PROGRAM & PARTICIPANT SPOTLIGHTS

Savana Cline
MVMC WorkAdvance/WISE Pathways
https://bit.ly/48k4mZR

Savana and a few others from Choffin Career and Technical Center participated in a three-week WorkAdvance bootcamp, earning the ToolingU CMfgA. She was hired as a general laborer at Trivium.

Em Williams
TRAIN OH Earn & Learn
https://bit.ly/3vlrVTr

Em was trained in the LCCC MEMS program and became a STEM Intern at the White House. She was awarded two NASA Scholarships for her research work and an Intel Scholarship. Em is now employed at Ohio Aerospace Institute.

Patrece Scott, Machining
ACCESS to Manufacturing Careers & MW Pre- and Registered Apprenticeship
https://bit.ly/3RHF2Wy

Patrece was introduced to manufacturing through MAGNET's ACCESS program. After, WLS Stamping recommended Patrece for the Manufacturing Work's Pre-Apprenticeship program, and was then selected to become a full apprentice.

OMWP Resources & Toolkits

WISE Pathways SkillsCommons
https://bit.ly/wiseskillscommons

Entry-Level Learn-and-Earn Guide
https://bit.ly/47rbClt

OMWP DEIL Recruitment Toolkit
https://omwp-dei.super.site/

Earn-and-Learn Strategies Guide
https://bit.ly/4aZ85xM

Ohio TechNet SkillsCommons
https://otn.skillscommons.org/
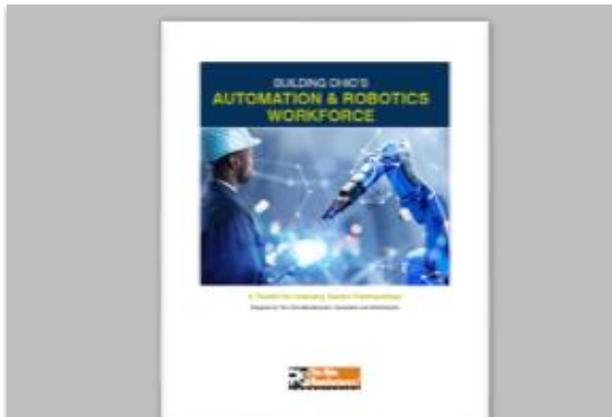
A&R Workforce Toolkit
https://bit.ly/3NTiW26

EARN Replication Guide
https://bit.ly/3RLnLfi

MFG Competency Model
https://bit.ly/48rGMKC

Grant Primary Challenges

- COVID-related challenges affected grant implementation early in the grant's life cycle

- Navigated turnover at employers and partner organizations throughout the grant

- Data requirements for this grant were extensive

- Onboarding and technical assistance of grant partners was ongoing, due to varied levels of experience

- Experienced difficulty with managing project goals and expectations with training providers

Grant Learnings and Opportunities

- Identified a need to determine training assets and gaps across regions/state

- Multiple partners expressed the value in having at least one large-scale employer as a core partner

- Necessary to identify a decision maker at employers to build and leverage a relationship

- Connect with industry organizations and OMA to keep up- to-date with industry trends and best practices

- Collaborate with peer industry sector partnerships to learn about their challenges and successes

- Identify staff member at partner institutions specifically focused on student success for those in grant-affected services

Grant Successes & Best Practices

- Grant dollars were leveraged to augment staff, create additional programming, and connect with more employer partners

- Experienced growth over the life of the grant in terms of both organizational capacity and number of placements

- Partner organizations created new relationships with state-wide agencies, industry organizations, higher-ed institutions, and employers

- Providing ongoing technical assistance for data collection and program development was invaluable

Sustainability & Ongoing Collaboration

Statewide Distribution of OMA ISPs

- ● **ISPs**
- ○ **Lead ISPs**

Central Region
Northeast Region
Northwest Region
Southeast Region
Southwest Region
Western Region

Region 1	Northwest State CC
Region 2	Rhodes State College
Region 3	Ohio Manufacturers' Association
Region 4	Ohio Manufacturers' Association
Region 5	Columbus State CC
Region 6	Shawnee State University
Region 7	Lorain County Community College (LCCC)
Region 8	MAGNET
Region 9	Building Bridges to Careers
Region 10	ConxusNEO
Region 11	Manufacturing Works
Region 12	Mahoning Valley Manufacturers Coalition

OMA Director of Workforce Services coordinates each of the six regional Hubs and is accountable for driving the team towards accountability for actions as well as funding and reporting.

REGIONAL Hub (x6)
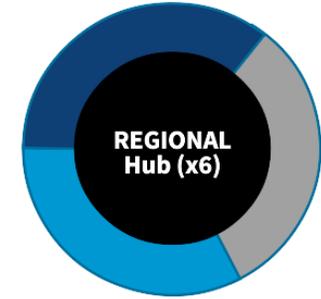
Economic Development (JobsOhio Regional Partner) convenes across local opportunities to shape region expectations and demand amongst major and minor employers

Lead Industry Sector Partnerships serve as the key coordinator of the workforce development, education, community and manufacturer partners to knit local efforts with existing advanced manufacturing initiatives.

- Member ISPs
- Manufacturers and Industry Partners
- Local Community Organizations CBOs
- Higher Education / Trainers
- Economic Development Partners
- Workforce Development Partners

- **$23.5 million - September 2022 - June 2025**
- **Goal of 6000 people trained, 3600 placed in good jobs, 50% of the 3600 from untapped talent populations;**
- **Focus on recruitment innovation:**
  - Incorporates grassroots engagement, lead generation, nurturing, and conversion;
- **WorkAdvance via the ISPs**
  - Franchise model with accountability built in;
- **Upskilling and Technology Innovation; and**
- **80+ Implementation Partners:**
  - Extensive collaboration among state agencies, 19 Industry Sector Partnerships (ISPs), and local implementation partners.

GJC Good Jobs Challenge (EDA) - data as of June 10th, 2024

2,058
Participants Enrolled
in WorkAdvance or Upskilling

1,386
Training Completers

Hired **994 / 3,600** Goal
Placed into Good Jobs

Job Placements of Untapped Talent Populations

People of Color	50%
Women	18%
Justice Impacted	16%
Veterans	5%

ADDRESSING THE TALENT IMPERATIVE THROUGH OHIO'S MANUFACTURING COMPETENCY BUILDING BLOCKS MODEL
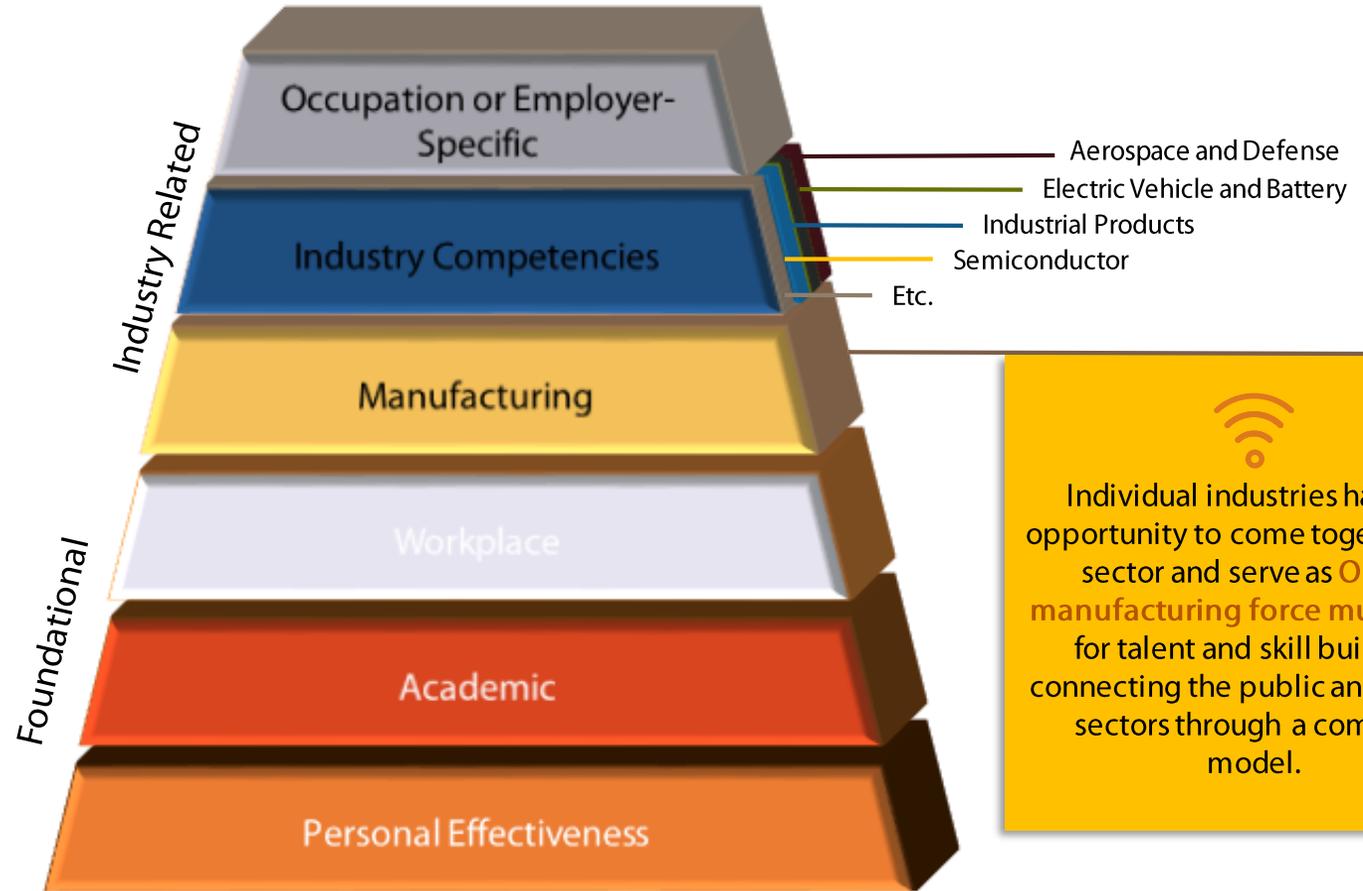

Imperatives

Ohio is growing across a number of manufacturing industries.

Education and workforce training providers are working across each industry to better meet their needs.

Separate approaches to discussing in-demand, critical competencies and skills needs across each industry.

Industry Related

Occupation or Employer-Specific

Industry Competencies
- Aerospace and Defense
- Electric Vehicle and Battery
- Industrial Products
- Semiconductor
- Etc.

Manufacturing

Foundational

Workplace

Academic

Personal Effectiveness

Individual industries have an opportunity to come together as a sector and serve as Ohio's manufacturing force multipliers for talent and skill building, connecting the public and private sectors through a common model.
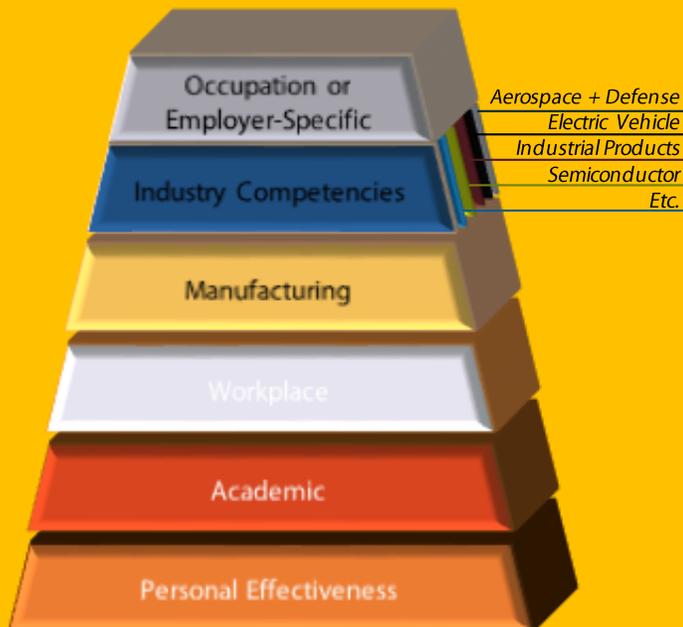
COMPETENCY MODEL APPLICATIONS

Once a competency model has been built, there are numerous applications, use cases, and paths for deploying the model in action. Below are key areas of application and supporting tools that can be used to encourage use of the competency model, once developed.

Competency Model Build

Building and customizing a competency model first involves collecting and synthesizing labor market information and then convenes employers and partners to assist in validating.

Occupation or Employer-Specific

Aerospace + Defense
Electric Vehicle
Industrial Products
Semiconductor
Etc.

Industry Competencies

Manufacturing

Workplace

Academic

Personal Effectiveness

Competency Model Applications

Various use cases can be pursued after a competency model has been established, such as…

Career Pathways
- Identify advancement pathways within an organization or industry.
- Reference tool to develop stackable credentials.

Curriculum Assessment
- Align curriculum to employer and skilled labor needs.
- Highlight curriculum gaps or redundancies.

Regional Training Mapping
- Identify regional training strengths and gaps based on coverage of competencies.

Employee Assessment
- Communicate role-specific competency mastery expectations to employees.
- Gauge employee advancement readiness, succession planning.

Apprenticeship Development
- Identify work-based learning components.
- Delineate educator and employer competency "responsibility".

Credential Development
- Establish credential requirements.
- Identify existing credentialling gaps.

Employer & Educator Mapping
- Identify target institutions based on high competency overlap.

Talent Pipeline Management
- Consistency in job posting language.
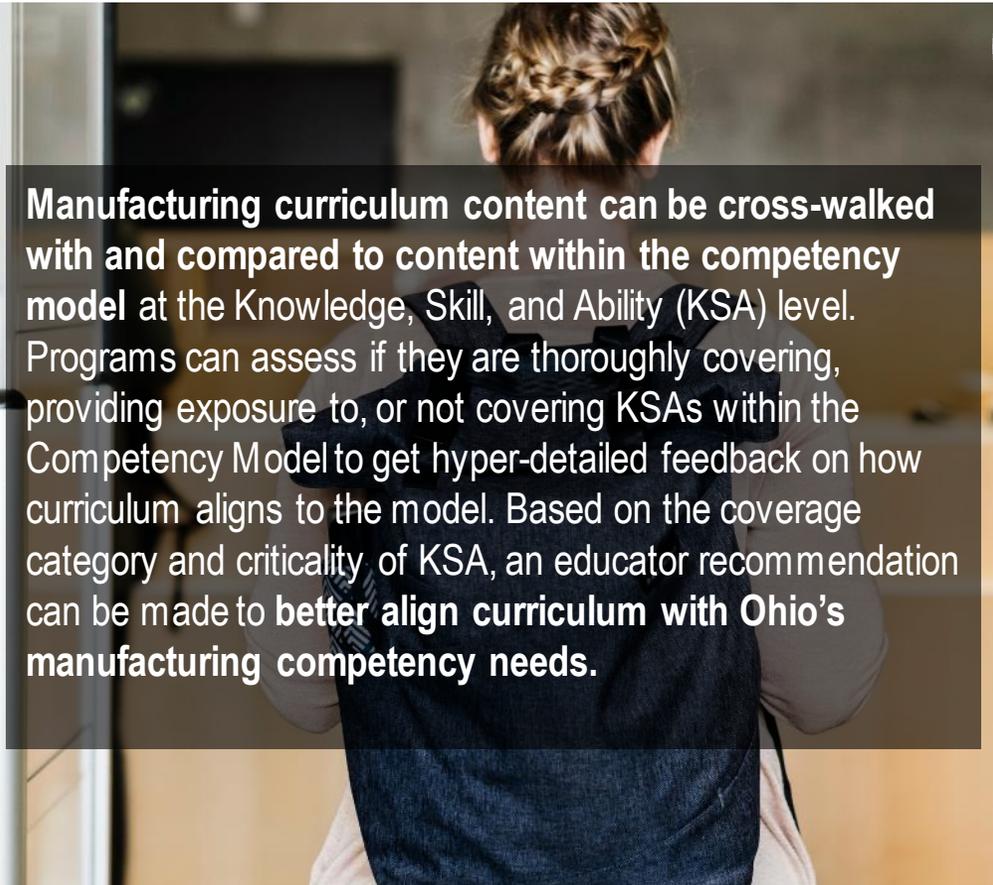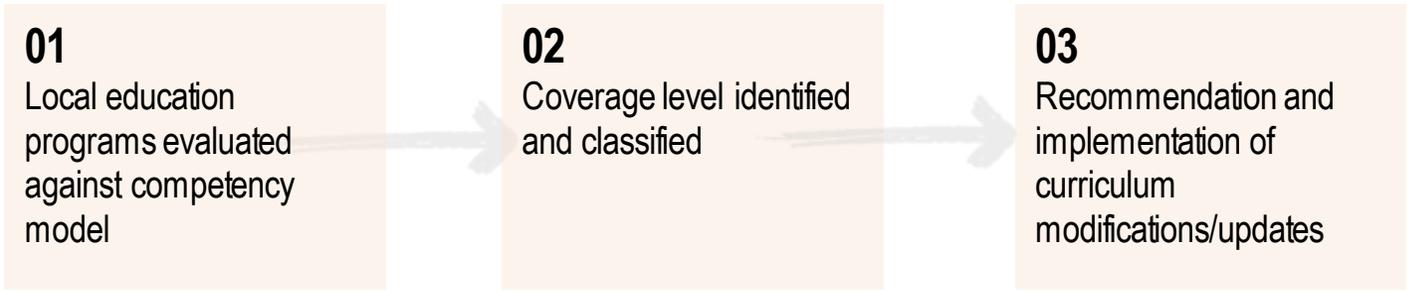- Source a broader pool of qualified candidates.

CURRICULUM ASSESSMENT

WHAT ARE THE BENEFITS?

- Promotes curricula across ISPs and employers.
- Highlights clear path for educators to pinpoint curriculum areas to enhance.
- Upskills students to be better prepared to enter the workforce.

WHAT QUESTIONS ARE ADDRESSED?

- How can curricula more closely align with Ohio manufacturers' designated competency needs?
- How can ISPs promote curricula that address critical employer needs?
- What additional content can supplement existing manufacturing curricula?

WHAT'S THE PROCESS?

01
Local education programs evaluated against competency model

02
Coverage level identified and classified

03
Recommendation and implementation of curriculum modifications/updates

Manufacturing curriculum content can be cross-walked with and compared to content within the competency model at the Knowledge, Skill, and Ability (KSA) level. Programs can assess if they are thoroughly covering, providing exposure to, or not covering KSAs within the Competency Model to get hyper-detailed feedback on how curriculum aligns to the model. Based on the coverage category and criticality of KSA, an educator recommendation can be made to **better align curriculum with Ohio's manufacturing competency needs.**

OTN / OMA Support for the Competency Model

Curriculum Assessments are a key step in the 2024 Super RAPIDS process.

- Lead ISPs contact eligible educators.
- Educators conduct curriculum assessments with OTN support.
- Lead ISPs compile project proposals into a unified, regional application.
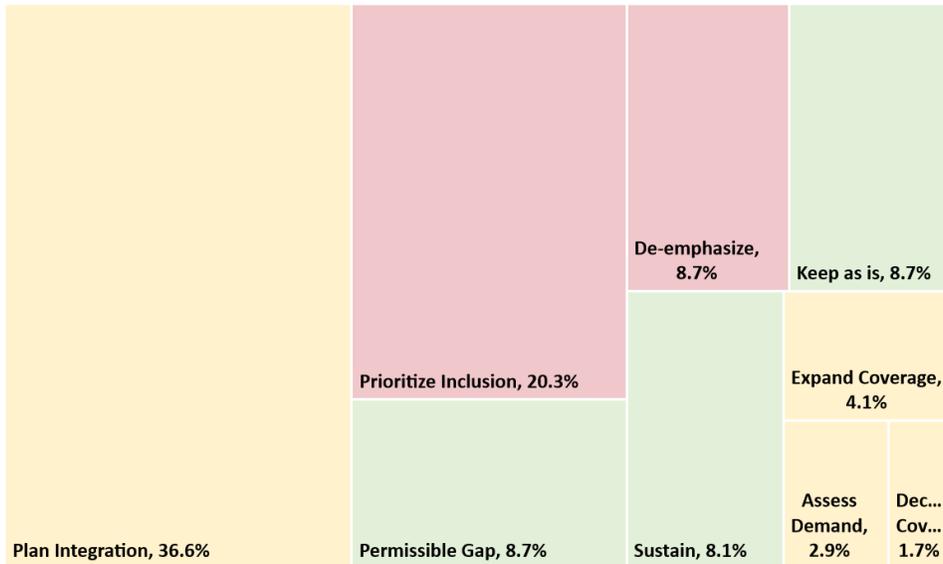
Register for technical support and guidance in conducting a curriculum assessment!

The Ohio MFG Competency Model
Creating a common language and framework addressing Ohio manufacturers' critical skill needs

As part of the Ohio Auto & Advanced Mobility (A&AM) Workforce Strategy, the Governor's Office of Workforce Transformation, the Ohio Department of Higher Education, and the Ohio Manufacturers' Association (OMA) are collaborating on the 2024 round of Super RAPIDS focused on supplying talent for A&AM in-demand occupations.

Before submitting a Super RAPIDS project proposal for equipment and related facility improvements, eligible institutions must complete and submit a curriculum assessment for each program that would be using the equipment or facility. Specifically, institutions must assess the program using the sector-wide Ohio Manufacturing Competency Model and the industry-specific EV, Battery, and EVSE Competency Model available on the **Ohio Manufacturing Competency Model Landing Page.**

Ohio TechNet is partnering with the OMA to host Office Hours, providing technical support and guidance to educators interested in conducting curriculum assessments. Office hours are currently scheduled throughout the month of July. See the schedule below and click **here** to register!

Chart data:
- Plan Integration, 36.6%
- Prioritize Inclusion, 20.3%
- Permissible Gap, 8.7%
- De-emphasize, 8.7%
- Keep as is, 8.7%
- Sustain, 8.1%
- Expand Coverage, 4.1%
- Assess Demand, 2.9%
- Dec... Cov... 1.7%