Ohio

Analyzing the learner continuum in Ohio.

Ohio’s education to workforce policies support learners at all levels, including those in high school, postsecondary or those wanting to reskill/upskill to further their career path. The Office of Workforce Transformation coordinates this spectrum of initiatives across agencies and with robust participation of business and industry. Ohio is one of the few states with both industry engagement incentives and policies reducing legal barriers for employer engagement. However, it is imperative that Ohio continue to strengthen its access to and use of outcomes data in order to ascertain the quality of the states initiatives, including newer policies such as the graduation requirements, to ensure there is equity for learners and return on investment.

STRENGTHS

- Ohio’s cross-agency coordination through the Office of Workforce Transformation manages collaborative initiatives and priorities.
- Ohio’s approach to increasing industry engagement through industry sector grants.
- Ohio’s focus on upskilling employees with technology-focused industry credentials in the TechCred program.

OPPORTUNITIES

- Conduct a full audit of K-12 and postsecondary CTE program offerings for alignment, quality and equitable access.
- Implement a last dollar or last mile program for all Ohioans who plan to attend a state two-year postsecondary institution.
- Consider additional metrics to the outcomes-based funding model such as job placement and wage earnings.

Resources and additional information on the Learner Continuum can be found on the last page of this state case study. Please contact PathwaysMatter@ExcelinEd.org for questions about this state case study or about the policy continuum in your state.
LEARNER PATHWAYS

Ensure vertical alignment to workforce needs, robust funding, collaboration across agencies and equitable access for all students.

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HIGH-QUALITY CTE PROGRAMS
Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state’s economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.

TARGETED CTE PROGRAM FUNDING
Dedicate state funding for CTE programs—but only if they are aligned to high-demand, high-skill and high-wage occupations. Target specific funds for pathway completion and demonstrated learner outcomes.

AUDIT FOR QUALITY AND EQUITY
Conduct a biennial audit of CTE programs for quality and equity to ensure that all learners have access to high-demand, high-skill and high-wage pathways. Collect school- and student-level data to evaluate outcomes of CTE programs against established shared metrics for quality and equity.

STATE CROSS-AGENCY SHARED PRIORITIES
Establish shared priorities and collective accountability across state agencies and education systems for learner pathway development, supports and success. Ensure that business and industry have a seat at the table and can lead discussions related to demand and training requirements.
STATE POLICY ANALYSIS

State law specifies an approval or disapproval process for CTE programs to ensure quality and alignment to state economic and workforce priorities. Decisions to approve programs must be based on demand for the CTE program by industries in the state, quality of the program, and potential for students to go on to receive an industry credential or postsecondary education, among other things.

In K–12 Ohio supports 39 career-technical programs of study across 16 career fields. Programs of study developed by the Departments of Education and Higher Education are responsive to Ohio’s in-demand occupation data, as identified by the Bureau of Labor Market Information and disseminated through OhioMeansJobs.com, among other channels. On a rotating basis the Department of Education revises and fine-tunes its technical standards based on feedback from industry experts to ensure relevancy and alignment to specific workforce needs. Educators also assist in revising the standards based on industry direction.

Ohio is implementing a phased-in approach to new graduation requirements. To graduate students will need to meet a three-tiered system involving (1) fulfilling basic education curriculum requirements; (2) demonstrating competency either through state tests in algebra and English language arts or via alternative pathways (completing two career-focused activities, enlisting in the military or completing college coursework); and (3) showing readiness by earning two state diploma seals.

Ohio technical centers provide postsecondary CTE at 52 career centers across Ohio. Postsecondary technical certificate programs are vetted through a program approval process that requires institutions to assess workforce needs and develop programs, with business and industry input, to meet workforce demand. Postsecondary has a separate review and approval process for its courses outlined in state law.

OPPORTUNITY TO STRENGTHEN

The graduation requirements are currently being phased in, but it will be important to track the progress closely to ensure that there are no unintended consequences for students or tracking into certain paths for different student groups and that all promoted requirements align with high-demand, high-skill, high-wage occupations that earn a living wage.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – Career and Technical Education Programs
- Tennessee – Career and Technical Education Programs
- Texas – Program of Study Initiative

RESOURCES

- Ohio Perkins V State Plan
- Ohio Career Tech Standards
- Class of 2023 Graduation Requirements FAQ
- Academic Program Approval
- Ohio Quality Program Standards for CTE Programs

POLICIES

- OH Revised Code 3313.6114. K–12 Graduation Requirements
- OH Revised Code 3301.0712. College and Work Ready Assessment System
- OH Revised Code 3317.161. CTE Programs
**STATE POLICY ANALYSIS**

Ohio provides supplemental funding to districts through the funding formula, including funding for equipment. The funding provides additional amounts for students in specific programs, with the most additional funds provided for agricultural and environmental systems, construction technologies, engineering and science technologies, finance, health science, information technology, and manufacturing technologies. Additional funds are provided for students in career-based intervention programs and workforce development programs.

The Governor’s Office of Workforce Transformation and Ohio Department of Education proposed the Innovative Workforce Incentive Program (IWIP) in 2019; however, the program was not launched due to pandemic-related budget cuts. The IWIP program would have provided $34 million to support schools in establishing credential programs and incentive funding for qualifying credentials earned by students. The qualifying list includes credentials that are in demand and industry recognized. While IWIP did not become a reality in the 2020–21 biennium, Governor DeWine remains committed to the program and proposed it in his recently introduced 2022–23 biennial budget proposal.

Ohio funds CTE programs at some of the highest levels in the nation. Ohio can continue to analyze student outcomes to ensure that there is equity in access, enrollment and attainment of high-quality, high-demand, high-need programs and credentials.

**OPPORTUNITY TO STRENGTHEN**

Ohio funds CTE programs at some of the highest levels in the nation. Ohio can continue to analyze student outcomes to ensure that there is equity in access, enrollment and attainment of high-quality, high-demand, high-need programs and credentials.

**PROMISING EXAMPLES FROM OTHER STATES**

- Indiana – [Funding Methodology](#)
- Texas – [House Bill 3](#)

**RESOURCES**

- [Governor’s Office of Workforce Transformation](#)
- [Choose Ohio First Scholarship](#)
- [District Supplemental Funding Guidance Letter](#)

**POLICIES**

- [OH Revised Code 3333.613. Choose Ohio First Scholarship Reserve Fund](#)
- [OH Revised Code 3317.014. Career and Technical Education Program Amount Per Pupil](#)
Audit for Quality and Equity

STATE POLICY ANALYSIS
While Ohio has no formal statute requiring the state to conduct a quality and equity audit, the state has both quality and equity elements already in place. The review and approval process for K–12 and postsecondary CTE programs includes an analysis of alignment to Ohio’s in-demand occupation data, as identified by the Bureau of Labor Market Information and disseminated through OhioMeansJobs.com.

The Department of Education has launched an equity workgroup that is ongoing to co-design equity labs and build local-level capacity and support to enact equity provisions contained in law. The Department of Education is using reserve funds ($1.4 million) to provide competitive equity grants to help reduce barriers so students have access to high-quality in-demand pathways.

OPPORTUNITY TO STRENGTHEN
Ohio can consider consolidating the quality and equity processes into a thorough biannual audit of (1) where high-demand, high-skill, high-wage CTE programs are offered across all recognized local education agencies and (2) student access, participation and completion data by student groups to determine potential inequities. The new graduation requirements and the outcomes can be folded into the audit as the implementation progresses. ExcelinEd’s Auditing a State Career and Technical Education Program for Quality playbook provides a roadmap for developing and implementing an audit.

PROMISING EXAMPLES FROM OTHER STATES
• Colorado – Return on Investment Reports
• Florida – Executive Order 19-31 and House Bill 7071
  (NOTE: While promising, both could be strengthened by more focused analyses on equity and quality of offerings.)

RESOURCES
• Ohio Perkins V Transition Plan
• Ohio Workforce Inventory of Education and Training System

POLICIES
• OH Revised Code 3333.0413. Inventory of Education Programs Focusing on Workforce Development and Training
STATE POLICY ANALYSIS

In 2019, Governor Mike DeWine appointed Lt. Governor Jon Husted to serve as the director of the Governor’s Office of Workforce Transformation (OWT). The mission of the OWT is to connect Ohio’s business, training and education communities to build a dynamically skilled, productive and purposeful workforce. The OWT partners with state agencies and organizations to implement priority initiatives such as the Industry Sector Partnership Grant, TechCred, Individual Microcredential Assistance Program, OhioMeansJobs.com, Top Jobs, Ohio to Work and Industry-Recognized Credentials.

Ohio submitted a combined Workforce Innovation and Opportunity Act (WIOA) and Perkins V plan. The OWT, Department of Education, Department of Higher Education, Opportunities for Ohioans with Disabilities, Department of Aging, and Department of Job and Family Services have developed a shared vision and goals that support the creation and execution of the WIOA combined plan. The vision is an Ohio where business, training and education are aligned to meet the needs of employers, individuals and their communities. The shared goals include coordinating across public, private, local and state agencies; leveraging technology and data; deploying local programs to produce results; investing in education and training for 21st century skills and jobs to strengthen Ohio; and ensuring the state has a workforce to support the health and well-being of Ohioans.

Ohio’s Top Jobs list is annually created through a collaboration between the OWT and the Ohio Department of Job and Family Services. The list consists of the jobs for which there is the greatest need and that pay a sustainable wage (an in-demand job is defined as a job that pays at least 80 percent of the state median wage and has an annual growth in the number of jobs that is higher than the statewide average). The list allows the state to align resources and policies to address the critical workforce needs of employers.

OPPORTUNITY TO STRENGTHEN

Ohio can continue leveraging the OWT’s convening power to promote greater collaboration and integration between the state’s secondary and postsecondary education to workforce programs, including CTE. These efforts include broader data collection; data sharing across systems; and increased alignment with high-demand, high-skill and high-wage occupations.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware — Advisory Council on Career and Technical Education (DACCTE)
- Indiana — Governor’s Workforce Cabinet
- Washington — Workforce Training and Education Coordinating Board

RESOURCES

- OWT
- OH Perkins V State Plan
- Ohio’s Top Jobs

POLICIES

N/A
**POSTSECONDARY ACCELERATION**

Streamline postsecondary learning and empower high school students to earn credit to reduce the time required to earn postsecondary degrees.

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**COLLEGE ACCELERATION**
Provide and incentivize a range of options for learners to earn college credit while in high school. Ensure that all learners have access and financial support to accelerate their journey to a postsecondary credential.

**CREDIT FOR PRIOR LEARNING AND CREDENTIALS**
Implement a consistent state policy for awarding postsecondary program or elective credit for prior learning, work experience and earned industry credentials.

**COLLEGE ARTICULATION AGREEMENTS**
Establish statewide articulation agreements to ensure college credits earned in K–12 or at one institution transfer and count toward a degree at another. Minimize or eliminate credit loss and misalignment for transitioning learners.

**REMEDIATION**
Replace outdated developmental and remedial education with college credit bearing options paired with intensive supports. Adopt co-requisite remediation programs or offer remediation to learners before they graduate high school.
KEY POLICY

College Acceleration

STATE POLICY ANALYSIS

Advanced standing programs are defined as the College Credit Plus (CCP) program, Advanced Placement (AP), International Baccalaureate, College Level Examination Program (CLEP) and early college high schools.

Implemented in 2015, Ohio’s CCP helps students in grades 7-12 earn college and high school credits at the same time by taking college courses from public community colleges or public universities at no cost. There may be a small fee charged by private institutions of higher education. SB 216 of the 132nd General Assembly directed the Ohio Department of Higher Education to study the cost effectiveness of the program. Additionally, the Annual Report for the 2017–18 academic year found that students took 616,654 credit hours through CCP, saving families more than $148 million in tuition costs.

Ohio College Tech Prep blends college-prep academics with technology education. In grades 11 and 12, students combine their high school studies with college-equivalent courses. Programs are offered in career centers, high schools and colleges throughout Ohio. Students can advance to two-year or four-year college programs. The College Tech Prep regional centers are jointly managed by the Ohio Department of Higher Education and the Ohio Department of Education’s Office of Career-Technical Education.

Additionally, the Ohio Department of Education’s AP and IB Fee Reimbursement Program provides financial support for students from low-income families taking AP and IB exams through Title IV. The Ohio Department of Higher Education has established statewide policies for the acceptance of AP and CLEP.

OPPORTUNITY TO STRENGTHEN

To support equitable access for all students, Ohio can consider implementing an automatic advanced-level course enrollment (as part of a multiple measures policy) for students who score certain levels on their end-of-course assessments or ACT exams.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – High School Acceleration Programs and Statewide Agreements on Credit
- Idaho – Advanced Opportunities Funding
- Louisiana – TOPS-Tech Early Start Program
- North Carolina – Automatic Enrollment

RESOURCES

- Advanced Standing Programs
- Career-Technical Credit Transfer
- Ohio’s Advanced Placement Policy
- CCP
- College Credit Plus Results and Cost Effectiveness
- College Tech Prep Program

POLICIES

- OH Revised Code 3365.01, CCP
- OH Revised Code 3313.613, Advanced Standing Programs for College Credit
- OH Revised Code 3313.613, Awarding High School Credit for Course Completed Outside Regular School Hours
Ohio institutions also have statute around a “pre-college stackable certificate,” which means a certificate earned before an adult is enrolled in an institution of higher education that can be transferred to college credit based on standards established by the chancellor of higher education and the Department of Education, and statute on a “college-level certificate,” which means a certificate earned while an adult is enrolled in an institution of higher education that can be transferred to college credit based on standards established by the chancellor and the Department of Education.

OPPORTUNITY TO STRENGTHEN
Ohio can consider expanding its prior learning policies to include standardized prior learning assessments. The Ohio Department of Higher Education is exploring the opportunity to grant statewide credit for industry-recognized credentials.
STATE POLICY ANALYSIS

Ohio has a statewide system of guaranteed course equivalencies for secondary coursework and postsecondary coursework. The Ohio Guaranteed Transfer Pathways (OGTPs) build upon this existing course equivalency system. OGTPs are designed to provide a clearer path to degree completion for students pursuing associate degrees who plan to transfer to an Ohio public university to complete their bachelor’s degree. The OGTPs also constitute an agreement between public community colleges and universities confirming that community college courses meet major preparation requirements and will be counted and applied toward the bachelor’s degree. These OGTPs are intended to be used in conjunction with College Credit Plus.

Ohio has also an Articulation and Transfer Oversight Board and Advisory Council to address effective transfer policies and practices, including advising and transfer services.

OPPORTUNITY TO STRENGTHEN

Ohio has a strong plan for the development and implementation of the OGTPs. Ohio can ensure that all data collected are disaggregated by historically underserved student groups to promote equity in the process. Ohio’s Articulation and Transfer Clearinghouse (ATC), which distributes electronic transcripts in seconds, can be further enhanced.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – Statewide Transfer Articulation Agreements
- Indiana – Core Transfer Library
- Kentucky – Transfer Articulation Agreements

RESOURCES

- Ohio Transfer to Degree Guarantee
- Ohio Higher Education Transfer Policy
- OGTPs
- ATC

POLICIES

- OH Revised Code 3333.161, Statewide System for Articulation Agreements
- OH Revised Code 3333.16, Universal Course Equivalency Classification System for State Institutions of Higher Education
- OH Administrative Code 3357:15-13-25, Transfer and Articulation
**STATE POLICY ANALYSIS**

In 2011, the Ohio General Assembly enacted Ohio Revised Code section 3345.061, which required the presidents of Ohio’s public colleges and universities to establish uniform statewide remediation-free standards in mathematics, science, reading and writing that all students enrolled in an Ohio public university or college must meet to be guaranteed placement into college-level coursework. In fall 2014, the remediation-free standards were implemented, which corresponded with a 5 percent decrease in the Ohio remediation rate.

Starting in the 2014–15 academic year, Ohio implemented a policy restricting the amount of funds two-year institutions could receive for offering remedial courses (except for Central State University, Shawnee State University and Youngstown State University).

In 2017 the Legislature required the annual reporting of remediation rates across districts and institutions of higher education. Additionally in 2017, Ohio received a Strong Start to Finish grant to work on improving co-requisite remediation in gateway mathematics and English courses. The Ohio Mathematics Initiative, a faculty-led group, also has been working to help students be successful in their gateway mathematics course through the use of co-requisite courses.

**OPPORTUNITY TO STRENGTHEN**

Ohio’s work on reducing remediation has resulted in dramatic decreases in remediation across the state. For students who do still require remediation, or for the three institutions exempt from the remediation funding restrictions, Ohio can consider implementing a co-requisite remediation policy. In co-requisite remediation students are concurrently enrolled in the remedial and credit bearing coursework. Ohio can continue the co-requisite work of the Ohio Mathematics Initiative and Strong Start to Finish.

**PROMISING EXAMPLES FROM OTHER STATES**

- Georgia – [Complete College Georgia](#)
- North Carolina – [Multiple Measures of Placement Policy](#)
- Tennessee – [Co-Requisite Remediation](#) and [Seamless Alignment and Integrated Learning Support (SAILS)](#)

**RESOURCES**

- 2019 Remediation Report
- Ohio Mathematics Initiative
- Ohio’s Strong Start to Finish Initiative

**POLICIES**

- OH Revised Code 3345.061. Sunset for State Operating Subsidies for Remedial Courses
- OH Revised Code 3333.041. Annual Report on Remediation
**POSTSECONDARY CREDENTIAL ATTAINMENT**

*Reduce barriers—such as funding, lack of alignment and missed opportunities—to help more students attain postsecondary credentials.*

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### REVERSE TRANSFER CREDENTIALS
Establish a statewide policy to allow students to earn an associate degree while continuing to work toward a bachelor’s degree. Ensure two-year and four-year college credits can be combined toward the credential.

### LAST DOLLAR/LAST MILE FINANCIAL AID
Provide dedicated state financial aid to qualifying learners that fills in gaps in federal assistance (last dollar) and promotes attainment for learners just shy of completing a degree (last mile).

### OUTCOMES-BASED FUNDING
Transition postsecondary funding models from those based on learner enrollment to ones based on learner outcomes. Dedicate more funding to programs and institutions that show demonstrated success in meeting success metrics such as job placement and long-term wage earnings.

### STACKABLE CREDENTIALS
Define and promote a combination of industry and academic credentials that reflect articulated pathways to advanced learning and employment. Ensure that postsecondary credential programs are widely accessible to all learners and reflect value in the labor market.
Reverse Transfer Credentials

The Ohio Department of Higher Education has implemented the Credit When It’s Due process. Students are eligible to earn their associate degree if they are enrolled in an Ohio public university, have earned at least 45 credit hours at a university or college and at least 20 credit hours from a participating two-year institution, have a minimum of a 2.0 at their current university, and have not yet received an associate or bachelor’s degree. No state statute could be found behind this implementation.

Ohio can consider research into stopped-out students to award reverse transfer degrees, even for those students not actively enrolled at university.

PROMISING EXAMPLES FROM OTHER STATES
- Colorado – Reverse Transfer Process
- Florida – Reverse Transfer Statewide Articulation Agreements
- Texas – Reverse Transfer Process

RESOURCES
- Credit When It’s Due FAQ

POLICIES
N/A
POSTSECONDARY CREDENTIAL ATTAINMENT

Ohio

STATE POLICY ANALYSIS

No comprehensive last dollar or last mile scholarships could be located.

OPPORTUNITY TO STRENGTHEN

To reduce financial barriers and increase postsecondary completion for its citizens, Ohio can consider implementing a last dollar or last mile program for students attending public postsecondary institutions.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – Last Mile College Completion Program
- Rhode Island – Rhode Island Promise
- Tennessee – Tennessee Promise and Tennessee Reconnect

RESOURCES

N/A

POLICIES

N/A
Ohio has a performance-based funding model: the State Share of Instruction (SSI). SSI funding in each fiscal year is allocated to public institutions according to a performance-based funding formula that incentivizes student course and degree completion, among other things.

The SSI is an allocation formula based on student outcomes. Each state-supported college and university reports detailed cost information to the Ohio Department of Higher Education within the Higher Education Information system. That data serve as the basis for the SSI calculations.

The university funding model consists of three primary funding components: course completion (30 percent), degree completion (50 percent) and set-asides, if applicable. For the community colleges, the three primary funding components are course completion (50 percent); student progress metrics (25 percent); and completion milestones such as degrees, long-term certificates and transfers to four-year institutions (25 percent).

Ohio can conduct a review of the data through the lens of equity to ensure that the outcomes-based funding model is appropriately incentivizing and supporting outcomes for all students. Ohio can also consider additional metrics such as job placement and wage earnings (over time).

**PROMISING EXAMPLES FROM OTHER STATES**
- Missouri – [Performance Funding](#)
- Tennessee – [Outcomes-Based Funding Formula](#)
- Texas – [State Technical College Funding Model](#)

**RESOURCES**
- Ohio Department of Higher Education [Budget and Financial](#)

**POLICIES**
N/A
STATE POLICY ANALYSIS

In 2006 Ohio’s HB 699 required the development of precollege and college-level stackable certificates. The implementation of HB 699, however, could not be identified. Ohio Revised Code now requires precollege stackable certificates that are uniform across the state and available from adult career centers, institutions of higher education and employers. The performance-based system also now includes the attainment of certificates for longer-term credentials, so this increases the number of stackable credentials.

OPPORTUNITY TO STRENGTHEN

To clarify and reinforce the value placed on already earned credentials as students pursue additional credentials, Ohio can consider establishing a cross-agency committee that affirms what constitutes credentials that are stackable from K–12 through postsecondary, including skills retraining certificates, and that hold market value in the workforce.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – Stackable Credential Legislation
- Idaho – SkillStack
- Indiana – Next Level Jobs Workforce Ready Grant

RESOURCES

- Stacking Educational Credentials in Ohio
- Making Certificates Count

POLICIES

- HB 699. Appropriations and Authorization and Conditions for the Operations of State Programs
WORKFORCE READINESS

Ensure the skills, credentials and apprenticeships students pursue help to prepare a strong workforce within the state.

WORKBASED LEARNING
Establish a statewide K–12 and postsecondary work-based learning program that promotes learning through a series of progressive learner experiences both in the classroom and in a work setting. Provide guidance and support for how education and business and industry collaborate to achieve mutual priorities.

REGISTERED APPRENTICESHIP
Establish clearly defined program guidance for state-promoted registered apprenticeships and apprentice programs outlining prerequisites, requirements, funding, stakeholder incentives and participant outcomes.

INDUSTRY CREDENTIALS
Ensure all industry credentials earned in K–12 or postsecondary are aligned with high-demand, high-skill, high-wage occupations and valued by state and regional employers.

SKILLS RETRAINING/ CREDENTIALING
Identify and promote non-degree programs and credentials that support new, transitioning and displaced learners in career change and advancement. Ensure that supports include funding supports for learners and incentives for participating employers who train or retrain them.
Work-Based Learning

Ohio’s Perkins V plan defines work-based learning as a coordinated sequence of experiences designed to provide students with real-world learning through partnerships with local business and industry.

Work-based learning has been incorporated into graduation requirements including Ohio’s long-term options for the class of 2023. Students can accumulate 250 hours of work-based learning aligned to their programs of study or graduation plan. Students may accumulate hours through six types of work-based learning experiences: job site placement and internship, apprenticeship and preapprenticeship, remote or virtual placement, entrepreneurship, school-based enterprise, or a simulated work environment. To support work-based learning and career-focused opportunities Ohio has launched Successbound.Ohio.gov. SuccessBound helps to promote business-school partnerships. State law requires that students receive credit for work-based learning experiences.

At the postsecondary level, the Ohio Department of Higher Education has worked to build linkages between coursework and the workplace through Ohio Means Internships and Co-Ops. Through Ohio Means Internships and Co-Ops, the Department of Higher Education distributes financial and technical assistance resources to strengthen work-based learning opportunities for college and university students at employers. This includes guidance on ways in which faculty can work with employers to ensure students have meaningful learning experiences in their placements. These grants have built institutional capacity and provided resources to support student wages. In 2014, the Department of Higher Education developed Harnessing Ohio’s Talent as a guide for colleges and universities to develop effective work-based learning programs.

Opportunity to Strengthen

Ohio can consider building on existing data collection on the types of experiences, and equity of the experiences, being undertaken with the work-based learning graduation requirement to ensure that work-based learning is having the intended outcomes in supporting career exploration, participation and awareness.

Promising Examples from Other States

- Delaware – Work-Based Learning Practicum
- Georgia – Work-Based Learning Framework
- Rhode Island – PrepareRI Work-Based Learning Navigator

Resources

- OH Perkins V State Plan
- Work-Based Learning
- SuccessBound
- Ohio Means Internships and Co-Ops
- Framework to Issue Credit for WBL
- Harnessing Ohio’s Talent

Policies

- OH Revised Code 3313.603. Requirements for High School Graduation; Workforce or College Preparatory Units
STATE POLICY ANALYSIS
An apprentice is defined in code as “a person at least sixteen years of age, except when a higher minimum age standard is otherwise fixed by law, who is in a registered apprenticeship program to learn a skilled occupation, pursuant to a registered apprenticeship agreement,” and a preapprentice is defined as “a person who receives formal classroom training designed to provide the person with the basic education, attitudes, skills, trade knowledge, and motivation necessary to enter a formal apprenticeship program.”

Ohio policy 4139.02 has created the Ohio State Apprenticeship Council, which is housed in the Department of Job and Family Services. The council registers and monitors apprenticeship programs to ensure quality and safety.

Ohio has more than 500 registered apprenticeship programs in diverse fields such as construction, energy, health care, manufacturing utilities and information technology. ApprenticeOhio is a one-stop resource for apprenticeship information. Ohio has increased access to apprenticeships by allowing an Ohio technical center, community college, higher education institution or local workforce board to serve as a registered sponsor for an approved program, which reduces the time businesses must spend filling out paperwork.

OPPORTUNITY TO STRENGTHEN
To build on its steady progress, Ohio can consider an incentive program for students who are in registered apprenticeship programs to be eligible for reimbursement of tuition, books, required tools and other approved expenses required for participation in the program.

PROMISING EXAMPLES FROM OTHER STATES
- Iowa – Earn and Learn
- Kentucky – Tech Ready Apprentices for Careers in Kentucky and Kentucky Educational Excellence Scholarship
- New Jersey – Apprenticeship Network
- South Carolina – Apprenticeship Carolina

RESOURCES
- Ohio Perkins V State Plan
- OhioMeansJobs.com Apprenticeship Occupations
- ApprenticeOhio

POLICIES
- OH Revised Code 3313.904. Preapprenticeship Training Programs for CTE Students
- OH Revised Code 4123.038. Apprentice Definitions
- OH Revised Code 4139.02. Apprenticeship Council
STATE POLICY ANALYSIS
In 2014 the State Board of Education passed a resolution to adopt a framework for determining industry-recognized credentials that qualify students for high school graduation. The review process relies on industry partners to validate the need for an industry credential to ensure students are earning credentials that are valued by Ohio businesses and/or are tied to Ohio’s Top Jobs list. Ohio's Top Jobs list includes both in-demand jobs and critical jobs. Ohio requires each school district to notify students who are enrolled in relevant CTE courses about industry-recognized credential opportunities. Ohio's Perkins V plan outlines the requirement that districts must now pay for students’ industry certifications and then they can receive reimbursement from the Department of Education.

The superintendent of public instruction, Governor’s Office of Workforce Transformation and representatives of business organizations established a committee to develop the updated list of industry-recognized credentials that may be used for the new high school graduation requirement and the Innovative Workforce Incentive Program (IWIP).

The One Year Option was established by HB 59 and allows graduates from Ohio Technical Center 900 or Greater Hour Programs to earn a block of technical credit toward an associate of technical studies. The goal of this initiative is to create a statewide agreement for awarding technical credit in addition to current statewide agreements such as Career Technical Assurance Guides.

In 2018, the chancellor of higher education created an inventory of both credit and noncredit certificate programs and industry-recognized credentials offered at state institutions of higher education and Ohio technical centers that align with in-demand jobs in the state. When awarding funds from the OhioMeansJobs workforce development revolving loan fund, the chancellor gives preference to certificate programs that support adult learners and are included in the inventory.

OPPORTUNITY TO STRENGTHEN
According to ExcelinEd’s research with Burning Glass for CredentialsMatter.org, in 2017–18, just 21 percent of industry credentials earned by Ohio K–12 students were asked for by employers and were associated with occupations that pay at least $15 per hour. The IWIP can continue to strengthen the alignment, but Ohio can closely monitor the data, and equity, of credentials being earned to strengthen the program if necessary. Ohio can also continue to ensure that programs of study align with high-wage, high-skill, in-demand fields. Additionally, the Ohio Department of Higher Education can explore the opportunity to grant statewide credit for industry-recognized credentials.

PROMISING EXAMPLES FROM OTHER STATES
- Indiana – Promoted Industry Certifications
- Kentucky – Valid Industry Certifications
- Louisiana – Industry-Based Certification State Focus List

RESOURCES
- Ohio Perkins V State Plan
- Industry-Recognized Credentials
- Ohio’s Top Jobs List
- One-Year Option

POLICIES
- OH Revised Code 3333.94. Certificate Programs and Industry-Recognized Credentials
- OH Revised Code 3313.6113. Committee to Develop a List of Industry-Recognized Credentials and Licenses
- Substitute HB 4. OWT
Skills Retraining/Credentialing

Ohio's TechCred program gives businesses the chance to upskill current and future employees to help them qualify for a better job in today's tech-infused economy. Businesses that submit successful applications are reimbursed up to $2,000 per credential when current or prospective employees complete technology-focused credential programs. All credentials in the TechCred program must be industry recognized, technology focused and short term (able to be completed in less than one calendar year). Through TechCred, employers are encouraged to offer a wage increase to the employee upon completion of the program.

The Individual Microcredential Assistance Program (IMAP) helps Ohioans who are low income, partially unemployed or totally unemployed participate in a training program to receive a credential at no cost.

OPPORTUNITY TO STRENGTHEN
Ohio can continue to track the outcomes data of the TechCred program to be able to make any necessary changes to the program to increase alignment to in-demand credentials that support individuals in earning a living wage.

PROMISING EXAMPLES FROM OTHER STATES
- Indiana – Next Level Jobs Workforce Ready Grant
- Washington – Worker Retraining Program

RESOURCES
- IMAP
- Ohio TechCred

POLICIES
- OH Revised Code 122.1710. IMAP
- Amended Substitute HB 2, TechCred and Microcredential Assistance Programs
EMPLOYER ENGAGEMENT

Incentivize workforce engagement in student pathways and reduce the barriers that keep employers from participating.

INDUSTRY ENGAGEMENT INCENTIVES

Establish, sustain and promote a comprehensive set of industry and employer engagement incentives for supporting education to workforce pathways. Incentives may include grant funds, tax credits, or local and regional support services.

LEGAL BARRIERS

Remove or lessen legal barriers such as liability insurance, workers’ compensation and worksite age restrictions to provide more learners with work-based learning opportunities.
KEY POLICY

Industry Engagement Incentives

STATE POLICY ANALYSIS
Ohio is helping to promote industry engagement through the Industry Sector Partnership Grant program, which competitively awards funding to existing partnerships (Accelerant Grant) and emerging partnerships (Spark Grant). Industry sector partnerships must be led by the business community in partnership with other organizations, such as K–12 schools, institutions of higher education and workforce boards, and have a regional and/or industry-specific focus. The program was announced by the Governor’s Office of Workforce Transformation in 2020 and funded at $2.5 million per fiscal year.

Ohio also has Business Advisory Councils through which local business and industry leaders partner with local schools and districts to bring the voice of business to the local education conversation. In many cases, the councils inform the development of local education to workforce pathways based in regional economic and workforce priorities.

OPPORTUNITY TO STRENGTHEN
Ohio can consider additional incentives, including tax credits, for employers who agree to participate in or host work-based learning programs and registered apprenticeships. The state might also provide different credits to businesses such as a workers’ compensation premium credit based on the number of learners supported through training or work-based learning.

PROMISING EXAMPLES FROM OTHER STATES
- Georgia – Work-Based Learning Premium Credit
- Indiana – Next Level Jobs Employer Training Grant
- Iowa – Tax Credit

RESOURCES
- Industry Sector Partnership Grant

POLICIES
- Amended Substitute HB 2
- TechCred and Microcredential Assistance Programs
**KEY POLICY**

**Legal Barriers**

**STATE POLICY ANALYSIS**
Ohio has contracts with employment agency Adecco to hire students as temporary employees for work-based learning to reduce employer liability.

**OPPORTUNITY TO STRENGTHEN**
Ohio is one of the few states with a policy in place to help reduce employer liability. Ohio can also consider allowing public schools to purchase certain insurance coverage for the benefit of businesses and students participating in CTE programs and provide for some immunity from liability of certain public school students participating in these programs.

**PROMISING EXAMPLES FROM OTHER STATES**
- Kentucky – [Apprenticeship Programs & Partnerships](#)
- Rhode Island – [Work Immersion Training Grant](#)
- Texas – [Insurance Coverage](#)

**RESOURCES**
- [Adecco Work-Based Learning](#)

**POLICIES**
N/A
To ensure the strength of all the other policies, there must be cross-sector agreement on outcomes, strategies to get there and data to track progress.

**SHARED PROGRAM QUALITY DEFINITIONS AND INDICATORS**

Establish shared statewide definitions and indicators for quality of and success in education to workforce pathways. Ensure these shared priorities extend across agencies and systems and inform decisions about program offerings, funding and outcomes.

**STATE LONGITUDINAL DATA SYSTEM**

Ensure the state’s cross-agency data system collects and reports on data needed to evaluate education workforce programs against shared metrics for quality and success. Data should span agencies and education systems and into the workforce to inform decision-making and drive outcomes.
STATE POLICY ANALYSIS
Ohio’s attainment goal is to “ensure 65 percent of Ohioans ages 25–64 have postsecondary credentials.”

In 2020 Ohio Excels in partnership with the Complete to Compete Ohio Coalition coordinated across agencies to analyze the current attainment rate and develop a roadmap. The Complete to Compete Ohio Coalition identified five statewide objectives to increase attainment: (1) Create demand by developing shared messaging; (2) deepen the connection between education, workforce and social services; (3) create and communicate affordable routes to degrees and credentials; (4) ensure all Ohioans have the knowledge and skills they need to start their careers; and (5) create and support multisector partnerships.

The Complete to Compete Ohio Coalition is aggregating and monitoring metrics across PreK–12 (such as ACT/SAT scores, Free Application for Federal Student Aid completion rates and enrollment in a preapprenticeship), postsecondary (such as retention, enrollment and persistence) and workforce (such as educational attainment by county, unemployment and registered apprenticeships).

OPPORTUNITY TO STRENGTHEN
Ohio can consider collecting the data broken out by demographic and geographic measures to help ensure there is equity in the outcomes being achieved and to make necessary adjustments to the strategy if applicable.

PROMISING EXAMPLES FROM OTHER STATES
• Colorado – Talent Pipeline Report
• Indiana – Governor’s Workforce Cabinet
• Rhode Island – PrepareRI

RESOURCES
• A Statewide Action Plan for Increasing Postsecondary Educational Attainment in Ohio
• Ohio Perkins V State Plan

POLICIES
N/A
Ohio is building a robust system for cross-agency longitudinal data sharing and analysis, facilitated by the vision and support of Innovate Ohio and the InnovateOhio Platform. These initiatives are making it easier for agencies to connect to data analytics teams and use data to address shared goals.

Through the InnovateOhio Platform, education and workforce continue to support the Ohio Longitudinal Data Archive (OLDA), a long-standing resource that provides researchers access to data across multiple state agencies. Aided by a Statewide Longitudinal Data Systems Grant, the Department of Education, Department of Job and Family Services and Department of Higher Education are working with the OLDA research team to establish a connection between K–12, workforce and higher education data. Once the connection is established, these linked data will help Ohio understand K–12 students’ workforce outcomes.

The InnovateOhio Platform is a new resource in Ohio, and evidence of its efficacy and use is pending.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – Talent Pipeline Report
- Florida – Talent Development Council
- Kentucky – KYStats

RESOURCES

- OLDA

POLICIES

- OH Revised Code 3301.94, Education Data Repository
- OH Revised Code 3301.0714, Guidelines for Statewide Education Management Information System