supporting the community's positive opportunities. 19% (Table 2)

Improve literacy of all residents of our region. 14% (Table 1)

Overarching Goals – Group 4

Stimulate a cultural shift that creates a regional environment that allows our citizens to pursue appropriate learning pathways, increase personal aspirations, and achieve their fullest potential as productive citizens. 50% (Table 7)

Improve communication between industry and education so that students know what opportunities are available and how to achieve quality for those opportunities. 18% (Table 6)

Make a cultural shift by linking educational attainment for individuals at all levels of ability and prepare all to be life-long learners for success in those fields of learning that are most critical to the future of our economy and our quality of life. 13% (Table 10)

Raise pass rate of all state tests (KRA-L, 3rd, 8th, and 10th grade) by 15%. 9% (Table 6)

To improve graduate rates at high school, college, vocational schools, apprentices, etc. 11% (Table 6)

How well do you understand P-16 change process?

0% Not at all
38% Somewhat
52% Well
10% Extremely well

How important do you think the NCO P-16 process will be to the economic vitality of the three-county region?

2% Not at all important
19% Somewhat important
30% Important
49% Very important

What level of resistance, if any, do you believe this P-16 collaborative process will encounter?

3% None at all
45% some resistance
47% Moderate resistance
5% Lots of resistance

How likely do you think the P-16 process is to create large-scale, regional sustainable change?

5% Not likely
25% Small likelihood
53% Moderate likelihood
17% Very likely

APPENDIX B: Strategic Planning Retreat Outcomes

Mission

The mission of the NCO P-16 Council is to be a regional partnership that will bring all stakeholders together to align resources to maximize educational opportunities that will prepare individuals for their life's work and provide value-based service to their community.

Vision

We are a community which is committed to align our resources to create an educational environment which produces productive citizens that make our region economically competitive.

We are a leadership collaborative working together to provide seamless P-16 education in order to stimulate economic growth and to meet the needs and interests of our communities.

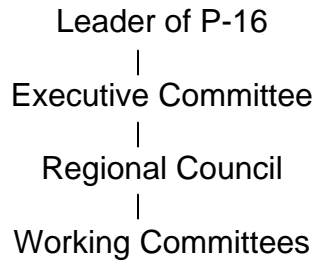
We are leaders of developmental and educational resources for P-16 development of students to achieve successful students, citizens, and future leaders leading to economic success and growth.

We are a region composed of business, families, and educators who are aware of the value of lifelong learning who lead by example, promote all career choices, and allow all to achieve their full potential.

Values

-  Business/employer involvement
-  Community ownership
-  Education
-  Leadership
-  Commitment
-  Communication
-  Accountability
-  Parental Involvement

NCO P-16 Organizational Structure



Overarching Goals

Maximize/Increase P-16 educational attainment for individuals at all levels of ability that prepare them to be lifelong learners and for success in those fields of learning that are most critical to the future of our economy/community.

Create a seamless track from prenatal to adulthood by developing a rigorous learning pathway to encourage successful entry and completion of post-secondary goals.

Maximize educational attainment for individuals at all levels of ability that create a regional culture of lifelong learners linking education, a future quality of life, and community growth.

Stimulate a cultural shift that creates a regional environment that allows our citizens to pursue appropriate learning pathways, increase personal aspirations, and achieve their fullest potential as productive citizens.

Appendix 3

Membership of Executive Steering Committee and Attendance at the November Retreats

NCO P-16 Council
Executive Team

1/30/2008

<u>Category</u>	<u>Fname</u>	<u>Lname</u>	<u>Title</u>	<u>Organization</u>	<u>Address</u>	<u>City</u>	<u>State</u>	<u>ZipCd</u>	<u>County</u>
Education	Dr. Ronald	Abrams	President	North Central State College	2441 Kenwood Circle, P.O. Box 698	Mansfield	Ohio	44901	Richland
Chamber	Marla	Akridge	President	Ashland Area Chamber of Commerce	10 West Second Street, Second Floor	Ashland	Ohio	44805	Ashland
Education	Glenna	Cannon	Superintendent	Pioneer Career and Technology Center	27 Ryan Road	Shelby	Ohio	44875	Richland
Education	Mike	Cline	Superintendent	Mid Ohio Education Service Center	890 West Fourth Street Suite 100	Mansfield	Ohio	44906	Richland
Industry	Roger	Cyr	VP, Organizational Dev	Hi-Stat Lexington	345 South Mill Street	Lexington	Ohio	44904	Richland
Industry	Kathy	Daniels		Embarq	665 Lexington Avenue, P.O. Box 3555	Mansfield	Ohio	44901	Richland
Industry	Jeff	DeVito		Milliron Industries	2384 State Route 39	Mansfield	Ohio	44906	Richland
Foundation	Dr. Lucille	Ford	President	Ashland County Foundation	300 College Avenue	Ashland	Ohio	44805	Ashland
Industry	Dan	Fortman	Employer	Eagle Crusher Company	525 South Market St., P.O. Box 537	Galion	Ohio	44833	Crawford
Education	Dr. Evelyn	Freeman	Dean	Ohio State University-Mansfield	1760 University Drive	Mansfield	Ohio	44906	Richland
Education	Teri	Kofod	Education Dept. Chair	North Central State College	2441 Kenwood Circle, P.O. Box 698	Mansfield	Ohio	44901	Richland
Education	Dr. Lloyd	Martin	Superintendent	Mansfield City Schools	124 North Linden Rd., P.O. Box 1448	Mansfield	Ohio	44901	Richland
Education	Michael	McDaniel	Superintendent	Ashland Co.-West Homes Career Center	1783 State Route 60	Ashland	Ohio	44805	Ashland
Education	Michelle	Moore	Director	Child Care Choices	601 South Street	Galion	Ohio	44833	Crawford
Community	Joe	Mudra	Director	Family & Children First Council	P.O. Box 1986	Mansfield	Ohio	44901	Richland
Chamber	Kevin	Nestor	President	Mansfield Richland Area Chamber of Com	55 North Mulberry Street	Mansfield	Ohio	44902	Richland
Education	Jim	Oyster	Principal	Bucyrus High School	900 West Perry Street	Bucyrus	Ohio	44820	Crawford
Government	Jeff	Payton	Judge	Mansfield Municipal Court	30 North Diamond Street	Mansfield	Ohio	44902	Richland
Foundation	Janet	Pry	President	Bucyrus Community Foundation	231 South Poplar Street P.O. Box 387	Bucyrus	Ohio	44820	Crawford
Industry	Mark	Romanchuk	Employer	PR Machine Works, Inc.	1825 Nussbaum Parkway	Mansfield	Ohio	44906	Richland
Health Care	Theresa	Roth	Nursing Director	MedCentral	20 Morris Road	Shelby	Ohio	44875	Richland
Health	Sydney	Rountree	CFO	MedCentral Hospital	335 Glessner Avenue	Mansfield	Ohio	44902	Richland
Education	Dr. Ann	Shelly	Dean, College of Educa	Ashland University	401 College Avenue	Ashland	Ohio	44805	Ashland
Foundation	Pam	Siegenthaler	President	Richland County Foundation	24 West Third Street	Mansfield	Ohio	44902	Richland
Education	Bobbie	Singleton	Director of Curriculum	Tri-County ESC	741 Winkler Drive	Wooster	Ohio	44691	N/A
Industry	John	Sloey	Executive Director	Employee Participation Council	1495 West Longview Ave., Suite 103	Mansfield	Ohio	44906	Richland
Education	Larry	Von Blon	President	U-CAN of Richland County	35 North Walnut Street	Mansfield	Ohio	44902	Richland
Industry	Michael	Yakir	VP, Business Developm	Adena Corporation	1310 West Fourth Street	Mansfield	Ohio	44906	Richland
Education	Michael	Ziegelhofer	Superintendent	Lexington Local Schools	103 Clever Lane	Lexington	Ohio	44904	Richland
Facilitator	Toni	Dosik	Partner	Hyden Consulting	3065 Arthur Road	Springfield	Ohio	45502	N/A
Facilitator	Linda	Hyden	President	Hyden Consulting	3065 Arthur Road	Springfield	Ohio	45502	N/A
Facilitator	Don	Plotts	Special Assistant	North Central State College	2441 Kenwood Circle, P.O. Box 698	Mansfield	Ohio	44901	Richland
Facilitator	Tom	Prendergast	Director, IR/Grants	North Central State College	2441 Kenwood Circle, P.O. Box 698	Mansfield	Ohio	44901	Richland
Facilitator	Becky	Smith	Program Officer	Richland County Foundation	24 West Third Street	Mansfield	Ohio	44902	Richland

Proposed P-16 All-Partners (Retreat)

1/30/2008

<u>16-Nov</u>	<u>30-Nov</u>	<u>Group</u>	<u>Category</u>	<u>Fname</u>	<u>Lname</u>	<u>Title</u>	<u>Organization</u>	<u>County</u>
0	0							
N	Y	1	Education-K12	John	Marks	Superintendent	Mapleton Local Schools	Ashland
Y	N	1	Education-16	Dwight	McElfresh	Asst. Dean Prof. Develop	Ashland University	Ashland
NS	N-S	1	Media	Cynthia	Shroyer	Editor	Galion Inquirer	Crawford
NS	Y	1	Education-K12	Mark	Stock	Superintendent	Crestline Exempt Village Schools	Crawford
Y	Y	1	Education-K12	Ronetta	Banks	Chief Information Office	Mansfield City Schools	Richland
Y	N-S	1	Industry	Kevin	Detweiler	GM/UAW Apprentice C	GM Apprenticeship Program	Richland
N	N-S	1	Foundation	Chriss	Harris	Representative	Richland County Foundation	Richland
Y	Y	1	Chamber	Kevin	Nestor	President	Mansfield Richland Area Chamber of	Richland
Y	N	1	Government	Sharlene	Neuman	Director	Job & Family Services Richland	Richland
N	Y	1	Education-K12	Kris	Schottleitner	Superintendent	Mansfield Christian Schools	Richland
Y	Y	1	Development	Bob	Zettler	Consultant	Richland Job and Family Service	Richland
NS	N-S	2	Workforce	Dave	Klieschnect	Director	Ashland County Workforce	Ashland
NS	Y	2	Education-16	Dr. Ann	Shelly	Dean, College of Educa	Ashland University	Ashland
NS	Y	2	Education-K12	Mike	Skelton		Northmor Local Schools	Crawford
N	Y	2	Education-K12	James	Metcalf	Superintendent	Plymouth-Shiloh Local Schools	Huron
N	Y	2	Development	Joe	Cinadr		Retired Postmaster	Richland
Y	N	2	Education	Dr. Mike	Cline	Superintendent	Mid Ohio Education Service Center	Richland
Y	Y	2	Education-K12	Kathleen	Company	Instructor	Madison Comprehensive H.S.	Richland
N	N-S	2	Chamber	Peter	Haring	President	Mansfield Richland Area Chamber of C	Richland
Y	Y	2	Industry	John	Kastelic		Past VP & CFO MedCentral	Richland
Y	N-S	2	Community	Joe	Mudra	Director	Family & Children First Council	Richland
N	Y	2	Government	Jeff	Payton	Judge	Mansfield Municipal Court	Richland
Y	N-S	3	Development	Tina	Snyder	Assistant Director	Crawford Co. JFS	Crawford
Y	Y	3	Chamber	Marty	Sowers		Willard Chamber of Commerce	Huron
Y	N	3	Chamber	Dennis	Miller		Ashland Chamber of Commerce	Ashland
Y	N-S	3	Non-Profit	JoAnn	Schade	Ashland Corp Officer	Salvation Army	Ashland
N	N-S	3	Education-K12	Brent	Winand	Superintendent	Northmor Local Schools	Crawford
Y	Y	3	Government	Kenneth A.	Bender	Mayor	Ontario	Richland
N	N	3	Development	Bob	Cohen	Executive Director	Braintree	Richland
Y	Y	3	Chamber	Carol	Knapp	President	Shelby Chamber of Commerce	Richland
Y	Y	3	Education-K12	Sonja	Pluck	Adult Director	Madison Comprehensive H.S.	Richland
NS	N	3	Education-14	Dr. John	Riedl	Interim President	MedCentral College of Nursing	Richland
Y	Y	3	Foundation	Pam	Siegenthaler	President	Richland County Foundation	Richland
Y	Y	4	Education-K12	Dr. Neil	Gupta	Director of Secondary E	Ashland City Schools	Ashland
Y	N	4	Education-16	Rodger	Smith	Associate Dean	Ohio State University-Mansfield	Richland
Y	Y	4	Industry	Jeff	DeVito		Milliron Industries	
Y	Y	4	Foundation	Dr. Lucille	Ford	President	Ashland County Foundation	Ashland
N	Y	4	Community	Chris	Jones		First Federal Bank of Ohio	Crawford

Proposed P-16 All-Partners (Retreat)

1/30/2008

<u>16-Nov</u>	<u>30-Nov</u>	<u>Group</u>	<u>Category</u>	<u>Fname</u>	<u>Lname</u>	<u>Title</u>	<u>Organization</u>	<u>County</u>
NS	N-S	4	Chamber	Deb	Pinion	Executive Director	Bucyrus Area Chamber of Commerce	Crawford
NS	Y	4	Education-K12	Dave	Roberts	Asst. Superintendent	Lexington Local Schools	Richland
Y	Y	4	Industry	John	Sloey	Executive Director	Employee Participation Council	Richland
N	Y	4	Education-WF	Eileen	Smith	Director Ctr for Corp &	Ohio State University-Mansfield	Richland
Y	Y	4	Industry	Rick	Stephens	Union President	Pioneer Career & Technology Center	Richland
Y	N-S	5	Government	Kim	Edwards	Commissioner	Ashland Co. Board of Commissioners	Ashland
Y	Y	5	Education-K12	Jack	Higgins	Superintendent	Ashland City Schools	Ashland
Y	Y	5	Government	Keith	Hebble	Mayor	Plymouth	Richland
Y	N-S	5	Community	Henry	Keultjes	President	Microdyne Company	Richland
Y	Y	5	Education-WF	Nancy	Medley	Asst. Dir. Adult Ed.	Pioneer Career and Technology Center	Richland
N	N-S	5	Industry	Mark	Romanchuk	Employer	PR Machine Works, Inc.	Richland
Y	Y	5	Education	Larry	Von Blon	President	U-CAN of Richland County	Richland
N	N-S	5	Education-K12	David	Williamson	Superintendent	Madison Local Schools	Richland
N	N-S	5	Education-K12	Michael	Ziegelhofer	Superintendent	Lexington Local Schools	Richland
Y	Y-R	6	Education-16	John	Brandon		Ashland University	Ashland
Y	N-S	6	Industry	Ann	Carter	Employer	Carter Machine	Crawford
Y	Y	6	Government	Darrell	Banks	Mayor-Elect	Bellville	Richland
N	Y	6	Education-K12	Steve	Dickerson	Superintendent	Lucas Local Schools	Richland
Y	Y	6	Education-WF	Tom	Kluding	Director	North Central Tech Prep Consortium	Richland
Y	Y	6	Health	Sydney	Rountree	CFO	MedCentral Hospital	Richland
Y	N-S	6	Facilitator	Becky	Smith	Program Officer	Richland County Foundation	Richland
N	Y	6	Education-K12	Dr. Cy	Smith	Principal	Mansfield Christian Schools	Richland
NS	N-S	6	Community	Deanna	West-Torrence	Executive Director	NECIC	Richland
N	Y	6	Industry	Michael	Yakir	VP, Business Developm	Adena Corporation	Richland
Y	N	7	Government	Diana	Sorrick	Special Assistant	Office of the Mayor of Galion	Crawford
Y	N-S	7	Chamber	Marla	Akridge	President	Ashland Area Chamber of Commerce	Ashland
Y	Y	7	Education-16	Pam	Stimpert	Assoc. Director F/A	Ashland University	Ashland
Y	Y	7	Education-K12	Steven	Willeke	Superintendent	Crestview Local Schools	Ashland
N	Y	7	Industry	Dan	Fortman	VP, Human Resources	Eagle Crusher Company	Crawford
Y	N-S	7	Education-14	Dr. Ronald	Abrams	President	North Central State College	Richland
N	N-S	7	Education-K12	Dr. Lloyd	Martin	Superintendent	Mansfield City Schools	Richland
Y	Y	7	Faith-Based	Brenda	Phillips	Director	Dewald Community Ctr. And the Learni	Richland
Y	N	7	Health	Dr. Theresa	Roth	Nursing Director	MedCentral	Richland
Y	Y	7	Industry	Debbie	Schenk	President	Mechanics Savings Bank	Richland
Y	Y-R	8	Education-WF	Melissa	Carr	Adult Ed	Ashland Co.-West Homes Career Center	Ashland
	Y	8	Education	Chris	Pigman	Director	Mid Ohio Education Service Center	Richland
Y	Y	8	Foundation	Richard	Beal	Executive Director	Samaritan Hospital Foundation	Ashland
Y	N-S	8	Industry	Michelle	Hartley		WIL Research	Ashland
Y	N-S	8	Industry	Chris	Gase	Vice President, Clinical	Bucyrus Comm. Hospital	Crawford

Proposed P-16 All-Partners (Retreat)

1/30/2008

<u>16-Nov</u>	<u>30-Nov</u>	<u>Group</u>	<u>Category</u>	<u>Fname</u>	<u>Lname</u>	<u>Title</u>	<u>Organization</u>	<u>County</u>
Y	Y-R	8	Education-P	Debbie	Schuster		Head Start - Richland, Marion, Morrow,	Crawford
Y	N	8	Education-WF	Glenna	Cannon	Superintendent	Pioneer Career and Technology Center	Richland
	Y	8	Foundation	Kathi	Cutlip	RSVP Director	United Way of Richland County	Richland
N	Y	8	Education-16	Dr. Evelyn	Freeman	Dean	Ohio State University-Mansfield	Richland
N	N-S	8	Education-K12	James	Riggle	Director	Madison Comprehensive H.S.	Richland
	N-S	9	Education-16	Linda	Billman	Associate Dean	Ashland University	Ashland
	N-S	9	Education	Dan	Dickman	Success Unlimited	Richland County Jobs and Family Service	Richland
	Y-R	9	Education-K12	Terri	Jewett	Curriculum Director	Ashland City Schools	Ashland
Y	N	9	Industry	Steve	Hoover		General Electric, Inc.	Crawford
Y	Y	9	Development	David	Williamson	Director	Crawford Co. Economic Dev. Dept.	Crawford
Y	Y	9	Government	Tim	Bowersock	Director, Economic Dev	City of Mansfield	Richland
Y	Y	9	Education-WF	Ruby	Haynes		IMAC - Mansfield City Schools	Richland
	N-S	9	Foundation	Betsy	Hire	John Hire Family Found	c/o Red Diamond Ltd.	Richland
Y	Y	9	Education-14	Teri	Kofod	Education Dept. Chair	North Central State College	Richland
Y	N	9	Industry	Rob	Wash			
Y	N-S	10	Development	Evan	Scurti	Director	Ashland Co. Economic Development	Ashland
Y	Y	10	Development	Glen	Stewart		Ashland City Council	Ashland
Y	Y	10	Education-K12	Ronald	Cirata	Superintendent	Buckeye Central Local Schools	Crawford
Y	Y	10	Education-P	Michelle	Moore	Director	Child Care Choices	Crawford
N	Y	10	Education-K12	Daniel	Freund	Superintendent	Clear Fork Valley Local Schools	Richland
Y	Y	10	Industry	Carl	Nuetzling	Union Representative	IBEW - Local 688	Richland
Y	Y	10	Government	Ed	Olson	Commissioner	Richland County Commissioners	Richland
Y	Y	10	Education-14	Betty	Wells	VP, Institutional Advan	North Central State College	Richland
NS	N-S	10	Invited	Don	Wine	Plant Manager	General Motors - Mansfield	Richland
Y	N	11	Education-16	Dr. Ron	Pagano		Ashland University	Ashland
NS	N	11	Government	Christopher	Clady	Mayor	Perrysville	Ashland
	Y	11	Education-K12	Jim	Oyster	Principal	Bucyrus High School	Crawford
Y	N-S	11	Foundation	Janet	Pry	President	Bucyrus Community Foundation	Crawford
Y	Y	11	Foundation	Skip	Allman	Executive Director	United Way of Richland County	Richland
	Y	11	Industry	Thomas	Depler	Attorney	Poland, Depler and Shepherd	Richland
N	Y	11	Development	Mike	Greene	Director	ReDec	Richland
	Y	11	Community	Karen	Miller	Executive Director	CACY	Richland
	N-S	11	Government	Herman	Stine	Regional Director	Regional Econ. Development	Richland
Y	Y	11	Media	Lou	Whitmire	Reporter	Mansfield News Journal	Richland
Y	Y	12	Government	Marilyn	Byers		Past Co. Commissioner	Ashland
N	Y	12	Education-WF	Michael	McDaniel	Superintendent	Ashland Co.-West Homes Career Cen	Ashland
N	Y	12	Education-K12	Ted	Bruner	Superintendent	Colonel Crawford Local Schols	Crawford
	Y	12	Government	Mo	Ressallat	Commissioner	Crawford County Commissioners	Crawford
N	Y	12	Industry	David	Gooch	President	Richland Bank	Richland

Proposed P-16 All-Partners (Retreat)

1/30/2008

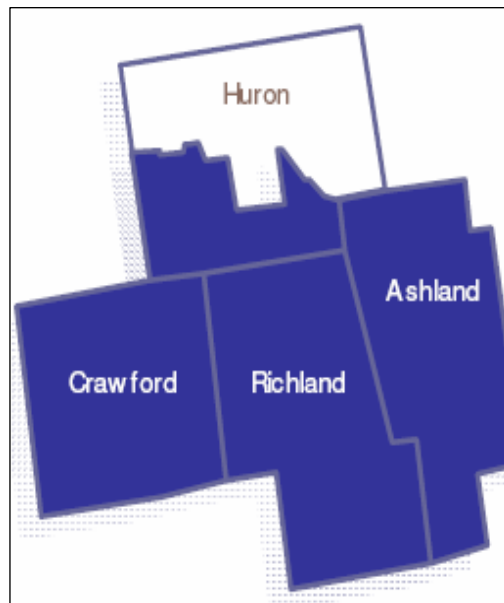
<u>16-Nov</u>	<u>30-Nov</u>	<u>Group</u>	<u>Category</u>	<u>Fname</u>	<u>Lname</u>	<u>Title</u>	<u>Organization</u>	<u>County</u>
	Y	12	Religion	Thomas	Hunt	Pastor	Mansfield Interdenominational Ministeria	Richland
	N	12	Education-16	John	Jordan, Sr.	Trustee	OSU-M Board of Trustees	Richland
	N	12	Industry	Grant	Milliron	President	Milliron Industries	Richland
NS	Y	12	Education-14	Tom	Prendergast	Director, IR/Grants	North Central State College	Richland
	Y	12	Development	Ted	Stiffler	Planner	Richland Co. Regional Planning Commi	Richland
N	N-S	12	Community	Peter	Zimmerman		Red Cross	Richland
Y	Y	X	Facilitator	Toni	Dosik	Partner	Hyden Management Solutions	N/A
Y	Y	X	Facilitator	Linda	Hyden	President	Hyden Consulting	N/A
Y	Y	X	Facilitator	Don	Plotts	Special Assistant	North Central State College	Richland
	Y		Industry	Kathy	Daniels		Embarq	Richland

Appendix 4

North Central Ohio P-16 Fact Sheet (Note Huron County no longer applies)

NORTH CENTRAL OHIO P-16 COUNCIL

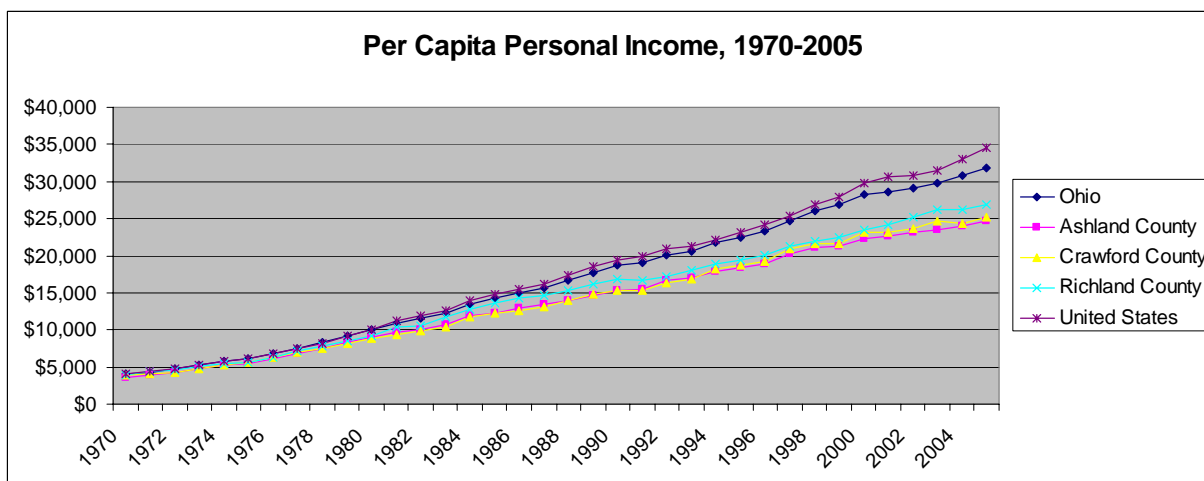
The North Central Ohio P-16 Council will be a collaboration of regional stakeholders from education, business, economic development, local government, etc. representing Ashland, Crawford, Richland and southern Huron counties. Our region has received a \$10,000 state grant to develop targeted reform strategies along the “education pipeline” that stretches from preschool to completion of a college degree or advanced vocational credential. This Council will serve as a “network of networks” to convene, link, align and coordinate amongst these often disparate local systems.



P-16 Councils target specific “leaks” in key transition points along this pipeline, such as gaps that keep high school students from effectively progressing to college or career credential. But rather than relying on intuition, they study the local educational and economic data to pinpoint reform priorities and develop system-wide success strategies. The idea has proven highly successful in Stark County, which in 2001 formed a “P-16 Compact” aimed at improving the high school graduation rate and college-going rate. Employing various strategies, Stark County has raised both these percentages despite local economic challenges.

Why the urgency?

The best measure of local economic well-being is per capita personal income measured annually, by county, by the U.S. Department of Commerce. Since the 1970 the income gap between our region and the state/nation is ever increasing. In fact, Richland and Crawford counties have the lowest rate of growth in this measure compared to their similar size Ohio peers. In layman’s terms, we’re slowly getting passed up by everyone else in the state.



Source: Bureau of Economic Analysis, US Dept. of Commerce

Can this trend be reversed? Are there even any good-paying jobs left locally?

Yes and yes. The main driver will be replacement jobs due to retirement. The highlighted sections in the following chart show projected new and replacement openings in Ashland, Crawford and Richland counties based on skill levels. The highlighted sections correlate to openings requiring a certificate, degree or other industry credential. There are projected to be among nearly 6,000 openings among these higher-paid positions for those who qualify.

Required Education/Training	2006 Jobs	2011 Jobs	Change	% Change	Replacement Jobs	% New & Rep.	Median Earnings Per Worker	Average Earnings Per Worker
Short-term on-the-job training	44,308	46,351	2,043	5%	6,828	20%	\$8.84	\$9.79
Moderate-term on-the-job training	26,599	27,521	922	3%	3,182	15%	\$13.20	\$14.16
Long-term on-the-job training ¹	10,364	10,996	632	6%	1,181	17%	\$14.47	\$15.47
Work experience in a related field ²	9,285	9,876	591	6%	965	17%	\$17.78	\$19.95
Postsecondary vocational award	7,204	7,893	690	10%	708	19%	\$12.91	\$13.99
Associate's degree	3,858	4,370	512	13%	374	23%	\$20.39	\$21.28
Bachelor's degree	11,870	12,425	555	5%	1,176	15%	\$22.24	\$24.21

Source: Economic Modeling Specialists, Inc.

¹ Generally skilled trades positions. Training can be expedited through advanced vocational technical education.

² Management positions requiring long-term experience

So can we even meet this forecast?

That is the key question. For example, less than half of our region's high school graduates directly enroll in an Ohio college. Further, the percentage of those students requiring remedial coursework once in college is increasing, and their college persistence rate is falling. A P-16 Council can address these issues by studying trends in preparation levels and asking whether local school systems and colleges are best aligning their coursework to ensure student success.

Year	Participation Measures		Preparation ¹		Remedial Coursework	Percent taking Remedial Math or English by HS Preparatory Curriculum			Persistence
	Number of Regional High School Graduates	Percent of HS Graduates Entering College in Ohio	Percent taking at least a Minimum College Preparatory Curriculum	Percent taking an 'Ohio Core' Curriculum	Percent taking Remedial Math or English	Less than a Minimum College Preparatory Curriculum	Minimum College Preparatory Curriculum	'Ohio Core' Curriculum	Percent Persisting any Ohio Campus After 1 Year
2001	2,427	44%	61%	30%	33%	48%	21%	10%	82%
2002	2,397	45%	60%	28%	36%	41%	24%	15%	82%
2003	2,496	45%	59%	30%	37%	45%	27%	14%	80%
2004	2,445	45%	64%	33%	38%	46%	31%	14%	79%
2005	2,316	47%	61%	32%	40%	49%	30%	14%	79%
All- yrs	12,081	45%	61%	31%	37%	46%	27%	13%	80%

Source: Ohio Board of Regents

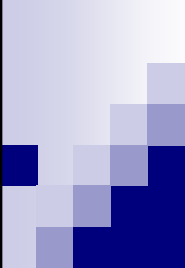
¹ As reported by students taking ACT/SAT. Minimum college prep is 4 years of English and 3 years each of math, social studies and science. The Ohio Core Curriculum is 4 years of English, math, social studies and 3 years of science including biology, chemistry and physics.

What are the next steps?

During the latter half of 2007, a cross-discipline steering committee will appoint a final Council and develop a first-year strategic plan focusing on the transition from high school to college/career credential. If you would like to be involved in this effort, please contact Don Plotts, steering committee coordinator, at 419-755-4758.

Appendix 5


Regional Educational and Workforce Data



North Central Ohio P-16 Key Data

Nov. 30, 2007


1



Key transition points in education

- Prenatal/early childhood to primary school
- Primary school to high school
- High school to postsecondary (college or training)
- Postsecondary to career

2



Key point: Track the reading progress throughout this presentation

- Reading is a fundamental tool for success in today's world. For all students, it is a key to unlock all academic subjects. (Ohio's Literacy Framework, 2000)

3

Importance of prenatal and early childhood – “Catch em Young”

- Birth weight is strongly associated with developmental delay or disability (American Journal of Perinatology, Aug. 2003)
- The first years of life are crucial to the development and functioning of the brain. Early experiences impact learning...research confirms what children know and can do when they start school helps determine their success in the class and workplace. (Ohio School Readiness Solutions Group, Aug. 2006)

4

Richland County has a higher incidence of low birthweight than the state average.

Low Birth Weight As a Percentage of all Births			
County	2004	2005	2006
Ashland	7.2%	7.1%	8.1%
Crawford	7.3%	8.7%	7.2%
Richland	8.3%	9.7%	9.3%
Ohio	8.5%	8.7%	8.7%

5

Kindergarten Readiness Assessment - Literacy

- The KRA-L is a quick screening instrument that assesses oral language, rhyming, letter identification and alliteration – elements identified through research as essential for reading.

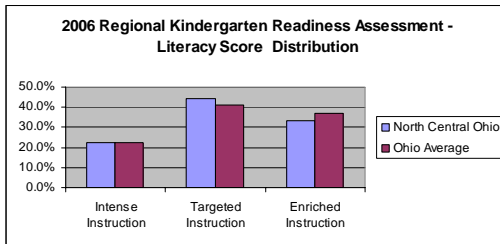
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KRA-L: What it is

- KRA-L provides a rough gauge of each child's literacy skills at the beginning of kindergarten to help build upon literacy strengths and address needs
- Scores are grouped in three ranges for potential services: intensive developmental instruction, targeted instruction and enriched instruction. Most students fall in the middle range.

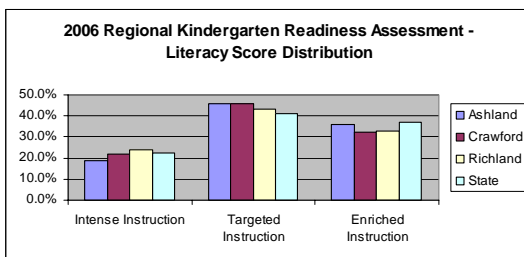
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More than 22% of regional students entering kindergarten may not be prepared to succeed as learners. Also, fewer regional students exhibit advanced literacy indicators than the state average.



8

Ashland County has the lowest percentage of students in the first score range and the highest in the third score range.



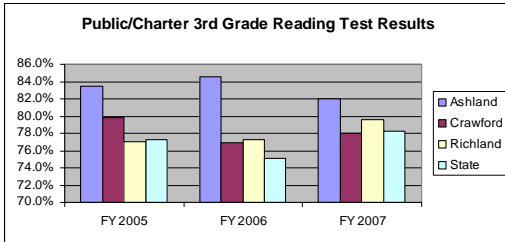
9

Primary to high school: third grade proficiency

- This is the first true proficiency test administered. Remember “Catch em early”.
- Students are tested in math and reading.
- The state standard is that 75% of students will test proficient.

10

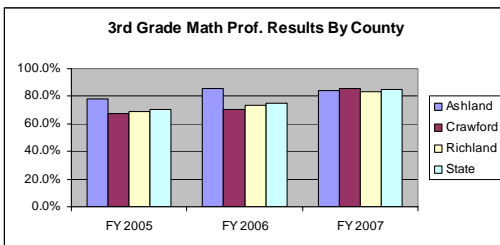
All three counties have consistently met the reading standard, and met or exceeded state averages. But still have around 20% non proficient.



Source: Ohio Department of Education. Charter data only available on Mansfield Community School.

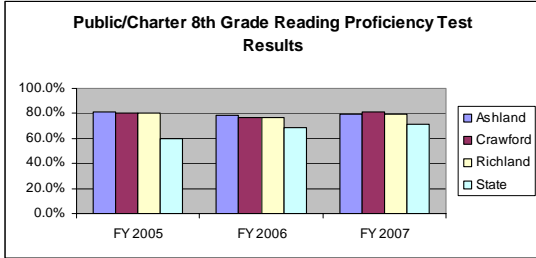
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All regional counties improved in the 3rd grade math test, though sometimes trailing the state average. All met the state standard in FY 2007.



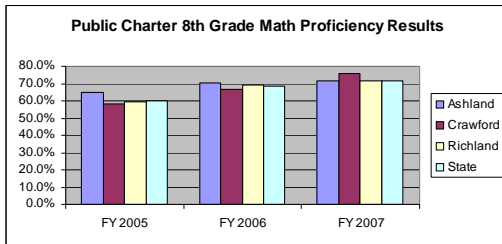
12

Primary school transition – 8th grade reading test. While meeting the 75% standard and beating the state average, still have at least 20% of students not reading proficiently.



13

All counties are improving in math, and Crawford met the 75% state standard in the most recent year.



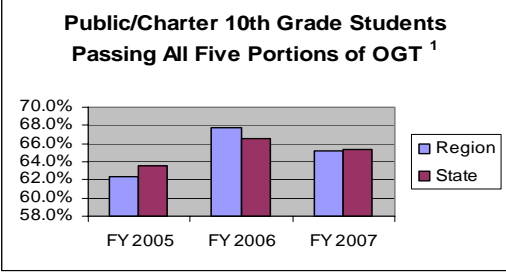
14

High school transition - Ohio graduation test

- Measure of 10th grade proficiency testing five subjects: reading, writing, mathematics, social studies, science
- Students must demonstrate performance at the proficient level or above in all five subject areas to meet graduation requirements
- Ohio has set a standard of 75% expected passage on all sections

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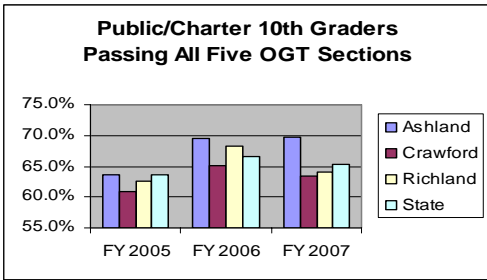
Regional 10th graders have met or exceeded the state average the past two years, but not the state standard of 75%.



Source: Ohio Dept. of Education, ¹ Data available only on Mansfield's IMAC Charter School.

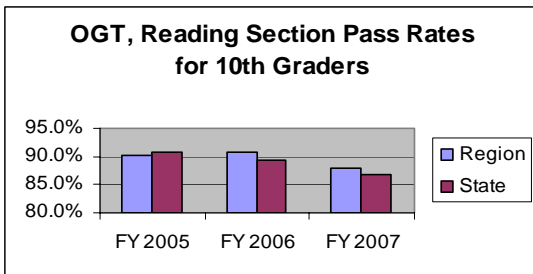
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Only Ashland County has consistently exceeded the state average.



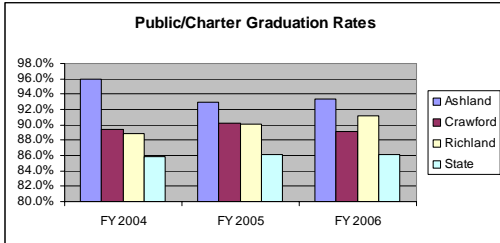
17

While an improvement from 8th grade, still have 10-12% of 10th graders not reading proficiently, and results are dropping.



18

High school to postsecondary. Need at least anymore diploma to get any job.



Source: Ohio Department of Education, Charter data only available on Mansfield Enhancement Academy.

19

But today's general diploma doesn't match up with college and workplace needs

- Won't change until 2014 when the Ohio Core, a more rigorous high school curriculum, will be required
- The curriculum, including 4 years of math and 3 years of lab-based science, will reflect both college and workplace readiness

20

So how are regional public schools doing preparing for the Core and postsecondary preparation? Reflects 2005-06

- Percent graduating with an honors diploma (rigorous curriculum): 17.2% region vs. 18.2% state
- Graduates taking the ACT: 57.7% region vs. 57.2% state
- Graduates taking the SAT: 4.1% region vs. 21.2% state

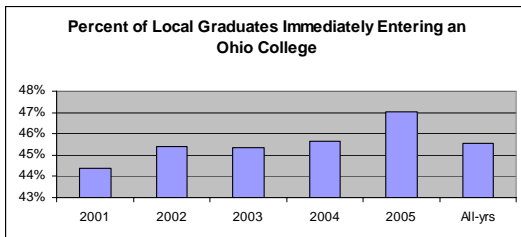
21

Core and postsecondary preparation

- Graduates participating in an Advanced Placement Test: 11.3% region vs. 25.4% state
- Graduates taking at least one Tech Prep course: 16.3% region vs. 12.7% state
- Graduates taking at least one dual credit course: 4.4% region vs. 2.8% state

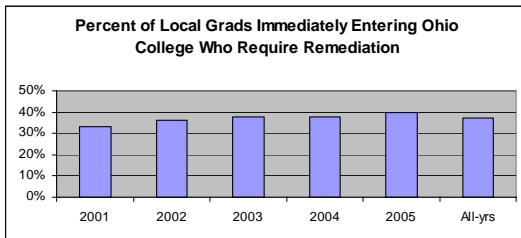
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High school to college transition. While college attendance is slightly increasing..



23

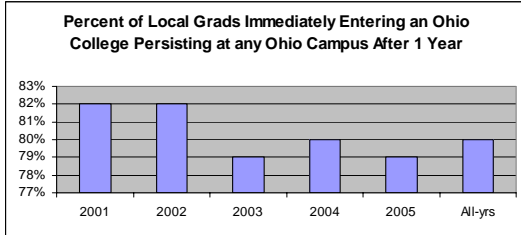
So is the need for remedial coursework to become college-ready. Despite the documented importance of reading to learning, 25% of students require remedial reading and/or writing.



Source: Ohio Board of Regents. Reflects public colleges only.

24

And persistence is dropping as well.



25

There is a definite correlation between high school preparation and college remediation

Percent of Local Graduates Entering an Ohio College taking Remedial Math or English by HS Preparatory Curriculum

Year	Less than a Minimum College Preparatory Curriculum	Minimum College Preparatory Curriculum	'Ohio Core' Curriculum
2001	47%	21%	10%
2002	40%	23%	16%
2003	45%	28%	14%
2004	46%	30%	14%
2005	50%	28%	12%
All-ys	46%	26%	13%

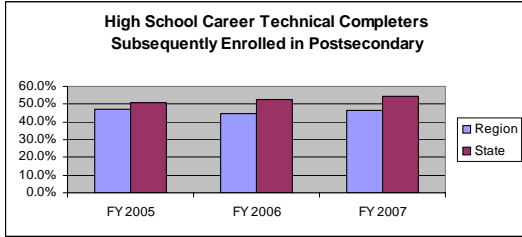
26

And the need for preparation isn't limited to formal college coursework!

- NC State had to turn away several applicants for free workforce training in advanced manufacturing because they lacked basic skills
- General Motors is now requiring a aptitude test for its apprentice applicants, an increasingly common trend in the trades

27

Career-Technical. While nearly half of local career-technical students pursue postsecondary education/training, this still lags the state average.



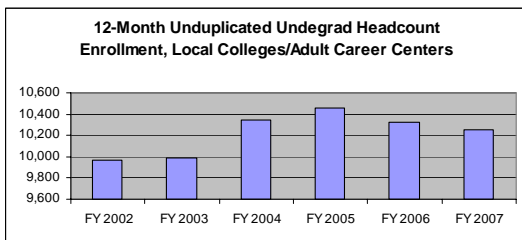
28

Postsecondary to career

- Important to realize that college, while valuable, is NOT the only pathway to success
- Following outcomes will show a mix of adult career centers (non-credit) with college (credit)
- Due to the large number of Ashland University graduate degrees to students out of the area, this will focus on the undergraduate sector

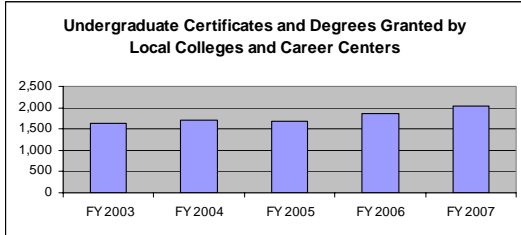
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Enrollment peaked in 2004-05 and is since declining.



30

However, undergraduate certificates and degrees have increased by 25%, with certificates experiencing the largest increase.



Source: National Center for Education Statistics. Note Ohio State did not break out local graduates until 2005, so earlier years were approximated.

31

Given the declining overall enrollment, maintaining a high degree/certificate output will rely on increasing graduation rates.

Local Graduation Rates

Institution Name	2004	2005	2006
Ashland County-West Holmes Career Center	82	100	82
Ashland University	56	58	59
Madison Local Schools-Madison Adult Education	100	61	70
MedCentral College of Nursing	100	70	53
North Central State College	23	21	50
Pioneer Career and Technology Center	100	100	82

Note: Ohio State does not separately track the Mansfield branch.

32

Vocational credentials also count as postsecondary.

- Federal/state governments are placing increasing importance on 3rd-party credentials for post-secondary training.
- At least 40 local individuals achieved journeyman status (or equivalent) this year at GM, IBEW, and other companies.
- Another 27 received a manufacturing-related credential from a career center.

33

This increased output will be critical to help make up the gap in regional adult (age 25+) educational attainment.

Education Level	2006 Population	% of Population	State % Population	Nat. % Population
Less Than 9th Grade	5,175	3%	3%	6%
9th Grade to 12th Grade	15,935	10%	9%	9%
High School Diploma	72,666	47%	37%	29%
Some College	28,719	19%	21%	22%
Associate's Degree	9,702	6%	6%	6%
Bachelor's Degree	14,453	9%	15%	18%
Graduate Degree and Higher	6,872	4%	8%	10%
	153,523	100%	100%	100%

34

The best regional jobs of the future will require some type of postsecondary training. Note the "long-term" category can be expedited through vocational training.

Regional Job Projections by Education Level, Updated October 2007

Education Level Required for Job	2006 Jobs	2011 Jobs	New & Replacement Openings	% New & Rep.	Median Hourly Earnings
Short-term on-the-job training	40,947	41,734	8,595	21%	\$9.13
Moderate-term on-the-job training	25,002	25,871	4,260	17%	\$14.22
Long-term on-the-job training	11,823	12,238	1,763	15%	\$14.34
Work experience in related field	10,419	10,802	1,559	15%	\$19.72
Postsecondary vocational award	7,681	8,587	2,115	28%	\$13.33
Associate's degree	4,180	4,842	1,534	37%	\$21.56
Bachelor's degree	12,770	13,587	2,750	22%	\$23.12

35

But workers need the skill levels, both basic and advanced, to qualify for these jobs.

- Remember the reading issue? Reading comprehension will be THE most important workplace skill in North Central Ohio. According to a state Labor Market Information Office, about 46.2% of all regional openings will require reading proficiency.
- Reading also has the largest gap between projected demand and available supply, according to the analysis.

36

Appendix 6

Job Description for P-16 Director

Ashland, Crawford, Richland P-16 Council Director Job Description (Proposed)

Position Summary: This is an up to 30-hour position to provide leadership and management within the Ashland, Crawford, Richland counties P-16 council (a business/community/education redesign) toward fulfilling its mission, vision, and strategies. The position shall be the lead facilitator amongst a partnership attempting to integrate regional educational and training systems into a seamless learning experience that will prepare local citizens for success in the 21st century global economy. Consequently, it shall be responsible for overseeing daily functions, resource management, program implementation, program assessment and marketing/communications. The position shall be housed within the Mid-Ohio Educational Service Center, but report to the Executive Committee of the P-16 Council. It shall be supported by a part-time clerical position, as well as by numerous volunteer committees.

Qualifications: The candidate must have demonstrated competent administrative experience and thorough understanding of educational and business systems. The ability to communicate effectively with education, business, and community groups. Versed in current technologies. Master's degree or equivalent required.

Essential Duties:

Knowledge, Strategy, Assessment

- Comprehend the unique needs of the region as a whole and its partner counties, as well as the various disciplines represented by the council.
- Keep current on local, state and national education reform issues, and communicate these to council stakeholders for strategy purposes.
- Access, understand and present localized data on education, labor market and socioeconomic indicators.
- Advise relevant subcommittees on policy and strategy issues, and coordinate with individual sites to ensure effective implementation.
- Oversee the assessment of programs undertaken by the council, resulting in clear and concise reports.

Administrative Management

- Oversee a solid planning and meeting framework with formal meeting minutes and reports distributed promptly.
- Prepare budget and monitor finances of administrative and program functions, in correlation with fiscal agent procedures.
- Explore opportunities for funding via grants, special awards and contracts.

Communication/Community Collaboration

- Provide leadership to maximize resources in support of P-16 by working closely with various key stakeholders.
- Develop shared understanding throughout the communities of what P-16 means, entails and offers.
- Help develop and manage communiqués, tools and community engagement materials and protocols for rolling out the P-16 agenda, and keeping diverse constituencies informed.
- Encourage educational leaders to incorporate P-16 educational reform into their organization's continuous improvement plans.
- Communicate regularly with business and community to understand local workforce and economic needs, and how education institutions can support solutions.

Appendix 7

Tentative Operational Budget

**North Central Ohio P-16 Council, Tentative Operational Budget
Year One**

Year Two

Object Code	Requested Funds	Potential In-Kind	Total		Requested Funds	Potential In-Kind	Total
Salaries							
Director -- 30 hours	\$51,000		\$51,000		\$51,000		\$51,000
Administrative Assistant 20 hours	\$13,377		\$13,377		\$13,845		\$13,845
Benefits (20% part-time including retirement, medicare, workers' compensation, fiscal processing)							
Director	\$10,200		\$10,200		\$10,200		\$10,200
Administrative Assistant	\$2,675		\$2,675		\$2,769		\$2,769
Purchased Services							
Advertising Costs for Positions	\$1,800		\$1,800				
Grant writing	\$2,000	\$2,000	\$4,000		\$2,000		\$2,000
Online Foundation Database ¹	\$1,000		\$1,000		\$1,000		\$1,000
Marketing/Communications Counsel and Design Services		\$7,500	\$7,500			\$5,000	\$5,000
Marketing/Communications Materials		\$2,500	\$2,500			\$1,000	\$1,000
Printing ²		\$3,405	\$3,405			\$2,764	\$2,764
Newsletter Mailing (Quarterly)	\$1,200		\$1,200		\$1,200		\$1,200
Web Design Services		\$2,500	\$2,500				
Internet Hosting	\$100		\$100		\$100		\$100
Cell Phone	\$720		\$720		\$720		\$720
Assessment (National Student Clearinghouse fees) ³	\$1,200		\$1,200		\$2,400		\$2,400
Legal Counsel ⁴						\$2,500	\$2,500
Supplies							
Office Paper and Toner	\$500		\$500		\$500		\$500
Other Consumables	\$250		\$250		\$250		\$250
Equipment and Capital							
Computer		\$1,500	\$1,500				
Software		\$500	\$500			\$500	\$500
LCD Projector		\$1,000	\$1,000				
Cell Phone	\$50		\$50				
Internet Access		\$500	\$500			\$500	\$500
Office space and utility overhead		\$5,000	\$5,000			\$5,000	\$5,000

Other							
Mileage (20,000 miles @ .40 per mile)	\$8,000		\$8,000		\$8,000		\$8,000
Professional Development & Subscriptions	\$1,000		\$1,000		\$1,000		\$1,000
Meeting Expenses		\$2,500	\$2,500			\$2,500	\$2,500
Financial Administration		\$10,000	\$10,000			\$10,000	\$10,000
Total	\$95,072	\$38,905	\$133,977		\$94,984	\$29,764	\$124,748

¹ For grant-searching. Costs can range from \$750 to \$2,000, depending on the level of sophistication sought.

² Printing costs are higher in the first year due to initial printing of 5,000 brochures, in addition to quarterly newsletter (2,000 mailed).

³ Clearinghouse fees increase due to adding a new cohort of graduate names to track. We are investigating the potential for combining with OCAN's

Clearinghouse license to save some costs.

⁴ Assuming incorporation as a separate 501c3

Appendix 8

Sustainability Action Plan

NCO P-16 ACTION PLANNING MATRIX

Mission: The mission of the North Central Ohio P-16 Council is to bring all stakeholders together in a regional partnership, and to align resources maximizing educational opportunities and outcomes that will prepare individuals for their life's work and provide valued service to our communities.

Vision: We are an effective, regional leadership collaborative of businesses, families and educators building a seamless P-16 education system that results in successful students, productive citizens, and economic vitality in our region.

Overarching Goal: Formalize and implement the regional NCO-P16 structure approved at the November 30th Retreat

Strategy/Objective(s): Implement a sustainable NCO P-16 organizational structure.

Activities/Action Steps (What will be done)	Responsibilities (Who will do it?)	Resources (How will we support it?)	Timeline (By when?)	Evaluation/Performance Indicators
Determine convener/lead organization	Infrastructure Workgroup	Volunteer	Jan 11, 2008	Complete: MOESC will be convener
Establish committee structure	Infrastructure Workgroup	Volunteer	Jan 18, 2008	Complete: Interim structure approved by Executive Committee
Develop job description for P-16 Coordinator	Infrastructure Workgroup	Volunteer	Jan. 18 2008	Job description approved by Executive Committee (See appendix 6)
Develop 2 year budget for NCO P-16	Infrastructure Workgroup	Volunteer	Jan. 18 2008	Tentative administrative budget approved by Executive Committee (See appendix 8). Program budgets pending upon final strategy details.
Operations Committee and functional subcommittees will formally organize to address marketing/communications, development and other operational issues. Establish regular meeting schedule.	Operations Committee/Functional Workgroups	Volunteer	Feb. 2008	Meeting schedule

NCO P-16 ACTION PLANNING MATRIX

Activities/Action Steps (What will be done)	Responsibilities (Who will do it?)	Resources (How will we support it?)	Timeline (By when?)	Evaluation/Performance Indicators
Have media release/possible event about filing of First Year Strategic Plan, along with brand name, logo and initial brochure of the P-16 Council	Operations Committee/Functional Workgroup	Volunteer	Feb. 2008	Placement of articles, stakeholder feedback
Place a series of opinion/editorial pieces in the local newspapers about key aspects of P-16. For example, one may be written from foundation CEOs, one may be written by educators, one by business person, etc.	Operations Committee/Functional Workgroup	Volunteer	Feb-June. 2008	Placement of articles, stakeholder feedback
Launch website for the P-16 Council.	Operations Committee/Functional Workgroup	Volunteer	Feb. 2008	Website launched, site visits tracked, survey of usefulness
Obtain commitment for funding 2008 and 2009 budget requirements	Executive Board/Operations Committee	From foundation, corporate, in-kind, and other sources.	June 2008	Funding commitments received.
Hire Director and possibly part-time clerical assistant.	Executive Board/Operations Committee	From foundation, corporate, in-kind, and other sources	August 2008	Positions filled
Assess and confirm membership of Executive Committee and Regional Council for 2008	Coordinator	Funding	June 2008	Coordinator's Report to Executive Committee
Explore feasibility of creating a separate 501c3	Coordinator	Funding	June 2008	Coordinator's Report to Executive Committee

Appendix 9

EXPLORE and PLAN Assessment Action Plan

NCO P-16 ACTION PLANNING MATRIX

Mission: The mission of the North Central Ohio P-16 Council is to bring all stakeholders together in a regional partnership, and to align resources maximizing educational opportunities and outcomes that will prepare individuals for their life's work and provide valued service to our communities.

Vision: We are an effective, regional leadership collaborative of businesses, families and educators building a seamless P-16 education system that results in successful students, productive citizens, and economic vitality in our region.

Overarching Goal: Maximize/increase P-16 educational attainment for all individuals at all levels of ability that prepare them to be lifelong learners and for success in those fields of learning that are most critical to the future of our economy/community. In ten years (2018), 85% of all high school graduates (by district) will have attained a postsecondary credential by age 22 or be progressing toward one. A postsecondary credential shall be broadly defined as an academic degree/certificate or industry certification (workforce training certificate, journeyman status, military experience).

Issue: *There is deep concern on how to implement alignment of K-12 academic standards with admissions, placement and academic requirements of postsecondary training providers; and ensure that Ohio's exit-level high school exams accurately predict success in postsecondary education and training.* Academic is evidenced by the increasing remediation rate (50%) of regional high school graduates progressing directly to college who had taken less than a minimum.

The rigorous curriculum of the Ohio Core (effective for the class of 2014) is intended to bridge this gap, but right now the state is only provided limited direction on successfully implementing this especially in semi-rural areas with limited resources. It's up to local P-16 councils to come up with solutions until Columbus provides additional direction and resources.

A 2007 Gates Foundation funded study on Ohio high school reform recommended that the state strengthen its system of high school assessments to aid in curriculum and instruction, help prepare students for college, and indicate college readiness and minimum academic competency. There is deep concern that OGT is simply not capable of measuring students' readiness for postsecondary pursuits. At best 60% of regional high school graduates take the ACT or SAT, meaning hundreds do not find out whether they are prepared to succeed in college until they have enrolled and taken placement exams. Students should be able to find out while they are still in high school if they are not ready for postsecondary training, so they can address these skill deficiencies before they leave high school. (From *Not For the Timid: Breaking Down Barriers and Creating Breakthrough High Schools in Ohio*, by Donald Van Meter and Mitch Price).

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Strategy: Pilot the use of the ACT EXPLORE and PLAN. All counties expressed in interest in piloting the EXPLORE (8th or 9th grade) and/or PLAN (10th grade) tests from the ACT company, provided that adequate follow-up to the test results would be provided to students and possibly teachers. The assessments, often called pre-ACTs, are curriculum-based educational and career planning programs that provide early indicators of college readiness and allow students to explore career planning. EXPLORE is a baseline assessment that provides early indicators of college readiness and helps students explore rigorous high school course plans. The PLAN is a midpoint assessment that identifies areas of academic need and serves as a powerful predictors of performance on the ACT. Both assessments also provide a career planning module that helps students explore careers that match their interests, including careers not requiring college education. Both students and counselors are provided easy-to-read copies of the student report, and schools are also provided summary data to help analyze the links between instruction and academic skill development.

Both tests are given during the school day. The EXPLORE costs \$5.10 and the PLAN costs \$9.20. Some districts, such as Clear Fork, Mansfield, Ashland City, and soon to be Bucyrus provide at least one of these assessments to students. The real key to the program is having schools provide the one-to-one follow up on results and questioned whether this is reasonable to assume whether guidance counselors had sufficient time to relate data to students and/or teachers. Bucyrus HS principal Jim Oyster stated that he intends to have other staff, including grant-funded social workers placed in the school, to meet with and counsel students. The Executive Steering Committee is convening all the Tech Prep Directors to determine whether federal Carl Perkins career technical funds used for assessment within the high schools can be repurposed for the PLAN and EXPLORE. It is also collaborating with UCAN to obtain state OGAN grant funding for this project. Representatives from every career technical program are slated to meet the last week of January.

Activities/Action Steps (What will be done)	Responsibilities (Who will do it?)	Resources (How will we support it?)	Timeline (By when?)	Evaluation/Performance Indicators
Determine funding requirements for EXPLORE and PLAN assessments for all students	Policy/Project Committee	Volunteer	Feb. 2008	Requirements presented to Executive Committee.
Explore feasibility of replacing current career development programs and redirecting those resources with Carl Perkins and OGAN funding	Policy/Project Committee	Volunteer	Feb. 2008	Feasibility reported to Executive Committee
Determine workload required for follow-up counseling, i.e. students require varying levels of support, minimal to extensive	Policy/Project Committee	Volunteer	Feb. 2008	Estimate presented to Executive Committee

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Activities/Action Steps (What will be done)	Responsibilities (Who will do it?)	Resources (How will we support it?)	Timeline (By when?)	Evaluation/Performance Indicators
Explore current staff availability and resources required to add hours and/or staff to meet need	Project/Policy Committee	Volunteer	Feb-March 2008	Report requirements to Executive Committee
Prepare grant requests for funding assessments and counseling	Policy/Project Committee	Financial (foundation, Perkins, PRC, etc)	Feb-June 2008	Grant requests submitted,
Work with high schools to ensure results inform policy decisions regarding instruction. Gather and aggregate results by high school and region	Policy/Project Committee	Volunteer and Staff Resources from MOESC	TBD	Number of students taking assessment, number counseled, number reporting actions (e.g., scheduling classes) as a result, number taking the ACT. In the future, PLAN and EXPLORE cohort results can be benchmarked or even compared against the ACT.

Appendix 10

Cultural Issues Action Plan

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Overarching Goal: Maximize/increase P-16 educational attainment for all individuals at all levels of ability that prepare them to be lifelong learners and for success in those fields of learning that are most critical to the future of our economy/ In ten years (2018), the total number of total kindergarteners falling into the developmental score range on the Kindergarten Readiness Assessment-Literacy (KRAL) will be reduced by at least 75% at the region and district level while students placing into the highest level will increase by 25%. In ten years (2018), 85% of all high school graduates (by district) will have attained a postsecondary credential by age 22 or be progressing toward one. A postsecondary credential shall be broadly defined as an academic degree/certificate or industry certification (workforce training certificate, journeyman status, military experience

Issue: *Jobs requiring college education or advanced workforce training go unfilled because there is a cultural challenge, especially in our region where adults have lower educational attainment than the state and national averages.*

"To be sure, enhancing academic preparation is part of the answer, but a broader response is needed. Improved levels of college readiness require that young people and their families – particularly those with little or no experience with college participation – increase their awareness of the value of education and continuous learning, and that they raise their aspirations for learning beyond high school. College readiness also demands that more students understand what it takes to fulfill their aspirations and to succeed in postsecondary education – and that they realize that college is within their reach" – From *Not for the Timid: Breaking Down Barriers and Creating Breakthrough High Schools in Ohio*

Cultural challenges include:

- The state's historic manufacturing economy has created a mindset that leads many Ohioans to believe they do not need education beyond high school to achieve economic prosperity.
- The need for a college education or advanced workforce training to compete successfully in the workplace of the 21st century and other benefits of higher education has not been systematically promoted throughout the state.
- Many students face formidable social and cultural barriers that discourage the pursuit of a postsecondary training.
- Many low- and moderate-income families lack information about need-based financial aid opportunities and continue to believe that postsecondary education is only for "the elite."

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- Many students who have the potential to succeed in postsecondary training lack significant academic success in K-12 and believe, incorrectly, that they are not intellectually equipped for the rigors of college or advanced workforce training.
- Too often, parents, teachers and other significant role models fail to provide encouragement and other emotional reinforcement to students that can foster the aspiration to pursue higher education.

Strategy: Address cultural challenges to pursuing college education or advanced workforce training.

Activities/Action Steps (What will be done)	Responsibilities (Who will do it?)	Resources (How will we support it?)	Timeline (By when?)	Evaluation/Performance Indicators
Plan regional gathering on April 25 with national speaker Dr. Mark Taylor on gaps between “millennial generation” and educators/employers. Will also county as teacher in-service	Executive Board/Operations Committee	Financial support (\$1,500) tentatively secured from Richland County Foundation, host site from MOESC	April 25	Event survey responses, subsequent publicity
Ashland County “Roadshows”/public relations campaign to educators, high school students, parents, communities on importance of and access to post-secondary education.	Project/Policy Committee (led by Ashland University) with support from Operations Committee.	Financial and in-kind.	TBD	Campaigns initiated in Ashland County. Students progressing to post-secondary training (see narrative for measurement details)
Richland County Supporting a proposed pilot program at Mansfield Senior High School that would combine the resources of Ohio State-Mansfield, NC State and UCAN to encourage/support 12 th graders in pursuing postsecondary education. The group noted the need to begin address educational/demographic	Project/Policy Committee (led by OSU-M, NC State and UCAN) with support from Operations Committee.	Financial and in-kind	Begins Winter 2008	Targeted students progressing to post-secondary training (see narrative for measurement details)

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<p>challenges within the district, as well as pursue a strategy that could immediately impact the local workforce. The program would be modeled after efforts such as the Application Action program at KSU-Stark and Canton Local High School to address three primary perceived obstacles to college/postsecondary: the application, placement testing and cost</p>				
<p>Crawford County Public relations campaign to high school students, parents and even school officials on the importance of aspiring to post-secondary training and the high-paying jobs available with this training right in Crawford County. They noted that while local manufacturing is struggling to fill positions, it is not being promoted enough within the schools as a viable option. They would like to see concise information that helps students and families link the local job market, training/education needs and training/education providers. One sub-goal would be to expand the scope of the OCAN affiliate to all Crawford high schools.</p>	<p>Project/Policy Committee (Crawford Stakeholders) with support from Operations Committee.</p>	<p>Financial and In-kind.</p>	<p>TBD</p>	<p>Targeted students progressing to post-secondary training (see narrative for measurement details)</p>
<p>Research existing recognition programs for teachers impact on students</p>	<p>Project/Policy Committee</p>	<p>Volunteer</p>	<p>TBD</p>	<p>Report to Executive Committee</p>

Appendix 11

2009+ Action Plan

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Strategy: Determine Strategies for 2009 and beyond

Activities/Action Steps (What will be done)	Responsibilities (Who will do it?)	Resources (How will we support it?)	Timeline (By when?)	Evaluation/Performance Indicators
Identify strategies needed to increase the percentage of high school graduates entering college/post secondary training	Policy/Project Committee	Volunteer	2009	Presentation to Executive Board
Identify strategies needed to increase number of students improving in KRAL scores and funding solutions	Policy/Project Committee	Volunteer	2009	Presentation to Executive Board and strategies funded in 2008 for implementation in 2009
Hold 2009 Council Retreat to prioritize strategies and identify actions	Executive Board and Coordinator	Volunteer & funds	2009	Retreat attended by 80-100 regional leaders
Develop plans for 2009 and beyond based on retreat	Executive Board	Volunteer	TBD	Plans published to Council members